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DESIGNING ICT COMPETENCES – INTEGRATED SYLLABUSES OF SPEAKING COURSES (DESIGN AND DEVELOPMENT STUDY OF ENGLISH LANGUAGE EDUCATION PROGRAM SYLLABUSES)

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Abstract

ICT implementation has been broadly used in all sectors of human's life including education. One of the ICT implementations in education is integrating ICT into curriculum, syllabus or course outline. Meanwhile, speaking has become a skill that utmost significance to acquire. Thus, this study aims at designing ICT competences integrated – speaking syllabuses for English Language Education Study Program (ELESP) by analyzing the existing speaking syllabuses from various universities in Indonesia. The analysis involved the ICT competences proposed by UNESCO, Digital Media Descriptors of English Profiling Grid (EPG) and other ICT based – theories. The study applied Design and Development Research (DDR) as the research design and qualitative as the research method. The stages of DDR in this study are Need Analysis; Describe the Objectives, Design and Develop the Syllabus, Evaluate the Prototypical Syllabus, Design Revision. The result of the study revealed that the ICT competences are mostly integrated in the component of Teaching Method or Classroom Activities and Learning Media in the syllabuses. The most applied level of ICT competences in the existing syllabuses is Knowledge Deepening level. However, the integration or infusions of ICT competences were explicitly or implicitly mentioned in the syllabuses of speaking subject. The study provides procedure of ICT integration and the design of ICT competences integrated – speaking syllabuses; General Speaking, Professional Speaking and Academic Speaking. The proposed syllabuses implemented the skill based syllabus and functional – notional syllabus design.

Keywords: ICT Competences, Speaking skill, Syllabus Design, ICT UNESCO Framework.

ICT is a major vehicle for teaching and learning from the earliest years. In the same way, education is not imaginable anymore without a strong presence of IT tools and resources. Indeed, since the development of communicative skills, language learning requires social interaction between the teacher and the students and among the students themselves, the use of computers has for a long time been regarded as a support tool with regard to certain skill areas (McDougald, 2009).

However, the development of ICT in Indonesia nowadays is less encouraging compared to the developed countries, or even compared to the neighboring countries such as Singapore, Malaysia, Thailand and others (Yuhetty, 2004). It means that there still have lacks of ICT integration in Indonesia is lacking in some areas, but not for the area of education. In a context of increasing ICT literacy and rapidly growing availability of ICT infrastructure in Indonesia, the integration of ICT in the curriculum of teacher education programs in Indonesia is expected. Moreover, integration of ICT does not merely mean an addition of tools; it changes everything about teaching and learning, and requires comprehensive and integrative planning of the ICT cover-up in teacher education (Lim & Pannen 2012).

As mentioned by the government through the Minister of Efficiency of State Apparatus as Head of the Coordination Team of Telematics of Indonesia in his letter number 133/M.PAN/5/2001 in which had drawn up a Five-Year Action Plan for the Development and Implementation of Information and Communication Technology (ICT) in Indonesia. This plan among others includes a plan for the implementation of the use of telematics in the area of education starting from 2005, which includes: (1) Develop collaboration between ICT industry and ICT educational institutions through training and R&D collaboration, and found a network for skill and capacity development. (2) Develop and implement Curricula of ICT. (3) Use ICTs as an essential part of the curricula and learning tools in schools/universities and training centers. (4) Establish distance education programs including participation in Global Development Learning and other networks. (5) Facilitate the use of internet for more efficient teaching and learning.

One of ICT implementation in education is 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, teachers should be equipped with ICT competencies to strengthen their own professional capabilities and to effectively use ICT tools and devices in their teaching. Before infusing ICT into syllabi, UNESCO has proposed ICT Competency Frameworks for teachers to be helpful in achieving the goals in integrating ICT into teaching and learning activity. Those competencies are divided into 3 different approaches: Technology Literacy, Knowledge Deepening, and Knowledge Creation. Moreover, several curriculum or ICT-based syllabuses have not included those competencies mentioned by UNESCO.

On the other hands, speaking has become a skill that utmost significance to acquire. This skill appeared as one of the subjects needed to be taught in any language class specifically English. In addition, speaking skill is the ability to use language appropriately in varying social context. It is defined as the ability to function in a truly communicative setting which involves the learners in comprehending, manipulating, producing, or interacting in the target language while their attention is primarily focused on meaning rather than form (Akmal, 2016). Moreover, various language practitioners and teachers have been designing and developing even examining on the use of ICT into speaking skills. There are huge positive impact and attitude towards the application of ICT in learning speaking (El-Khayatt, 2011; Prastiwi, 2014; Sailun & Idayani, 2017).

