

ICT-Based Learning in English Language Education Study Programme

Siti Drivoka Sulistyaningrum, Atika Herawati
English Education Department
Universitas Negeri Jakarta
Jakarta, Indonesia
drivoka@unj.ac.id
atikaherawati_pbi14s1@mahasiswa.unj.ac.id

Abstract— ICT-based learning has been a demand for 21st century of education. ICTs in education have been changing the role of teaching and learning activities from manual into digital. This study was focused to describe the reading activities integrated with ICT in English in Business Discourse class by considering how the teachers and the students integrated ICTs in the class. It used a qualitative research which employed qualitative descriptive design. The data gathered and analyzed were the teaching-learning reading activities observation in English in Business Discourse class at Universitas Negeri Jakarta. The results found that the teacher integrated ICTs such as smart-television, notebook, Ms. Powerpoint, Ms. Word, VLC media player, speaker, ProProfs, Padlet and YouTube whether in the pre-, while-, and/ or post-reading activities. It was also evidenced that there were another ICTs likewise camera, laptop, Ms. Powerpoint, Ms. Word, handphone, Windows Movie Maker, YouTube, Padlet that were integrated by the students in dealing with the assignments. ICT-based learning in English Language Education Study Programme (ELESP) is variously integrated in the class which consequentially led many benefits for both the teacher and the students.

Keywords: *ICT-based learning; ICT; English Language Education Study Programme; English in Business Discourse*

I. INTRODUCTION

The 21st century has brought ICT that changes the role of teaching and learning from the manual into digital[1]. This happens because ICT has always been dynamically developing in order to make the way of teaching and learning activities become more convenient for both the teachers and also the students. The introduction of ICT heralds a new era of education which leads to the invention of the new software or even the digital templates that support the students' need for classroom lesson and activities to gain meaningful learning[2].

Thus, this study was conducted to describe the teaching and learning English activities integrated with ICT in English in Business Discourse class by considering how the teachers and the students integrated ICTs in the class. Along with the purpose of this study, the research question was focused on how the use of ICT integrated in English in Business Discourse class activities. English Education Study Program has compulsory classes that the students need to take in terms of mastering all the language skills, particularly English in

Business Discourse class. The focus of English in Business Discourse class is specifically majoring in reading, but not limited to other language skills such as writing, listening and speaking.

II. LITERATURE REVIEW

A. Information and Communication Technology (ICT)

There are two point of view about ICT in education that distinguish the concept of educational technology in terms of the school of thought[3]. According to the first school of thought, educational technology means the media born of the revolution of communication that is used for instructional purposes, in or not in a set of combination, explained by the teacher. These ICTs can include radio, LED television, overhead projectors, application, software, computers and other items. International ICT literate panel defined that ICT literacy is more than technology literacy. ICT literacy is the 21st skills that qualified to use technology, communication tools and or networks appropriately to support constructing new information[4].

The second school of thought which is humanism claims that educational technology goes beyond any particular machine, media or device[3]. Educational technology leads to a systematic step starting from designing, implementing, integrating, assessing and evaluating the total system of learning and teaching with certain learning outcomes[5].

B. The concept of ICT-based learning

Research on ICT-based learning and instruction has significantly developed due in part to the parallel evolution of pedagogical and cognitive science theories[6]. ICT-based learning is defined that learning appears fundamental to adopt a more integrated vision in which ICTs are considered together with the educational strategies, contents and activities that the students engage in. ICT integration helps the students to discover learning topics[7]. ICT makes knowledge acquisition more retrievable, and concepts in learning areas are accessible while engaging students with ICT. ICT also maintains student-centered and self-directed learning. The 21st students grow up with frequently engaged in the meaningful technology integration. They build new knowledge through searching, selecting, organizing, and inferring source of information. Terms of learning through ICT indicates the students' in using

information from several sources, and critically measuring the reliable quality of the learning materials.

C. English in Business Discourse

English in Business Discourse is a core subject for English Language Education Study. To enable students to experiment communication in business, both in oral and written communication become the main learning objectives. However, the learning outcomes are varied, such as the students are able to use language for interpersonal business, to use language for business practices, to analyse languages that represent the functional and emotional aspects of the product or services and to stimulate business presentations. By considering those learning outcomes, it is expected that the integration of ICT in the class is undeniable. Hence, it is also expected that ICT-based learning is clearly seen in this class.

D. Stage of reading activities

To make reading activity much meaningful, there are some stages of reading activities proposed by Carter and Long. These reading activities require three stages such as pre-reading, while-reading and post-reading.

(1) Pre-reading activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata[8]. Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the situation or points rose in a text.

(2) While-reading activities help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages[8]. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets.

(2) Post-reading activities provide exercises that check students' comprehension and then lead students to a deeper analysis of the text, when warranted. Foreign language reading must go beyond detail- eliciting comprehension drills to help students recognize that different strategies are appropriate with different text types.

III. METHODOLOGY

This study conducts qualitative research which highlighted that the descriptive method is used to describe systematically a situation or area of interest factually and accurately[9].

A. Data and data sources

The data were the teaching-learning activities through classroom observation. The data sources were the teacher and the students in the class of English in Business Discourse at Universitas Negeri Jakarta.

B. Instrument of the study

This present study used classroom observation sheet modified from Curtis and Tobergte (2013). This was to crosscheck for data validation of teaching and learning activities as shown in table I.

