

**DESIGNING ICT COMPETENCES – INTEGRATED
SYLLABUSES OF LISTENING COURSES**

**(A Design and Development Study of English Language Education Study
Program Syllabus)**



**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of Master Program of English Language Education**

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ABSTRACT

Junita Siahaan. (2020). *Designing ICT Competences-Integrated Syllabuses of Listening Courses (A Design and Development Study of English Language Education Program Syllabuses)*. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Arts, State University of Jakarta.

Integrating ICT Competences into curriculum, syllabus or course outline is needed in order to support 21st learning century. On the other hand, Listening, as a receptive skill that should be acquired by the learner, also needs supporting tools such as ICTs which can help the teachers to deliver the materials. Hence, the aim of this study is to design ICT competences-integrated syllabuses of listening courses for English Language Education Study Program (ELESP). This study applied Design and Development Research (DDR) as the research design. The data used in this research were 14 listening syllabuses which were taken from 5 universities in Indonesia. The results of this study revealed that: First, the ICT competences are mostly integrated, either explicitly or implicitly, in the component of Materials (M), Assessment (AE), Learning Objectives (Lob), Teaching Method (TM), Learning Indicators (I) and Learning Media (LM). Moreover, competence in using audio/video files is the mostly integrated competence in the existing listening syllabuses. Meanwhile, for the level of ICT Competences, Technology Literacy becomes the mostly applied level which means that the ICT Competences integrated in the existing listening syllabuses are still in the level of using and understanding. Second, this study proposed 6 procedures in integrating ICT Competences into listening syllabuses. Third, this study also proposed the design of ICT competences-integrated listening syllabuses which represent all levels of ICT Competences. The proposed syllabuses employed 12 components and the skill-based type as the type of syllabus.

Keywords: *ICT Competence, Listening, Syllabus Design, ICT UNESCO Framework, ELESP.*

ABSTRAK

Junita Siahaan. (2020). Merancang Silabus Mata Kuliah Mendengarkan yang Terintegrasi dengan Kompetensi TIK (Sebuah Studi Desain dan Pengembangan Silabus untuk Program Studi Pendidikan Bahasa Inggris). Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Mengintegrasikan Kompetensi TIK ke dalam kurikulum, silabus atau garis besar kursus diperlukan untuk mendukung abad pembelajaran ke-21. Di sisi lain, Mendengarkan, sebagai keterampilan reseptif yang harus diperoleh oleh pelajar, juga membutuhkan alat pendukung seperti TIK yang dapat membantu para guru untuk menyampaikan materi. Tujuan penelitian ini adalah untuk merancang silabus mata kuliah mendengarkan yang terintegrasi dengan kompetensi TIK untuk Program Studi Pendidikan Bahasa Inggris (PSPBI). Penelitian ini menggunakan Desain dan Pengembangan Penelitian (DDR) sebagai desain penelitian. Data yang digunakan dalam penelitian ini adalah 14 silabus mendengarkan yang diambil dari 5 universitas di Indonesia. Hasil penelitian menunjukkan bahwa: Pertama, kompetensi TIK sebagian besar terintegrasi, baik secara eksplisit atau implisit, dalam komponen Bahan belajar (M), Penilaian (AE), Tujuan Pembelajaran (Lob), Metode Pengajaran (TM), Indikator Pembelajaran (I) dan Media Pembelajaran (LM). Selain itu, kompetensi dalam menggunakan file audio / video adalah kompetensi yang sebagian besar terintegrasi dalam silabus mendengarkan yang ada. Sementara itu, untuk tingkat Kompetensi TIK, Teknologi Literasi menjadi level kompetensi TIK yang paling banyak diterapkan, yang berarti bahwa Kompetensi TIK yang terintegrasi dalam silabus mendengarkan yang tersedia masih dalam tingkat penggunaan dan pemahaman. Kedua, penelitian ini mengusulkan 6 prosedur dalam mengintegrasikan Kompetensi TIK ke dalam silabus mata kuliah mendengarkan. Ketiga, penelitian ini juga mengusulkan desain silabus mata kuliah mendengarkan yang terintegrasi dengan kompetensi TIK yang mewakili semua level Kompetensi TIK. Silabus yang diusulkan menggunakan 12 komponen dan tipe silabus berbasis keterampilan.

Kata Kunci: *Kompetensi TIK, Mendengarkan, Desain Silabus, Kerangka Kerja TIK UNESCO, PSPBI*



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Jakarta, February 2020



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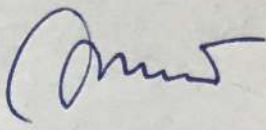
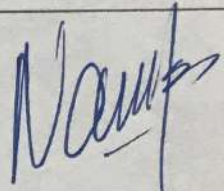
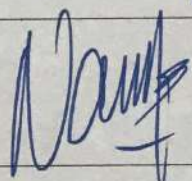
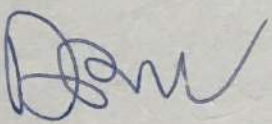
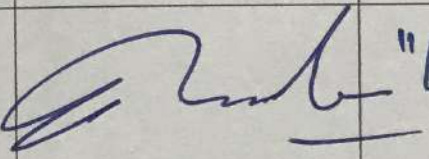