Furthermore, numerous teachers have been using different techniques in teaching speaking such as using innovative ways of technology by integrating the use of Computer Assisted Language Learning (CALL) or any other information media device to make the language learning more interesting. However speaking is considered to be the most important skill, learning speaking also becomes the greatest interest for foreign language learners.

Besides, English and ICT have become essential literacy skills for a huge amount of non-native English speakers to ensure full participation in the information society (Jung, 2006), which is directly related to the wide spread of English and ever growing technological advancements today. Hence Information Communication Technology (ICT) imposes itself as a viable tool for enhancing the teaching of English Foreign Language (EFL) speaking proficiency (Kuppuraj, 2017).

In the last decades, numerous researchers have been examined the infusion of ICT into language teaching and learning. The first study was conducted by Sailun and Indayani (2017); they aimed at investigating the role of ICT in speaking class at the first semester of English students of FKIP UIR which consists of 42 students as sample of the research. The result of the study found that the use of ICT increases students' motivation and their speaking performances. They claimed that using ICT has beneficial and helpful to speak the language. Most students affirmed that the use of ICT developed their speaking skill, increased their knowledge and creativity.

The next study was conducted by (Maribe & Twum-Darko, 2017). They present the role of ICT curriculum in modern-day classroom and how it should be implemented at a university of technology to enhance teaching and learning. In their study, quantitative techniques were used to collect data. Responses from 53 participants in the Department of Office Management and Technology at the Cape Peninsula University of Technology showed the participants strong views on the significance of the ICT curriculum on the strategies for teaching and learning. Furthermore, the results showed that ICT improves the strategies for teaching and learning.

Regarding the previous researches of infusing ICT into educational area, this present study intended to bridge the gap in designing the ICT based syllabuses for speaking subject for English Language Education Study Program (ELESP) in order to fulfill government plan for the Development and Implementation of Information Communication and Technology (ICT) in Indonesia; which include developing and implementing ICT based syllabus and using ICT as an essential part of the syllabus in university. Moreover, speaking skill was chosen since it is a productive language skill that demands the learner to actively produce language (Lindner, 2014). Thus, ICT can be applied in order to stimulate and inspire the learner to speak actively.

Since this study will design and develop an ICT competences integrated – speaking syllabus, the writer will not only integrate the ICT competency framework proposed by UNESCO into components of syllabus but also refer to the CEFR (Common European Frameworks) and European Profiling Grid (EPG) to design the speaking syllabuses in order to achieve the global standard of learning a language.

Research Questions

The researcher composed a main research question with three sub questions which are mentioned in following part.

Main Question:

How are ICT competences – integrated speaking syllabuses for English Language Education Study Program (ELESP)?

Sub Questions:

1. To what extent are the ICT competences integrated in the existing speaking syllabuses for English Language Education Study Program (ELESP)?
2. How are the ICT competences integrated in the speaking syllabuses for English Language Education Study Program (ELESP)?
3. How are the designs of ICT competences – integrated speaking syllabuses for English Language Education Study Program (ELESP)?

Purpose of Research

In line with the research questions, this study presents the purposes of the research, which are mentioned in the following part.

Main Purpose

To design ICT competences – integrated syllabuses of speaking for English Language Education Study Program (ELESP)

Sub purposes of this present research are:

1. To analyze the ICT competences integrated in the existing speaking syllabuses for English Language Education Study Program (ELESP)
2. To describe the procedures of designing process of ICT competences – integrated speaking syllabuses of English Language Education Study Program (ELESP)
3. To design ICT competences – integrated syllabuses of speaking for English Language Education Study Program (ELESP).

ICT Integrated Syllabus for Speaking Skill

The integration of ICT in all aspects of human life has been familiar and well-developed, including in the area of education. The role of ICT in education has changed the syllabus design since ICT can promote and facilitate connection between teachers and students in the learning processes. (Alonso & Diez, 2013) suggested that incorporating ICT into the English Curriculum can improve and develop four language skills, especially speaking skill. It can also support collaboration, creativity, independent learning and reflection.

