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⁹**DESIGNING TPACK-BASED MODEL FOR TEACHING TEFL: A NEED ANALYSIS**

Umi Rokhyati ; Diky Dora Wijayati ; Muh. Saeful Effendi

umi.rokhyati@pbi.uad.ac.id

English Education Department- Universitas Ahmad Dahlan

Abstract

This ^{is} a research and development aimed at designing a model of teaching *TEFL* course. This research is the first of the two-year research. The output will be data about the students' needs in relation with technology for ²*TEFL* course and a TPACK-based model for teaching *TEFL*. The research was conducted at English Education Department of Universitas Ahmad Dahlan. The source of data comprises students and lecturers of English Education Department completed with a document of *TEFL* syllabus. The data were collected by distributing close and open-ended questionnaires, interview, and studying the syllabus. The data collected were analyzed quantitatively and qualitatively.

The findings of this year 1 research show that students need the integration of technology in learning *TEFL* course. They are all technology literate and they feel that learning by integrating technology will make learning easier, more interesting, more efficient, and up-to-date. The study of the syllabus shows that the use of technology is still limited. Based on the students' needs and the content of the syllabus, a model of learning *TEFL* is designed. The model integrates technology, pedagogy, and content knowledge.

Keywords: teaching model, *TEFL*, *TPACK*

Introduction

The use of modern technology is the element of life in the 21st century. Technology is one of the demands of the era that cannot be avoided. It also takes place in the world of language teaching. Schools and colleges have begun to respond to this challenge even though there are not many. This situation needs to be improved to fit the demand so that the achievement of good learning can be realized.

Nowadays, the products of technology are available everywhere. University has given an easy access to students to connect to the internet and provide supporting tools for learning process in classroom such as LCD projectors and computer. Moreover, another technology like smartphone has become part of students' life. All that is a facility that ¹¹ supports the implementation of learning that uses technology. So it can be said that ^{to integrate} the technology in the teaching and learning process the university facilities already support.

In fact, the existing facilities have not been fully utilized. Most of the lectures are still running conventional classes. Those provided technologies are not well utilized. Such learning should be improved. The available technological facilities should be put into good use. Students should be actively involved in learning using the existing technology. Learning activities should be carefully designed so that students feel what they learn is important and meaningful.

Learning in the 21st century which is also called the digital age does not only require pedagogy and material only. In this era, integrating technology in learning has become ⁵ a demand. As proposed by Town draw and Valance (2004: 80), *"The research states, ..., that for effective transformation to occur, the technology must be embedded into the teaching and*

learning of the institute that teachers ⁵ will need to acquire new skills in moderation of course content and delivery.”

It is important then, to conduct this research so that the needs of the learners in learning can be documented. Furthermore, the result of it will help develop model of teaching in which technology is integrated.

Theoretical Framework

A. Need Analysis

In the 21st century education, English learning is still and remains a trend as a foreign language in every level of education, including in higher education in Indonesia. Therefore, a need analysis focusing on the needs of the English learner should be undertaken to achieve the learning objectives. A preliminary study by analysts in the world - Berwick (1989), Howatt (1984) and Widdowson (1981) describes two main issues in conducting needs analysis, (1) the gap between what exists and what should exist (2) the gap between the learning activities in the field and the contemporary concept of learning using technology to explain learning material.

In Indonesia, a study related to needs analysis is summarized by Waldopo (2011). It is about the need of the use of interactive media to make it easier to understand learning materials and master certain competencies. The study of needs analysis is also done by Sukarni (2016) which states that the need for linguistic knowledge and language skills delivered with the latest technology will help the learners to achieve the learning objectives. The previous analysis shows that the use of technology gives advantages to students.

