

TEACHERS' COMPETENCE IN DEVELOPING ENGLISH TEACHING MATERIALS BASED ON INFORMATION COMMUNICATION AND TECHNOLOGY

Andi Muhammad Syafri Idris
Syafri_9374_ia5@yahoo.co.id

Kisman Salija
kisman.salija@unm.ac.id

Nurdin Noni
nurdinnoni@yahoo.com

Universitas Negeri Makassar, Indonesia

ABSTRACT

This research aimed to investigate: (i) teachers' competence in developing English teaching materials based on Information Communication and Technology and (ii) teachers' perception toward in developing English teaching materials based on Information Communication and Technology. This research was employed survey method. The respondents of this research are 30 teachers of Senior high school of Parepare consisted SMAN 1 PAREPARE, SMAN 2 PAREPARE, SMAN 3 PAREPARE, SMAN 4 PAREPARE, SMAN 5 PAREPARE, SMKN 1 PAREPARE, SMKN 2 PAREPARE, and SMKN 3 PAREPARE. Questionnaire, interview and Document were used in collecting the data. The result of the analysis showed that the teacher developed English teaching materials with 5 kinds namely (1) Adding Materials has moderate criteria because the mean of the data is 59, 47%, (2) Removing Materials has moderate because the results of the data is 55, 33%, (3) Changing Materials has score in 63,037% which means that high criteria, (4) Arranging Materials has mean 68.9% which means high criteria and (5) Making Materials a moderate criteria because the mean is 57,133%. While the perception of teachers has a Good Perception because it can be seen from the results of a questionnaire from thirty teachers in Parepare including public or private teachers.

Keywords: *Teachers Competence, Teachers Perception, English Teaching Materials, Information Communication and Technology*

INTRODUCTION

One of the tasks of the teacher is the facilitator in the learning process. This is proven when a learner, without accompanying the teacher, cannot receive any instruction to make a conclusion from a learning material. The teacher does not only transfer the knowledge to the student but also the teacher has to master in developing English teaching materials. Teachers' explication can be properly received by the student if the teacher has a good way of communicating. Good communication happens when the interlocutor gives responses so both the speaker and the interlocutor receives information. This becomes a habit in the lesson because the teacher is seen as a valid source of knowledge and information. This is in accordance with Supardi's (2016, p. 115) in which the teaching process nowadays is only happened in one way, teacher to students, lecturers to students, without any exchange between the two, a two-way communication is needed in lesson and this would show the teachers' competence in managing the lesson.

Teachers need these competencies so that the learning process can achieve the learning objectives in accordance with the demands of the times. This is in accordance with Rahman (2014, p. 75), it can be said that to improve the performance of teachers, there is a need to improve the teachers' pedagogical competence and motivation. The teacher needs to improve the pedagogical competence and motivation in managing the lesson which has not achieved the goal of the lesson. Competence is originated from oneself when one behaves according to the domain involved to achieve the desired result.

Teacher in creating lesson plan based on a syllabus which is used nationwide. The teacher's pedagogical competence comes from Istarani (2015, p. 171) which states that in pedagogical competence, a teacher must at least understand the teaching objectives, how to formulate teaching objectives, specifically choose and decide teaching methods according to the desired results, understand learning material and It is also possible to use various sources, how to choose and decide and use teaching aids, how to make tests and their use, and knowledge of other evaluation tools.

Teachers must have the competence that can choose everything that is related to the learning process such as method, media, and manner of evaluation.

Learning material plays an important role and position in English language teaching. It provides anything which is used by the teacher or learner to facilitate and support language learning in every teaching-learning process. There are many kinds of learning materials including cassette, videos, CD-Rooms, dictionaries, grammar books, readers, workbooks, photocopied exercises, newspapers, etc (Tomlinson, 2007: 2). Materials take an important part in the teaching and learning process. Good and appropriate materials will give a positive influence on the students' learning process. Many researchers offer developed English Materials for teaching. The materials include printed material, audio, visual, multimedia, and internet.

The materials sometimes hinder the learning process if the media needed to convey the instructional materials are not available. It becomes a problem in achieving the learning objectives. To conduct English learning material aims to support the students' competence in the English study program, so it should be based on the learners' needs, and the teacher should represent the material in a good way. Unfortunately, most of the teachers in senior high school still have a problem related to the availability of conducting English learning materials which are appropriate for the students with vocational majors. Materials that are provided by the government and launched by some developers are still using general English.