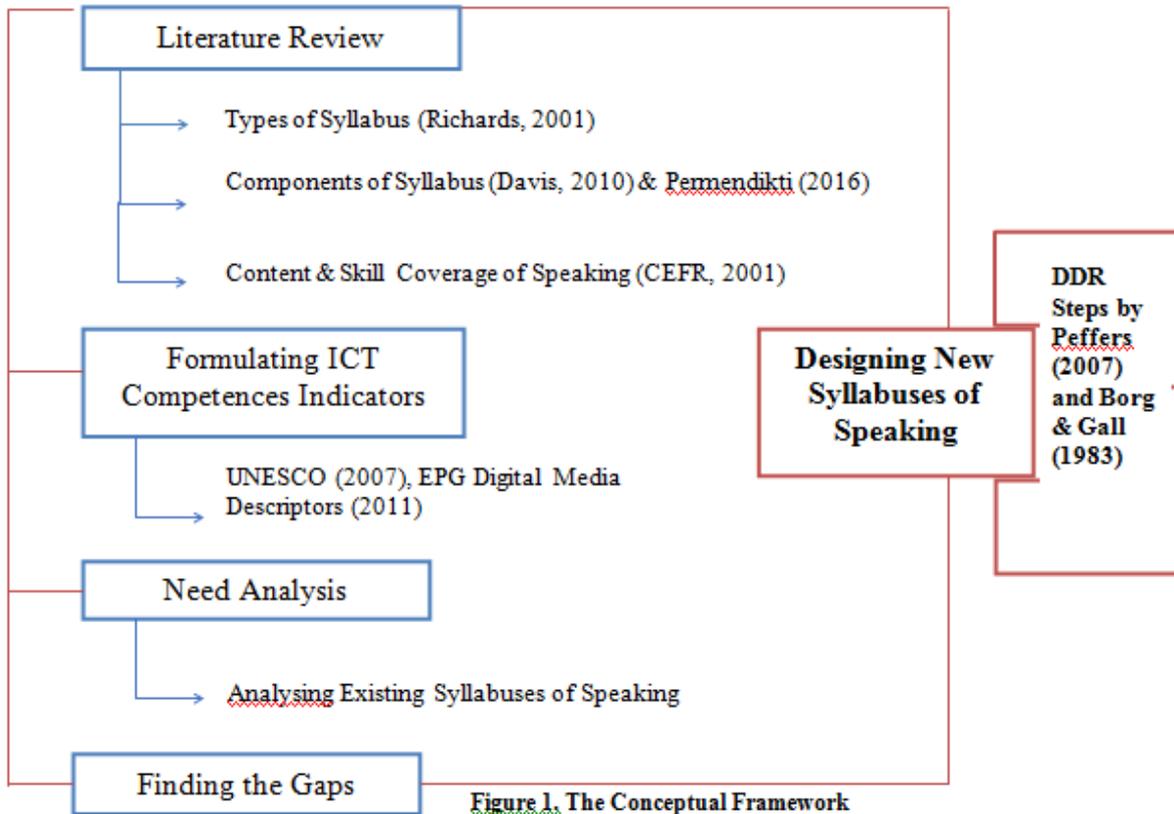
As cited in Permendikbud (2016), the integration of Information, Communication and Technology should be included in planning and designing a syllabus to enhance the learning efficacy and effectiveness. Thus, the ICT integrated syllabuses are expected to be more developed in Indonesia. Moreover, the students nowadays must achieve the 21st century skills which included the information and technology mastery in the learning and teaching processes.

Besides, since speaking skills defined as an interactive process of constructing meaning that involves producing, receiving and processing information (Burn and Joyce, 1997) in (Khotimah, 2014) Information Communication Technology can be integrated into syllabus design in order to help teachers to easily achieve the interactive processes suggested by Burn and Joyce (1997).

On the other hands, UNESCO ICT Competency Standards for Teachers (2007) suggested that designing an ICT based curriculum should consider the three approaches (technology literacy, knowledge deepening and knowledge creation) as well as the six components of the educational systems (policy & vision, curriculum and assessment, pedagogy, ICT, organization and administration, and teacher professional development).

Conceptual Framework

In developing a syllabus, Design and Development research Design proposed by Peffers (2007) and Borg & Gall (1983). Beside, referring to previous studies, examination to the existing speaking syllabus from several universities is also conducted to explore the content and arrangements. The illustration of this conceptual research is shown below.



METHOD

Research and Development (R&D) design was implemented since it is in line with the purpose of study which is aimed at designing ICT integrated speaking syllabuses for English Language Education Study Program (ELESP). DDR defined as the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools as well as new or enhanced models that manage their development (Richey and Klein, 2007). This study has the characteristic of Design and Development Research (DDR), thus the researcher will use some stages and procedures of DDR in solving the research problems.