B. Learning Model

Current learning ³ models, modern and in accordance with the development of the ⁷ a should be applied in the teaching and learning process at this time. In general, the learning model can be defined as a conceptual fra⁶ework that describes the systematic procedure in organizing the experience of learners to achieve the learning objectives and serves as a guide for teachers in planning and implementing learning activities in accordance with the development of the era (Indrawati and Setiawan, 2009: 52). Understanding about the model of learning is also put forward by Suprijono (2011: 46) that the le⁶arning model is a pattern to plan the lessons conducted in class or in the form of tutorials. It can be ¹³cluded that the learning model is a detailed pattern (planning and implementation) of learning activities to achieve certain learning goals in accordance with the development of the era.

Learning models that link planning and implementation of learning activities based on technology are known as a model that is up-to-date and very effective to achieve learning objectives. Robby, Sutrisno and Ermawati (2014) argued that the effectiveness of the use of ICT-based learning model (technology) is very helpful in learning process, especially on abstract learning materials (content knowledge), where ¹²chers also play an active role in applying the pedagogy. The results of this study prove that all students are able to achieve value ¹⁰ above the learning mastery standard set by the school. Some researchers, including Angeli & Valanides, (2005), Bowers & Stephens (2011) Mishra & Koehler (2006), Tee & Lee, (2011) and Shafer (2008) examined the effectiveness of technology-based learning models, materials and pedagogy with the result of increasing the competence of teachers in guiding learning activities and students are able to understand the material provided by utilizing the technology available in internet.

From the description above, it can be concluded that the ⁷learning model that is in accordance with the development of the era, based on technology, facilitate learners in learning and effective, needs to be developed.

C. Technology

In this millennial era life cannot be separated from technology, including the life of educational institutions. In class, technology also influences teaching and learning activities. Technology can benefit the parties involved in the learning process. According to Clyde and Delohery (2005: xi) technology can benefit teachers by performing tasks more practically; for students, technology makes them have better learning opportunities and can learn more; for the academic community, technology is a convenience in the exchange of information.

Technology in the classroom in the past was much different from today's modern technology. Whiteboard, OHP, textbook that used to be an important technology has been shifted by the presence of modern ²technology. Currently computers and the internet are technologies that have been used in the classroom in the teaching and learning process from lower level to higher education level ³. Teachers must adjust to the changes that occur. Mishra (2006: 1023) states, "Teachers will have to do more than simply learn to use currently available tools; "This statement s that teachers must learn new skills and techniques because the technology has been replaced by new techniques. Agreeing with Mishra, Lewis (2009: 10) asserts that the use of technology is not an option but a necessity. Nowadays teaching with printed material is not enough.

According to Dudeney (2000: 1-3) modern technology / internet ⁴ provides many advantages for learning English. All material can be accessed quickly, easily, and readily available. Various texts, listening material, vocabulary, videos, newspapers from around the world can be found over the internet. All can provide convenience to teachers and students.

D. Pedagogy

According to Richards and Schmidt (2010: 425), pedagogies are theories about teaching, curriculum and learning as well as how formal learning and teaching in an institution are designed and implemented. An important part of pedagogy is the method of learning. If connected with modern technology, the method of learning in this millennial era should be different from the previous era.

Pedagogy in teaching and learning process should be adjusted, among others, with student characteristics and learning context. In today's era, students are digital native. They are the digital generation that cannot get out of the internet. They can access very rich information and learning resources. Therefore, the role of teachers / lecturers today has changed. The applied pedagogy must also consider the values of life in this digital age. The approach should be more student-centered, learning should make them creative, critical, and interesting. Learning in today's era also emphasizes collaboration, not competition.

E. Content knowledge

¹⁶ In the teaching process, the content knowledge is the knowledge of teachers about subject matter (Richards and Schmidt, 2010: 125). A language teacher for example, has knowledge of grammar, vocabulary, pronunciation, and others. Mastery of subject matter

by a teacher is needed because it will affect the depth of the delivery of materials, how to convey the material and especially on students' understanding of the material they studied.

Furthermore, Richards and Schmidt (425) stated that Pedagogical content knowledge is knowing how to transform the material into a plan that will be realized in the learning process. This is very important in the learning activities because the delivery of good material will produce a good understanding.