TABLE I. OBSERVATIONAL SHEETS

No	Description of the reading activities	Stage of reading activities			ICT tool
		Pre-reading activities	While-reading activities	Post-reading activities	
1					
2					
Etc					

C. Data collection and analysis procedures

The data gathered and analysed were based on observation. At first, the researcher observed the teaching and learning activities with ICT in English in Business Discourse class. The data were recorded in the video and done until the researcher found out that the teacher had the same pattern in teaching and learning reading activities constantly. Then, the data were transcribed only on teaching and learning activities (not the utterances). The data were selected, limited, simplified, and coded by summarizing from the activity found in the reading activities video. Then, the data were categorised and displayed in form of table as shown in the observational sheet modified from Curtis and Tobergte.

IV. FINDINGS AND DISCUSSIONS

Carter and Long, Grabe, Curtis and Tobergte defined that reading activities are divided into three stages[8]. They are pre-reading, while-reading and post-reading activities. During these stages of reading activities, the application of ICT such as the usage of courseware and other multimedia activities could be integrated.

TABLE II. THE OBSERVATION RESULT OF PRE-, WHILE-, POST-READING ACTIVITIES

No	Description of the reading activities	Stage of reading activities			ICT tool
		Pre-reading activities	While-reading activities	Post-reading activities	
1	Showing the video of business product	✓			Smart tv, notebook, VLC media player, speaker

2	Identifying the structure, the speaker's way of delivering the presentation, and goal		✓		Smart tv, notebook, VLC media player, speaker
3.	Analysing the language use and suprasegmental of the speaker			✓	Laptop, Ms. Word
4.	Searching for videos of following up the business meeting	✓			Laptop, Hand-phone, YouTube
5.	Making a draft of following up a business meeting with the proper structure		✓		Laptop, Ms. Word
6.	Performing a following up business meeting			✓	Smart tv, laptop, Ms. Power-Point, Camera
7.	Giving feedback (group assessment) from uploaded performances			✓	Laptop, Ms. Word, Padlet
8.	Predicting business text such as job vacancy, application letter, resume	✓			Smart tv, notebook, Proprofs
9.	Describing business and language competence from the business text		✓		Smart tv, notebook, Proprofs
10.	Writing a convincing application letter			✓	Laptop, Ms. Word, Padlet
11.	Giving feedback of the application letter			✓	Laptop, Ms. Word, Padlet
12.	Stimulating business presentation by showing videos	✓			Smart tv, notebook, VLC media player, speaker
13.	Classifying the structures of business presentation: opening, explaining products or service, demo, closing		✓		Smart tv, notebook, Proprofs

14.	Making a draft of business presentation	✓			Laptop, Ms. Word
15.	Practicing and simulating the business presentation		✓		Smart tv, laptop, Ms. Power-Point
16.	Collecting the script of the business presentation			✓	Laptop, Ms. Word, Padlet
17.	Performing the business presentation			✓	Smart tv, laptop, Ms. Power-Point
18.	Giving feedback for each performer			✓	Laptop, Hand-phone, Windows Movie Maker, Padlet

1) *Pre-reading activities*

Pre-reading activities include tasks that are intended to construct background knowledge[10]. The role of the teacher in this phase was to be a bridge builder between what students already know about a concept, schemata and what they need to know in order to comprehend a particular text. When integrating the ICT in this phase, the interaction between those schemata and the input coming from the text are exist. In this stage, the teacher integrated pre-reading activities with ICT. Based on the observations, the teacher started this stage by preparing the students for a reading selection and give them the first steps in order to develop skills in anticipation and prediction for the reading, activating background knowledge so they could later interact with the text.

2) *While-reading activities*

While-reading activities include activities that the students engage in while reading the text. The purpose of these activities is to enable the students to achieve the lesson aims by handling the text in different ways, to help students to understand the specific content and to perceive the rhetorical structure of the text[8]. In this stage, the teacher integrated while-reading activities with ICT. Based on the observations the teacher constructed reading behavior by "thinking aloud" or reading and signing by making use of ICT simultaneously to the learning process available to the students as the teacher interacts with the text material. The teacher engaged the students in the text and aid them by monitoring their own understanding. As shown in table II above, the teacher integrated the learning material with ICT in terms of explaining the material, providing the reading text for reading aloud and answering the questions.

3) *Post-reading activities*

Post-reading activities are intended to verify and expand the knowledge acquired in the reading. These activities are

intended to provide the students with the opportunity to articulate their understanding of what they have read[11]. There are some activities that are excluded in reading activities such as writing and performing a business presentation. Those activities appear since it is impossible that reading activities in English in Business Discourse stop only in activities such as classifying and answering the question[10]. Integration of ICTs in post-reading helped the students using their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills such as listening, speaking or writing. Here, it was found that Padlet could be the primary way of communication between the teacher and the students or the students to the students.

CONCLUSION

The teaching-learning activities with ICT particularly in English in Business Discourse class require a set of skills to be developed by the teacher in which the teacher's skill shall be considered among the first options prior to facing new educational challenges. The contribution of ICTs to education and society as such is undoubtedly flexibility and adaptability to an increasingly changing environment likewise in reading, the role of textbook can be changed with the digital book. As implementing ICT-based learning, ICTs such as smart-television, notebook, Ms. Powerpoint, Ms. Word, VLC media player, speaker, ProProfs, Padlet and YouTube integrated in English in Business Discourse class help the students to engage in and actively participate.

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AUTHORS PROFILE

Siti Drivoka Sulistyningrum is a senior lecturer of English Education Department of Universitas Negeri Jakarta and Atika Herawati is a fresh graduate student with a Bachelor's of Education.