Peffers et al (2007), expanded on Nunamaker et al (1991) and Hevner et al (2004), to a developed 6 steps models of design and development research as follows: a) Identify the problem, b) Describe the objective, c) Design and Develop the artifact, d) Test the artifact, e) Evaluate Testing Result, and f) Communicate Testing Result. The figure is as follow:



Based on the procedures of conducting DDR proposed by Peffers et al (2007), the researcher of this present research decides to adapt those procedures by combining, reducing and modifying some procedures. The decision is supported by statement of Akker, et al (1999) that researchers are allowed to reduce unnecessary steps in designing and developing the research, and modify the steps

in achieving the aim of the research. Therefore, after reviewing various stages in DDR proposing by several experts, the researcher decides to modify the research procedure into five stages. The procedures are elaborated in the following point.



Data, Data Source and Instrument

The data, data source and instrument of this study are in line with the research questions and the steps of DDR. The data are syllabus components and related theories of ICT integrated speaking syllabus, components of speaking syllabus integrated into ICT, statement from the FGD activity containing suggestions and feedbacks from the experts. While the data sources are existing speaking syllabuses of undergraduate students of ELESP in Indonesia, the result of analysis from the existing syllabuses and related ICT and CEFR documents. Whereas, the instruments of this research are researcher, ICT competence – integrated syllabus indicators and table of analysis, as well as linguistics and syllabus experts.

Data Analysis Procedure

In analyzing the data, the researcher performed a series of actions to analyze the data. There are 4 kinds of analysis conducted in this research. The first analysis is synthesizing the experts' theories about syllabus design, standardized speaking competence and ICT competence in education to be speaking and ICT indicators. This analysis is already conducted during the literature review. The second analysis is analyzing the existing syllabuses. The analysis of the existing syllabuses covers: (a) analyzing the syllabus components, (b) analyzing the speaking competence, and (c) analyzing the ICT competence. These analyses are then followed by the third analysis which is related to the process of designing ICT competence – integrated syllabus. This third analysis is conducted by: (i) analyzing the list of ICT indicators of its possibility to be integrated in the syllabus elements and (ii) the integration and transformation from non-integrated to be ICT competence – integrated syllabus elements. The fourth as the last analysis is to put the ICT – competence integrated elements in sequence and template to be the whole applicable ICT competence – integrated speaking syllabuses. The designed syllabuses are then judged by the experts and revised by the researcher. The researcher also applies the following steps:

- a. Use the table of analysis below to get the answer of first sub – question

Code	ICT Competences Indicators	Sources	Syllabus Components							UNESCO's Level of ICT Competence			Speaking Courses				
			C1	C2	C3	C4	C5	C6	C7	C...	TL	KD	KC	Course	Course	Course	Course
U1		UNESCO (2011)															
E8		EPG															

		(2011)																
C11		Celce Murcia (2014)																
D14		Dilek Cakiki (2006)																
T15		Tomei (2005)																
H27		Healey (2008)																
P32		Phil Spancer (2011)																

Table 3.3 Table of ICT Competences in the Existing Syllabuses

The existing syllabuses were analyzed based on the ICT competences indicators which are adopted and modified from experts and other theories of ICT competences. The indicators are coded based on the basis theory of it. For example indicator 1 is taken from UNESCO’s ICT competency framework, and then the code is U1. Next, English Profiling Grid also has the Digital Media descriptor to be added as indicator, the code is E8 for example. The table is used to analyze all speaking courses in seven universities.

b. Interpret the data analysis into table of analysis result below

Syllabus Code	Syllabus Components	ICT Tools or Competence	UNESCO’s Level of ICT Competences	Remarks

Table 3.4 Table of Analysis Result of Existing Syllabus from each University

The above table showed the result of ICT competences integrated – syllabus components analysis from each university. It is shown which components of syllabuses and what ICT indicators are integrated one and another in the syllabus. The table is presented in results and discussion.

c. Summarize the result of data analysis into the following table

No.	Integrated - Syllabus Components	ICT Competence Indicators	Universities							Summary
			A	B	C	D	E	F	G	
1.										
2.										
...										

Table 3.5 Table of Summary of Existing Syllabuses

The above table is used to summarize the result of analysis of ICT integrated – competences in the components of syllabuses from seven universities. The table is presented in results and discussion.

d. Use the following analysis table to get the answer of second sub – question

No	ICT Competences Indicators	Level of ICT Competences*			Infusion (in)														
					Learning Product**					Syllabus Components***									
		TL	KD	KC	P	S	VP	C/D	I	BI	CD	LB	LC	IC	M	T-LM	LM	A	R
1																			
2																			
3																			
...																			

