CHAPTER I

INTRODUCTION

This chapter consists of general outlines of the study. It covers the explanations about background of the study, research questions, purposes of the study, scope of the study, significances of the study, clarification of terms and state of the arts.

1.1. Background of the Study

Information, Communication and Technologies appeared as a tremendous thing and has affected all sectors of human life. Information, Communication and Technologies, or globally known as ICT, does give a lot of changes in all aspects of human life, including education. The rapid development of ICT does give positive impact to the educational field (Hermans, Tondeur, van Braak, & Valcke, 2008). This is also supported by Rathnasena, Dodantenna, Jayakody, & Hettiaratchy (2013); Silviyanti, T. M (2016) who argued that ICT plays an important role in educational field, especially in facilitating language learning in both inside and outside the classroom. Its existence also has transformed traditional teaching and learning into the digital-based era (Hermans, Tondeur, van Braak, & Valcke, 2008).

Providing so many positive impacts, ICTs have the potentials to accelerate, enrich, deepen skills, motivate and engage students to help better quality, as well as strengthened teaching and learning process (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited in Yusuf, 2005). In a rapidly changing world, basic education is essential for an individual be able to access and apply information.

Globally, UNESCO as world educational board has promoted the employment of ICT in education by formulating ICT Competency Framework intended for teachers which covers principles and implementation guidelines to be integrated in educational field (UNESCO, 2011). UNESCO's intention is to build ICT literate teachers from the level of Technology Literacy, Knowledge Deepening to Knowledge Creation. By the framework, teachers are expected to be able to use ICT not only for personal and administrative purposes but also for other various educational purposes that support the teaching and learning process as well as the result.

Considering about the benefit given by ICT, integrating ICT into educational area is needed. One way to implement ICT in education is by integrating ICT into curriculum, syllabus or course outline. The ICT based syllabus generally infused the subject matter with the use of ICT. For this case, therefore, teachers should be equipped with ICT competences to strengthen their own professional capabilities and to use ICT tools and devices effectively in the subject they taught.

Listening is one of the subjects that must be learnt according to Indonesia Curriculum since listening takes an important role in foreign language learning (Anderson & Lynch, 1988; Brewster, 1994; Brown, 1986; Grabielatos, 1995; Rost, 1990). Being a receptive skill, listening is considered as one of the most difficult skills to be learnt, especially for those who get English as foreign language. Regarding about the nature of the skill which is mostly dominated by listening activity, therefore, in learning listening, it needs supporting tools which can help the teachers to deliver the materials (Silviyanti, T. M. 2016). One of the solutions that can be used to handle this problem is by integrating ICT into the listening subject.

Recently, many researchers have developed the issues about integrating ICT into certain subject and the learning process. Henceforth, so many researchers proved that ICT becomes the great and powerful tools for both teachers and students. It does help and make the learning process in the classroom runs effectively.

Previous research about the integration of ICT in English Language Teaching was conducted by Ibrahim, A. M. I, from English Language Department of Alzaem Alazhari University in Sudan. His research entitled "*Information & Communication Technologies in English Language Teaching (ELT)*" was conducted in 2010 where the participants of this research were undergraduate students. From this research, it is found that the usage of ICT gives significant and positive impacts on English

Language Teaching (ELT), especially in some aspects, such as: stimulating the students in the learning process, helping the teachers in preparing as well as presenting the materials, etc.

The next research entitled "*The effects of ICT on learning/teaching in a foreign language*" was done by Houcine, S (2011) from Djilali Liabes University of Sidi Bel Abbes in Algeria. This research was presented and published in International Conference ICT for Language Learning 4th edition. The result of this research also proved that ICT gave positive effects in teaching and learning languages for foreign language learners.

Another research about ICT was also conducted by Rathnasena in 2013. Rathnasena, Dodantenna, Jayakody, & Hettiaratchy (2013) conducted a research entitled "*How ICT Can Be Used Effectively to Enhance English Language Learning in Tertiary Education: A Study Focusing on Speaking and Listening Skills*". From the research, it was revealed that ICT does play an important role in improving the students' Listening and Speaking ability.

The next research was conducted by Husain from English Education Department, Universitas Pendidikan Indonesia in 2018. In his research entitled "*The Effects of ICT-Based Learning on Students' Vocabulary Mastery in Junior High School in Bandung"*, it was revealed that the use of ICT could improve the students' vocabulary mastery.

Then, the last research was conducted by Shamaila Amir and Muhammad Akhtar Kang from Hamdard University in Karachi in 2018. From their research entitled *"Research in Use of Information &*

Communication Technologies (ICT) for Developing Listening Comprehension Competency in Foreign/Second Languages: A Review of Selected Tools" it was found that the use of ICT gives students a great opportunity to develop listening skill competency and helps them to learn listening in and out of the classroom (Amir, S & Kang, Muhammad, 2018).

