CHAPTER I

INTRODUCTION

This chapter provides rationale, a discussion about context and topic that being the focuses in this research. It consists of Background of the Research, Research Questions which are inquisitive of research centrality, and Purposes of the Research where the objectives to answer the research questions are listed. Significances of the Research is provided which elaborates the research beneficial. The final section of this chapter is State of the Art that discusses the novelty of this research

1.1 Background of Research

Meaningful learning activities is one of important aspects in teaching and learning activity. It is able to bring students into the world of learning. Also, a meaningful learning process will be created by using a learning model that makes the students as the center of learning (student centered active learning), giving maximum opportunity for students to explore their ability (Ningsih, Soetjipto, & Sumarni, 2017). Additionally, Joyce (2009) believed that a successful teachers are not simply charismatic and persuasive presenters. Rather, they engage their students in robust cognitive and social tasks and teach the students how to use them productively. In short, teachers must possess some qualities such as planner to bring effective and meaningful learning which makes students actively participate in the learning activities.

Additionally, as students repertoire of learning strategies increases, students will be able to accomplish more and more types of learning more effectively. A model of teaching is a description of a learning environment, including teachers' behaviour when that model is used. These models have many uses, ranging from planning lessons and curriculums to designing instructional materials, including multimedia program (Joyce, 2009).

A model of teaching is a plan or patterns that is used to design face-to-face teaching in classrooms or tutorials settings and to shape instructional materials – including books, films, tapes, computer-mediated programs, and curricula (long-terms courses of study). Models of teaching are needed in curriculum as it assists in constructing a curriculum or contents of a course, choosing the proper selection of instruction material for teaching the prepared course or the curriculum and guiding teachers' action (Kaur, 2019).

Furthermore, since models of teaching relate to curriculum, it is directly as part of syllabus design. A syllabus design is a stage of development a statement about methodology and materials to be used in a specific instance. Since materials design and classroom activity are particularly closely related it is often convenient to group them together under the general heading of 'methodology' (Council). Considering the previous statements, it could be assumed that the position of models of teaching in curriculum relies on the learning activity and materials in the syllabus. It coincides with Joyce and Weil (2009) indirectly summarize that model of teaching is a description of a learning environment.

Regarding models of teaching in educational field of this 21st century, there has been certain standards made as the guidance for stakeholders. One of the standards that should be applied is the integration of ICT in language teaching especially designing syllabus design. Many countries now view understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education (Amin, 2013). It is in line with Ozdamli (2017) argued that while digital technologies are used for fun and communication, they are also used in education and provide a learning process for both teachers and students. In short, the emergence of such modern education technology has highly changed the face of education over the last few decades.

The models of teaching presented in this research only concern on approach, method, and technique as the components of models of teaching itself. Anthony in Richards and Rodgers (1986) identified three levels of conceptualization and organization, which he termed approach, method, and technique. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning and axiomatic. 1t describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. While a technique is implementational - that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefote in harmony with an approach as well. In relation to models of teaching, approach

and method, offers a models of language competence. Such models designed to guide teaching practice (Kesuma, 2011).

In respect of ICT integration in language teaching, it impacts the way teachers teach, learn, and assess the students. Five major trends—digital technologies, access to information, globalization, equity, and accountability—are changing the world in profound ways. As they do, they also affect 21st century teaching through the ideas, movements, and reforms they inspire. An awareness of these trends and the ways they influence the field of education will help teachers better understand what is required to prepare 21st century learners for the future (Kilbane & Milman, 2014)

Furthermore, teachers in 21st century then need to design learning experiences that balance students' individual and shared needs. That is, teachers need to use culturally responsive pedagogy and differentiated instruction strategies when developing standards-based instruction. To achieve this challenging balance, teachers in the 21st century classroom must be able to effectively integrate high-quality tools, such as instructional models, strategies, and technologies, so that their diverse population of students can meet uniformly rigorous standards (Kilbane & Milman, 2014).

Based on the discussion above, it could be sum up that teaching and learning activity including teachers' role in the classroom has currently been transformed and integrated due to the digital era. Technology offers a lot of benefits as making teaching interesting and more productive in terms of advancements. The use of technology helps learners get involved and learn based on their interests. It has been extensively accepted for teaching

English in the modern world. Technology satisfies both visual and auditory senses of the learners (Gilakjani, 2017).