The development of teaching materials carried out so far has only been limited to the procurement of printed materials in the form of hand out, a summary of the material and the material is presented in the form of Powerpoint. Other printed materials such as books and modules are still very limited, especially if teaching materials are audio, visual and multi-media that integrate Information and Communication Technology (ICT). Module development is merely collecting material that is directly taught to students without analyzing the needs and various systems that are systemic and systematic. This formulation process cannot reach the real needs of students so that the learning material delivered tends not to attract the

interest of the participants. Similarly, learning that only rely on a handout and summarizing material can indeed provide a summary of lessons that can be delivered in a short time and can be understood more quickly. However, as a result, students can only understand in simple way superficial learning applications. Meanwhile, concepts, theories, postulates, and formulas that build understanding in depth cannot be described systematically and sustainably.

Based on the researcher's experience, many teachers do not know what teacher's competence is including pedagogical competence in developing English learning and teaching material based on information communication and technology. Some teachers just get the English material from the internet, the other teacher and the other references. In other cases, the teacher gets some problems when the teacher wants to develop their teaching related to pedagogical competence. Some teachers sometimes compare with the teacher professional developments include their position in teaching. Besides, teachers do not have to develop English learning and teaching materials based on information communication and technology.

Based on the illustrated above, the objectives of the research are:

1. To find out teachers' competence in developing English teaching material based on information communication and technology (ICT).
2. To find out teachers' perception toward the development of English teaching material based on information communication and technology (ICT).

REVIEW OF RELATED LITERATURE

Kızılaslan (2011) conducted the research entitled "ELT Student Teachers' Competence for Teaching Language Skills: A Qualitative Exploration". The type of this research is qualitative study attempted to explore 21 senior ELT students teachers' competence regarding specifically the teaching of four basic language skills. Field notes, interviews and follow-up focus group interviews comprised the data sources for the study. Findings indicated that student teachers do not possess all the

competencies required by the Ministry and that there is still room for improvement. The results are informative both for future researchers and those currently involved with teacher training in Turkey. The participants placed too much emphasis on the teaching of speaking and listening. The majority wholeheartedly embraced the idea that meaning focused interactional activities and the impact of fun and creativity will encourage young learners to speak more freely in class. This commonly-held belief failed to shape their performance as teachers in class. The participants prioritized the teaching of speaking in their lessons, but most of the activities were teacher-centered and rather mechanical, as supported by the research literature. Particularly, the student teachers refrained from using the computer and CDs in their classrooms.

Irtanto (2013) conducted the research entitled “The Competence of Teacher as Human Recourse at Senior High School in Kediri City East Java Province”. The type of this research is quantitative descriptive which has a goal to know the existing condition of human recourse competence of teachers on state senior high school (SMAN) in Kediri. The method of sample collecting use proportional stratified random sampling based on category of class. The amount of sample is 50% from 609 of state teachers, so the amount of the entire sample is 304 teachers. The results of the research are pedagogic competence of human recourse teachers of SMAN in Kediri was categorized good. The teachers’ social competence and the position of rate mean value score on enough categories. Moreover, personality competence and professionally competence, human recourse teachers are categorized well enough. From the four competence stated previously, generally have weakness in professional competence which is seen on indicator of scientific writing. The result can be concluded that human recourse teachers of SMAN in Kediri City are good in pedagogy competence and the professional competence is less.

Kubrický & Částková (2015) conducted the research entitled “Teacher’s Competences for the Use of Web Pages in Teaching as a Part of Technical Education Teacher’s ICT Competences”. Methodology was used to ascertain the views of respondents on the use of web pages in teaching. Questioned teachers from the field

of technical and information education expressed their opinion on individual components of competences. The result of the competences focused on evaluation and use of web pages for the development of pupils' independence and creativity proved to be of key importance in the whole system of defined competences, which proves the flexibility and variability of web as an environment, which, if used efficiently, enables participation in pupils' personality development and contribution to the quality and innovation of education. As it was assumed, the competences focused on technological aspects proved to be less significant.