Method

This research is conducted in the TEFL class of Universitas Ahmad Dahlan Yogyakarta where English Education students conduct lectures. There are 110 5th Semester students participated in this research. In collecting the data, this research used closed questionnaire, open questionnaire and interview guidelines. A document in the form of TEFL course syllabus is also used as one of required data. Qualitative data were obtained from open questionnaires, interviews, syllabus studies, and focus group discussion (FGD). Open questionnaires and interviews come from students. The data of syllabus and FGD study were obtained from the lecturers / lecturers. While quantitative were obtained from closed questionnaire. The data obtained is calculated to get the percentage so that it is known the level of students' needs on the use of technology. To process the open questionnaire results, the results of interviews and the results of syllabus observation are analyzed using qualitative analysis techniques. Incoming data are grouped by the same type. This technique of analysis is also used as a triangulation of data.

Findings and Discussion

A. Findings

Data 3 Student needs to the use of technology in learning from the closed questionnaire can be seen in the following table.

Table 1. The needs of Technology in learning

No	Questions	Percentage (%)	
		Yes	No
1.	Do you use smart phones in your daily life	100	
2.	Do you use a smart phone to learn English beside to communicate?	100	
3.	Do you think modern technology is necessary in everyday life?	100	
4.	Is modern technology really needed as a medium of learning?	97	3
5.	Do you think lecturers should use modern technology in delivering materials?	94	6
6.	Do most lecturers have utilized modern technology (internet) in delivering lecture material?	68	32
7.	Would you prefer if the course material is integrated with the use of modern technology?	94	6
8.	Does the integration of materials with modern technology make you better understand the presented material?	95	5
9.	Do you think that every lecturer should have the skills to integrate modern technology and the courses provided?	94	6
10.	Do you think lectures that do not use modern technology are outdated?	50	50

From the open questionnaires, it is successfully collected data about the need for technology in learning. The reasons for the need of technology in learning collected the following data.

1. Make the material easier to understand.
2. Efficient.
3. Avoid monotony
4. Innovation
5. More interesting
6. Can learn independently
7. Increases attraction
8. Up-to-date learning materials
9. Saving time
10. Learning becomes more active and productive.

As data triangulation, interview techniques are also used to obtain data. The results of interviews on students are as follows:

1. The use of technology by students

Students use technology through android to utilize social media. Associated with the English language students use it to translate / search the dictionary, searching for material that suggested a lecturer, using Youtube which contains material in English, and download related application of learning English.

2. The use of technology by lecturers

The results of interviews with students indicate that most lecturers have not used modern technology in teaching. Some courses use the existing technology, particularly the Internet, but not maximized because lecturers often use books and students learn using those books. Students argue that lecturers need to integrate technology in learning because if learning with books only makes it saturated. There needs to be technological integration in the lecture because now is the era of globalization. However, there is a statement that the book is still needed as a source of references.

Integration of technology in learning is very necessary for learning with the Internet is more attractive, gives more support to success, and fresher. Therefore lecturers should be able to use technology and integrate it when teaching in the classroom.

3. Results of syllabus study

The study of a syllabus is taken from subject that contains many concepts and theories that is potential to produce boredom, that is TEFL course. is a compulsory subject for students of PBI. This course is given in the fourth semester. This course can be divided into 2, before and after mid semester. Before mid-semester students get material in the form of theory. This is where the emergence of saturation may happen because during this time the students' activities are more on listening to lectures. In this section students need to get the material with an interesting learning model. The second half, after the mid-test, students start teaching practice in front of the class.

By looking at the syllabus of TEFL courses used as the basis of lectures the following data are obtained:

- a. TEFL aims to equip students to become good English teachers.
- b. The course is divided into 2, theory and practice.

- c. Theory: knowledge of English position in Indonesia related to learning components such as curriculum, approach, strategy, method, and technique of learning English.
- d. Practice: make RPP, implement learning, and assess learning English.
- e. Methods of lectures: lectures, questions and answers, discussions, presentations.
- f. Learning activities: listening, questioning, discussion, demonstration.