In the case of teaching English in higher education, Indonesian national qualification framework (KKNI) stated that undergraduate students must be in 6 level of competences in which one of the competencies demanded undergraduate students to be skillful in implementing technology. Those competencies include such as students are able to apply logical thinking, critics, systematic, and innovative in the context of development and implementation of science and technology which considering and implementing humaniora value which is relevent to the expertise, students are able to review development implications or implementation of knowledge and technology which is considering and applying humiora value which is relevant to the expertise based on rules, procedures, and scientific ethics in terms of producing solutions, suggestions, design, or art criticism.

Considering the demand to incorporate ICT for each subject in the curriculum especially in higher education as stated above, it can be regarded that teachers especially English teachers should be competence to utilize ICT in teaching and learning process in order to achieve the competence to gain high quality of English currently.

Nowadays, English is highly crucial in English Second Language or English Foreign Language as it has been spoken by significant numbers of people around the world. The four language skills (listening, reading, writing, speaking) have a great significance or value toward ESL-EFL such as writing. Specifically, Bakeer (2018) put on the view that writing is one of the four language skills that requires a special attention. It is a significant skill in language production as its role is to convey the message accurately and effectively,

and its proficiency plays a major role in communication. Writing is the most challenging area in learning the second language. University students are neither knowledgeable nor skilled enough to feel confident to communicate efficiently and effectively, using English as a foreign language. In short, learning how to write has gained considerable importance for the last two decades use as a tool for effective communication of ideas, and in research work (Bakeer, 2018).

Additionaly, infusing ICT in teaching and learning activities in writing skill is believed to assist both teachers and students to meet the learning outcomes. Yunus, et all (2013) stated that research on the use of ICT tools in ESL writing classroom has shown that ICT makes a supportive and encouraging environment for the students to increase their writing skills in terms of quality and quantity.

In regard to find out whether Indonesian students have already been in the right track to acquire English, Common European Framework of Reference or CEFR is used as the framework. CEFR is acknowledged internationally as the standard languages proficiency framework to adopt. The framework which was first intended to serve as a shared language framework in the European to regulate its language education system across several countries within the union has been embraced by country outside Europe such as Indonesia (Aziz & Uri, 2017)

There are number of studies have conducted the research focusing on integrating ICT in writing subjects. The first research was conducted by Bano and Hameed (2007) whose research's title is The Use of ICT in Developing Reading and Writing Skills in Children with Hearing Impairment. This study was designed to see the effectiveness of video

clipping (ICT) in teaching reading and writing skills to children with hearing impairment. Through this experimental study the researcher has shared new teaching methodology to develop reading and writing skills among children The video-clipping method proved to be effective teaching method to develop writing skills among children with hearing impairment but it found to be in effective for teaching reading.

The second research conducted by Yunus, et all (2013) entitiled The Use of Information and Communication Technology (ICT) in Teaching ESL Writing Skills. This study revealed that the use of ICT in the teaching of ESL writing was very low. Advantages of using ICT were reported to be attracting students' attention, facilitating students' learning process, helping to improve students' vocabulary and promoting meaningful learning. Disadvantages found included the difficult class control, distraction and the students' tendency to use short forms in their writing. It was also revealed that teachers are generally weak in managing problems and planning activities involving the use of ICT in the teaching of ESL writing.

The third research focused on problems in teaching writing which was done by Arianti (2016) entitled The Teaching of EFL Writing in Indonesia. Based on the research, it is revealed that curriculum of teaching writing will be another important factor to consider as well as research and practice in teaching writing. In this case, time also being a big challenge for the teachers to have the students' writing improve because to accomplish a good composition in English, it needs complex steps such as brainstorming, prewriting, drafting, and editing. However, new techniques in teaching writing are needed to develop the students' writing outcomes.

Based on the previous research above, the first and second research shared the positive impacts of infusing ICT in teaching writing skill, although the second research also revealed that the disadvantage of insuing ICT in writing skill such the difficult class control, distraction and the students' tendency to use short forms in students' writing. Meanwhile, the third research found that new techniques in teaching writing are needed regarding the problems encoutered in teaching writing. In response to this phenomena, ICT-integrated writing models of teaching subject in Indonesia is still rare. Thus, this research is intended to design ICT-Integrated Writing Models of Teaching for English Language Education Study Program. In conducting this research, the researcher needs an analysis of existing models of teaching which can be taken from English syllabus of certain universities in Indonesia.