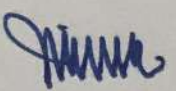
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TABLE OF CONTENTS

APPROVAL SHEET	i
DECLARATION.....	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	vi
LIST OF THE FIGURES.....	ix
LIST OF THE TABLES	x
LIST OF THE APPENDICES	xi
CHAPTER I : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Purposes of Study	6
1.4 Scope of the study	7
1.5 Significances of study	7
1.6 Clarification of Terms	8
1.7 State of the Arts	10
CHAPTER II : LITERATURE REVIEW	11
2.1 Syllabus	11
2.1.1 Components of Syllabus	13
2.1.2 Types of Syllabus.....	20
2.1.3 Syllabus Design	23

2.1.4	Syllabus in Higher Education according to National Standard	29
2.2	Listening	30
2.2.1	Process of Listening	30
2.2.2	Listening Comprehension	31
2.2.3	Types of Listening Course	32
2.2.3.1	General Listening	32
2.2.3.2	Professional Listening	32
2.2.3.3	Academic Listening	33
2.2.4	Macro skills and Micro skills in Listening	34
2.2.5	The Coverage of Listening	35
2.3	ICT	37
2.3.1	Concepts of ICT	37
2.3.2	ICT Competences	37
2.3.2.1	UNESCO ICT Competency Framework	39
2.3.2.2	EPG's ICT Framework	42
2.3.3	ICT in Higher Education	45
2.3.4	ICT Integrated into Syllabus Design	49
2.4	English Language Education Study Program	52
2.5	Conceptual Framework	53
2.6	Related Studies	55
CHAPTER III : RESEARCH METHODOLOGY		56
3.1	Research Design	56
3.2	Data, Data Sources and Instrument	62

3.3 Data Collecting Procedures.....	64
3.4 Data Analysis Procedures	66
CHAPTER IV : FINDINGS AND DISCUSSION.....	72
4.1 ICT Competences Integrated in the Existing Listening Syllabuses for English Language Education Study Program (ELESP).....	70
4.1.1 University A.....	78
4.1.2 University B.....	82
4.1.3 University C.....	86
4.1.4 University D.....	90
4.1.5 University E.....	93
4.2 The Procedures of Integrating ICT Competences into Listening Syllabuses for English Language Education Study Program (ELESP).....	96
4.3 The Designs of ICT competences integrated – listening syllabuses for English Language Education Study Program (ELESP).....	98
CHAPTER V : CONCLUSION AND SUGGESTION.....	109
5.1 Conclusion	109
5.2 Suggestion.....	111
REFERENCES.....	112
APPENDICES	119

LIST OF THE FIGURES

Figure 2. 1 Conceptual Framework	54
Figure 3.1 Borg and Gall's Research and Development Design (R&D).....	57
Figure 3.2 Peffers et al (2007) Design and Development Research (DDR).....	58
Figure 3.3 The Scheme of Design and Development Research Model.....	59
Figure 4.1 Procedures of Integrating ICT Competences into Syllabus Components ...	97



LIST OF THE TABLES

Table 2.1	Components of Syllabus	13
Table 2.2	ICT Competences Frameworks	50
Table 3.1	The Interface of DDR Stages, Research Questions, Data, Data Source and Instrument	63
Table 3.2	List of Listening Course Syllabuses	64
Table 3.3	Data Collecting Procedures	65
Table 4.1	Analysis Result of ICT Competences Employment in the existing syllabuses' components of all Universities.....	73
Table 4.2	Analysis Result of Types and Levels of ICT Competences in the existing syllabus' components of all Universities	78
Table 4.3	Analysis Result of ICT Competences Integrated in the Existing Listening Syllabuses of University A	79
Table 4.4	Analysis Result of ICT Competences Integrated in the Existing Listening Syllabuses of University B	82
Table 4.5	Analysis Result of ICT Competences Integrated in the Existing Listening Syllabuses of University C	87
Table 4.6	Analysis Result of ICT Competences Integrated in the Existing Listening Syllabuses of University D	91
Table 4.7	Analysis Result of ICT Competences Integrated in the Existing Listening Syllabuses of University E.....	93

LIST OF THE APPENDICES

- Appendix 1 Listening Indicators
- Appendix 2 ICT Competence Indicators
- Appendix 3 Table Analysis of ICT Competences Employment in the Existing Listening Syllabuses' Components of All Universities
- Appendix 4 Analysis results of ICT Competences Employment in the Existing Listening Syllabuses' Components of all Universities
- Appendix 5 Table Analysis of Types and Levels of ICT Competences Integrated in the Existing Listening Syllabuses
- Appendix 6 Analysis Result of Types and Levels of ICT Competences Integrated in the Existing Listening Syllabuses of Each University
- Appendix 7 The Designs of ICT Competences-Integrated Syllabuses of Listening Courses
- Appendix 8 ICT Competences Integration in Syllabus Components
- Appendix 9 Experts' Judgements