The conclusion can be drawn, the TEFL learning syllabus needs little change. It also refers to the need for technology to be incorporated as a lecture material explicitly into the syllabus.

4. Focus Group Discussion (FGD)

FGD was conducted by presenting lecturers whose major is Teaching field, attended by 5 lecturers including the researcher. The theme of FGD is the integration of technology in TEFL learning. The researcher who also acts as the leader of the discussion guides the activities. These activities produce important items related to FGD themes.

a. TEFL course syllabus.

The integration of technology in the TEFL course syllabus is not yet apparent, therefore Technology-based TEFL learning model is acceptable.

b. Technology

The technology to be integrated should include audio, audio visual, and text that can be taken from the internet. The technology used can be in the form of online and offline. The material presented can be either youtube or the like, or hyperlinks that can be directly accessed. Students also need to be given activities that provide experience exploring technology.

c. Pedagogy

The pedagogical element refers more to the method of learning and values. This should be apparent and written in the syllabus so that learning does not get stuck on technological elements and ignores pedagogy. For this purpose, the syllabus needs to be modified and added columns that will explicitly write down what pedagogy will appear on each face to face.

In terms of learning methods, then the pedagogy that fits the context of the era is learner-centered / learning centered on students and interesting learning. Meanwhile, values can include the value of collaboration, curiosity, creativity, critical thinking, and independence.

d. Integration

Integrating technology needs to use the balance principle so that the teaching and learning process is not trapped in technology and forget the pedagogical elements that are an important part of lectures.

B. Discussion

Based on the data obtained from the research it can be concluded that the use of technology in learning becomes needs of students. This is in accordance with the current era where the use of technology cannot be avoided even has become a necessity. The results of this study are consistent with Mishra, Lewis (2009: 10) statement in Chapter 2 which confirms that the use of technology is not an option but a necessity. Nowadays teaching with printed material only is not enough.

The results also indicate that students need lecturers who are technologically literate and can apply it in the learning process. Students love the integration of technology in learning

because it makes better understanding of the material. Lecturers need to have the skills to integrate technology in learning. Learning activities that do not use technology are considered outdated. This finding is in line with what Mishra (2006: 1023) stated, "Teachers will have to do more than simply learn to use currently available tools; they also will have to learn new techniques and skills as current technologies become obsolete. "

In terms of learning materials, the contents of TEFL 50% course in the form of a theory that is identical with content knowledge. This section can make students bored if not delivered in an interesting way. From the learning activities written in the syllabus and the methods used it can be seen that there is very limited integration of technology in it.

8 Based on the analysis of student needs, either through questionnaires, or interviews and a review of the TEFL syllabus, the use of modern technology in learning is necessary because it provides advantages, among others, facilitate understanding, interesting, efficient, the material is contemporary, encourage the occurrence of independent learning, reducing boredom, activate students, and making students productive. This is in line with Dudeney's (2000: 1-3) statement that modern technology / internet provides many advantages for learning English. All materials are accessible quickly, easily, and readily available. Various texts, listening material, vocabulary, videos, newspapers from around the world can be found over the internet.

CONCLUSIONS

Technology has become an integral part of student life including for supporting learning. Most of the students of English Education have taken advantage of technology, especially the internet through their smart phone devices to help the learning process, either based on personal initiative or on the advice of lecturers. In the interaction of the TEFL learning process in the classroom, students want the integration of technology use and the delivery of learning material. In this case the technology is used as a learning media that is adjusted with the world of students, help to facilitate understanding, provide attraction and provide variety of activities so as not boring.

The TEFL course syllabus needs to be reviewed and adapted to current technological developments as this will accommodate the needs of students. With the accommodated needs of students in learning, it is expected that the achievement of student learning will be optimal. Besides, lecturers need to be trained to use technology in teaching so that they can integrate technology in teaching so that students learn more enthusiastically and therefore more successful.

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