Looking back to those previous researches, all the researchers showed unanimity in proving that integrating ICT into subject does give good impact in improving the students' skills and knowledge. Therefore, teachers should be equipped with ICT Competences in order to maximize the implementation of ICT into the teaching and learning process.

Considering about the very limited number of research about integrating ICT Competences into certain subject, especially listening subject, therefore, to fill in this gap, this research is intended to design ICT Competences integrated Listening Syllabuses and design the proper module on how to apply ICT Competences into Listening Syllabuses using UNESCO ICT Competency Framework, Common European Frameworks (CEFR) and European Profiling Grid (EPG) as the standard and resources to formulate indicator.

1.2 Research Questions

There is one main research question with three sub questions formulated in this research:

Main Question:

How are the ICT competences-integrated listening syllabuses for English Language Education Study Program?

Meanwhile, the sub questions are as follows:

1.1   To what extent are the ICT competences integrated in the existing Listening syllabuses for English Language Education Study Program?

1.2   How are the ICT competences integrated in the listening syllabuses for English Language Education Study Program?

1.3   How are the designs of ICT competences-integrated listening syllabuses for English Language Education Study Program?

1.3   Purposes of Study

The current study is conducted to answer the main and sub-questions mentioned above. Therefore, the aims of the study are in line with research questions. The aims of the study are mentioned in the following part.

Main Purpose

To design ICT Competences-Integrated Listening Syllabuses for English Language Education Study Program.

Sub Purposes of this study are:

1.1.   To analyze and describe the ICT competences integrated in the existing listening syllabuses for English Language Education Study Program.

1.2. To describe the procedures of integrating ICT Competences into listening syllabuses of English Language Education Study Program (ELESP)

1.3. To design ICT competences-integrated listening syllabuses for English Language Education Study Program (ELESP).

1.4 Scope of Study

This study only focuses on designing ICT competences-integrated Listening Syllabuses and modules contained the procedures in designing the syllabuses. The designs are intended to be an alternative form of Listening syllabuses as the receptive skill in English. The English listening syllabuses and modules are developed for English Language Education Study Program by considering the relevant theories, references and other principles underlying them.

1.5 Significances of Study

This study is expected to give contribution for both theoretically and practically. Theoretically, this research is expected to enrich the literature about ICT integration into Listening syllabuses and lead to the deeper understanding about how to design ICT competences into Listening syllabuses in order to achieve ICT competences goals proposed by UNESCO. This study also can be used as a reference for further research.

Practically, this research is expected to give much help for both lecturers and practitioners in integrating ICT Competences into the syllabuses since this study provides the explanations and procedures in integrating ICT competences into listening syllabuses for English Language Education Study Program.

1.6   Clarification of Terms

To avoid misunderstanding, the technical terms found throughout this study are operationally defined as follows:

1. Listening : **Listening** is a process of receiving what the speaker actually says (Rost, 2002) and process of understanding the speech or what is being said (Richards and Schmidt, 2002).

2. ICT   : **ICT** stands for Information and Communication Technology. ICT is defined as diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players and storage devices) and telephony (fixed or mobile, satellite,

visio/video-conferencing, etc.) (Hermans, Tondeur, van Braak, & Valcke, 2008).

3. Syllabus : A **syllabus** is a specification of the content of a course of instruction and lists what will be taught and tested. It describes the major elements that will be used in planning a language course and provides the basis for instruction (Richards, 2001).

4. ELESP : **ELESP**, which stands for English Language Education Study Program, is a university program in the area of English Education. It generally becomes the part of faculty of languages in University in Indonesia.

5. CEFR : **CEFR**, stands for Common European Framework of Reference, is a framework established by the Council of Europe in 2001 which refers to particular levels of language proficiency.

6. EPG : **EPG** stands for European Profiling Grid. It is an instrument that is used to describe the main competences of language teachers and presents them in tabular form spanning six

phases of development. This instrument specifically refers to the point digital media competence in all phases of EPG.

1.7 State of the Arts

Numerous researches about syllabus development in Listening course for English Education Program have been conducted but research about designing listening syllabuses that embrace the integration of ICT competences from various listening international benchmark is scarce. This research provides the novelty in integrating ICT competences into syllabus of listening courses. This research can give deeper understanding about the integration of ICT in the teaching and learning process and enhance competences in infusing ICT into the learning process for ELESP students as pre-service teacher which can be very beneficial for their both personal and professional development.