Table 3.6 Table of ICT Infusion in the Designed – Syllabus

(*TL: Technology Literacy; KD: Knowledge Deepening; KC: Knowledge Creation
 P: Presentation; S: Speech; VP: Video Performance; C: Conversation; D: Discussion I: Interview. *BI: Basic Information; CD: Course Description; LB: Learning Objectives; LC: Learning Outcomes; IC: Indicators; M: Materials; T-LM: Teaching - Learning Method; LM: Learning Media; A: Assessment; R: Resources; CP: Course Policies (can be added by other syllabus components)

- e. Interpret data analysis of table infusion before designing ICT competences – integrated syllabus components
- f. Integrate CEFR descriptors and other theories of speaking into the Topics / Materials of speaking in the designed syllabus.

Course: General Speaking / Professional Speaking / Academic Speaking		
Source:		
Citation	Keywords	Indicators
		-
		-

Table 3.7 Table of Speaking Subject Indicators

- g. Design the ICT competences – integrated syllabuses of speaking subjects; General Speaking, Professional Speaking and Academic Speaking
- h. Validate or evaluate the prototype design of speaking syllabuses by giving instrument sheet to measure the involvement of ICT competences in syllabus components of speaking.

RESULTS AND DISCUSSION

In this chapter the results of data analysis are presented. The researcher analyzed the syllabus components of speaking skills in existing syllabuses for S-1 English study program of 7 universities in Indonesia which are integrated into ICT competences. Those components are analyzed by using ICT competences indicators from various theories and are categorized and classified into UNESCO’s three approaches; Technology Literacy, Knowledge Deepening, and

Knowledge Creation. These results of analysis become the base of the ICT competences integrated – speaking syllabuses for English study program as the answer of main problem statement.

ICT Competences Integrated in the Existing Speaking Syllabuses for English Language Education Study Program (ELESP)

This section showed the explanation to answer the first sub-question of this research which is “*To what extent are the ICT competences integrated in the existing syllabus components of speaking syllabuses for ELESP*”. The following table showed the summary of results analysis on how far the existing speaking syllabuses are integrated with ICT competences.

No.	Integrated - Syllabus Components	ICT Competence Indicators	University							Total
			A	B	C	D	E	F	G	
1.	LO	U5	LO	-	-	-	-	-	-	
2.	T / M	U4, E23, E9, U5, E24,	T	T	T	M	-	-	-	
3.	CA / LA / S / MT / ME	U4, U5, C11, T16, E23, T39, U42, U3, E10, U1, U2, E20, E22, A27, A28, P32, T36, U40, U41, H45, E8, C12, T34	CA	LA, MT	MT	MT ME	S, MT, M	MT, ME	LA	
4.	R	U4, E8, E10, C12, E20, T34	-	-	R	-	-	-	-	
5.	A / E / AS	E23, H31, U1, U5, E9, E10, E23, H28, H29, U41, U42, U43, U3, E21	A	-	A, AS	-	A	-	A	
UNESCO's Level of ICT Competence										
TL			9	2	13	2	4	1	9	40
KD			7	1	18	3	6	0	13	48
KC			4	1	10	2	5	0	11	33

Table 4.2 Table of Summary of Existing Syllabuses

The above table showed the findings of syllabus components analysis regarding the ICT integrated – competences. The ICT competences indicators are mostly integrated in the components of Classroom Activities (CA) or Language Activities (LA), Strategies (S), Method (MT), and Media (M). These components are integrated explicitly and implicitly in all syllabuses from seven

universities. However the components of Assessment (A), Evaluation (E) or Assignment (AS) also have been integrated explicitly and implicitly with ICT competences in syllabuses from four universities. The others ICT competences – integrated components are References (R), Topics (T) or Materials (M) and Learning Objectives (LO). The findings showed that only one university syllabuses which has integrated ICT competences in Learning Objectives. It is similar with the component of References which is only found in one syllabus from university C.

The ICT competences which are integrated most in the existing syllabus components are the competences of using common hardware in supporting teaching and learning activity (Laptop, Projector, LCD TV, DVD player, speaker) (U4), the competence of using presentation software and digital resources to support teaching and learning activity (PPT, Prezi, Canva, Keynote) (U5), the competence of using sound and video files in teaching and learning (E3), and the competence of using any standard Windows/Mac software including media players (E10).