1.2 Research Questions

Based on the background of the study, this study focuses on how integrate the ICT Competences-integrated models of teaching of writing courses. Thus, the researcher formulated the research questions as follow:

Main research question:

How are the ICT Competences-integrated models of teaching of writing courses for English Language Education Study Program?

The main research question is divided into three sub questions:

1. To what extent are ICT competences-integrated in the existing models of teaching of writing courses for English Language Education Study Program?
2. How are the ICT Competences-Integrated into models of teaching writing courses for English Language Education Study Program?
3. How are the designs of ICT competences-integrated models of teaching of writing courses English Language Education Study Program?

1.3 Purpose of Research

Based on the research question presented above, the main purpose of this study is formulated as follows:

Main purpose:

To design the ICT competences-integrated models of teaching of writing courses for English Language Education Study Program

Sub purpose:

1. To analyze the ICT competences-integrated in the existing models of teaching of writing courses for English Language Education Study Program
2. To describe the procedure of designing ICT competences-integrated models of teaching of writing courses for English Language Education Study Program.
3. To design the ICT competences-integrated models of teaching of writing courses for English Language Education Study Program.

1.4 Scope of Research

The study focuses on designing the ICT competences-integrated models of teaching for English Language Education Study Program. The teaching model used by teacher as a guidance in the process of teaching and learning that integrated ICT competences to follow the need of technology literacy at this digital era. This study used the data of the existing models of teaching obtained from observation as well as from documents of writing courses from five universities. Moreover, the data from the existing models of teaching were compiled to analyze how far ICT competence employment in the existing models of teaching. By using UNESCO ICT Competency Framework, and other theories of ICT competences were employed as the framework in formulating ICT indicators. CEFR descriptors were also used to find whether the materials have been in line with CEFR descriptor level. Furthermore, the study was attended to English Language Education study program only. Therefore, the Design and Developmental Research (DDR) was employed.

1.5 Significance of Research

Respecting to the purposes mentioned above, this study hopefully can give some contributions in theoretical and practical aspects. Theoritically, as this study offers the explanation about the process of designing models of teaching, particularly ICT competences-integrated models of teaching in English Language Education Program, its results can be used as a reference and input for further research especially for instructional designers who are interested in integrating ICT into models of teaching in the area of ELESP or others. Practically, this study supports the advancement of ICT integration in

education particularly EFL context where the process of teaching and learning positively affected. Besides, through this study the teachers can upgrade their knowledge and skills to be pedagogically and technologically competent in their classes.

1.6 Clarification of Related Terms

In order to avoid misunderstanding, the technical terms found in this study are models of teaching, writing courses, and ICT competences. Model of teaching is an approach on how the teacher teach or deliver the lesson, that can be used to shape curricula, to design instructional materials and to guide instruction in the classroom and other settings (Joyce & Weil's, 1980; Crusichanks et. al., 2006). Therefore, the model of teaching position in the curricula and syllabi is as the teaching approach and strategy to develop the learning activity and material. While Writing is one of the productive skills which is dealing with the production of written language.

ICT competences refer to as a skill to equip students with basic knowledge and skill in information and communication technology. ICT is a tool used in teaching and learning process that can be efficiently integrated into existing curriculum, provides unlimited resources and support learning through their teaching that have high quality and continually improving.

English Language Education Study Program (ELESP) is a university program focus in English Language Education. It prepares the students to comprehend and master the teaching competence and language proficiency in English education.

1.7 **State of the Arts**

The study related to ICT integration in teaching and learning activity is considered as an important aspect to be conducted due to the fact that the teachers nowadays are required to face and meet the demand of 21st - century education in which it is technologically oriented. However, the lack of limited trainings was a major factor in technology disintegration in teaching activity (Mukminin , Habibi , Marzulina, Sirozi, & Harto , 2017) however, it contradicts with currect condition in which teachers and students who will be teachers in the future when they go for teaching practice. Teaching in the 21st century has changed, as it requires people involved in education to manage the integration of technology in their classes to meet the requirements of current teaching and learning activity. To bridge the gaps, this study attempts to design ICT competences integrated models of teaching of writing courses on the basis of ICT frameworks. In addition, ICT competences that are integrated into the designed Models of teaching of this study can be utilized to instruct the teachers not only use ICT for personal and teaching purposes but also for enhancing their technology literacies in line with their professional development. Further, this study gives new insight for the teachers that high and proper integration of ICT in models of teaching design can boost the ICT employment in teaching and learning activity.