The existing syllabuses have been indicating all levels of ICT competence; Technology Literacy, Knowledge Deepening and Knowledge Creation. However, Knowledge Deepening is mostly applied in the syllabuses from seven universities. The second level found in the existing syllabus is Technology Literacy and the least level found in the existing syllabuses is Knowledge Creation. Based on the findings, the products of the courses also have been integrated into ICT competences since the products of the course are stated in the components of assessment. These learning products are explicitly and implicitly integrated with ICT competences in different levels. In summary, based on the analysis, it is found that among the 10 syllabus elements, the ICT is mostly shown in the Teaching media.

The Procedures of Integrating ICT Competences into the Speaking Syllabuses for English Language Education Study Program (ELESP)

Integrating ICT competences into the speaking syllabus can be done using the following procedures:

1. Identifying indicators of ICT competences from various reference sources;
2. Choosing ICT competences that are in accordance with the general competences of speaking subjects;
3. Analyzing the speaking syllabus components or course planning (RPS) components that can contain or accommodate ICT competences related to or in accordance with the function of those components;
4. Matching ICT competences with syllabus components of speaking courses that can contain or accommodate ICT competences;
5. Inserting or infusing ICT competences into the speaking syllabus components by inserting key points of ICT competence indicators into the statements contained in the syllabus component so that they are integrated or becoming part of the statement.

The researcher decided the syllabus components based on Permendikti (2016) and Davis' theory of syllabus component to be designed in the purposed – syllabuses of speaking subject. The components are Basic Information (BI), Course Description (CD), Learning Objectives (CB), Learning Outcomes (LC), Materials (M), Teaching Method (TM), Learning Media (LM), Assessment (A), Resources (R), and Course Policies (CP).

The step of infusing or integrating ICT competences integrated syllabuses of speaking, the researcher has done the infusion analysis in the table of analysis infusion for the designed – syllabuses. In considering which ICT competences can be infused or integrated into each component of syllabuses for each course of speaking, the researcher refers to the CEFR descriptors and other theory of speaking subject or the nature of teaching and learning speaking to decide the expected and possible learning product of each course. The learning products might be different for

each course of speaking. For the example, General Speaking learning product could be Conversation, Presentation, Video Performance, Presentation, or Speech. While for the Academic and Professional Speaking, the learning product could be Presentation, Speech, Video Performance, Discussion and Interview. Those learning products are decided based on the CEFR descriptors and the theory of speaking skills. Before integrating the ICT competences in the speaking syllabuses for English Language Education Study Program for Undergraduate students, the researcher interpret the data analysis taken from the table of infusion.

The Designs of ICT competences integrated – speaking syllabuses for English Language Education Study Program (ELESP)

This study aims to design ICT competences integrated – speaking syllabuses of speaking subject for English study program. In designing the syllabi, a skill-based approach to syllabus design is applied. Combining different approaches and integrating them to produce a working whole; elements from the functional-notional and communicative approaches is expected to keep balance of accuracy and fluency.

From the analysis of ICT competences infusion in syllabus components, also the gaps found from English Speaking syllabuses, the researcher then tried to design the ICT competences – integrated speaking syllabuses of General Speaking, Professional Speaking, and Academic Speaking as shown in the appendix.

CONCLUSION

The main points of conclusion can be drawn. First, the result shows that the ICT competences indicators are mostly integrated in the components of Classroom Activities (CA) or Language Activities (LA), Strategies (S), Method (MT), and Media (M). The existing syllabuses have been indicating all levels of ICT competence; Technology Literacy, Knowledge Deepening and Knowledge Creation. However, Knowledge Deepening is mostly applied in the syllabuses from seven universities. The second level found in the existing syllabus is Technology Literacy and the least level found in the existing syllabuses is Knowledge Creation.

Second, based on the findings in the first sub-question the study tried to design the infusion of ICT competences in the other components of syllabuses such as Basic Information, or Learning Outcome. In other words, the components of syllabuses can be integrated in all components except learning objectives. That integration or infusion can be explicitly or implicitly explained in the syllabuses of speaking subject. Third, based on the result of ICT integration analysis table the study designed the syllabuses of speaking which implemented ICT competences in all levels: technology literacy, knowledge deepening, and knowledge creation of the types of syllabus proposed by Richards (2001); skill based and notional – functional syllabus design. The proposed syllabuses applied the components of syllabus proposed by Permendikti (2014) and Davis (2010). Moreover, the coverages of speaking refer to CEFR language descriptors.

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