Nikoopour & Farsani (2011) conducted research entitled "English Language Teaching Material Development". The goal of language programs is to utilize language for effective communication. Due to the needs, interests, and motivations of language learners, they may show individual differences in their language learning. Materials used in language programs can be instructional, experiential, elucidative, or exploratory in that they can inform learners about the language, provide experience of the language in use, and help learners to make discoveries about the language for themselves. The present study investigated the goals of language teaching programs in some countries, and discussed the contextual factors affecting the processes of ELT material development explicitly. The discussion of the three phases of ELT material development; namely, the organization and analysis, evaluation, and adaptation of materials has been thoroughly elaborated throughout the present study. The ELT profession nowadays has a range of different types of syllabus available from which a choice should be made for a specific situation. Having analyzed the material available, the ELT material developers should evaluate them both externally and internally to select the most appropriate materials. Finally, materials should be adapted to different learners in different settings following some adaptation principles. To this end, a framework for adaptation has been introduced at the end.

Mubar (2015) conducted research entitled "Developing English Learning Materials for Young Learners based on Needs Analysis at Mtsn Model Makassar". The main objective of this study was to develop English speaking materials especially

speaking as additional learning sources. This research was conducted at MTsN Model Makassar in academic year 2014/2015. In this research, the population was the third grade students. There were 20 students as the respondents of 19 questionnaire questions. The design used by researcher in this research was Research and Development (R&D). R&D is a name of one research designs involving the classroom problems, studying recent theories of educational product development, developing the educational products, validating the product to experts, and field testing the product. The existing materials that they used in learning still have many weaknesses. Then, these findings become the basic for the researcher to develop English learning materials especially for speaking. Finally, The English learning materials for students called speaking materials consist of six rules as main topic and 18 activities to improve students' speaking ability.

METHODOLOGY

This research was employed survey method. The respondents of this research are 30 teachers of Senior high school of Parepare consisted SMAN 1 PAREARE, SMAN 2 PAREPARE, SMAN 3 PAREPARE, SMAN 4 PAREPARE, SMAN 5 PAREPARE, SMKN 1 PAREPARE, SMKN 2 PAREPARE, and SMKN 3 PAREPARE.

There were 3 instruments of this research; Questionnaire was used to analyze the teachers' competence and teachers' perception in developing English teaching materials based on ICT. Interview was used to get the depth information from the teachers' competence. While, document was used for supporting the main instrument.

DISCUSSION

1. Teachers' Competence in Developing English Teaching Materials

There are 30 sample was taken from SMA/SMK including state or private school in Parepare that following some criteria of the teacher or sample. The instrument is questionnaire with 50 items for identifying the teachers' competence

and 12 items for identifying the perception of the teacher about developing English teaching materials based on information and communication technology. There are five categories for knowing the competence of the teacher they are very high, high, moderate, low, and very low. While the perception of the teacher they are very good, good, moderate, bad, and very bad.

In interview results, the teacher prefers to elaborate or modify the material compared to having to compile or make the learning material itself. Taking into account the time and budget faced by the teacher and will be a major factor in developing appropriate materials.

2. Teachers' Perception about Developing English teaching Materials

The experience on the developing English teaching materials based on information and communication technology has shaped perception for the teacher. Teachers got various and definitely different experiences in developing English teaching materials based on information and communication technology. Therefore their perception on it differ each other. According to Desideranto (in Ansori, 2015) perception is the experience of particular object, event, finding the correlation by implied information and giving meaning to the message. Perception is giving meaning through the sensor stimuli. The link among sensation and perception is vivid clear. Sensation is a part of perception. Even so, to define the meaning of information from the sensor stimuli does not only improve sensation but also attention, expectation, motivation, and memory.

CONCLUSION

Every single teacher who had a part in this research different experience, but generally they have same perception. All of the teachers who have taken a part in this research agreed that the developing English teaching materials based on information and communication technology is good enough. According to the teachers, the use of information and communication in technology has many advantages for the teachers to access the media or materials in Google or internet. For example, Google or

Internet provides the webpages that legal or illegal source to meet all needs of visitors. In addition, the use of information and communication technology in developing English teaching materials has positive and negative feedback or effect. The positive is when the teacher wants to show the materials it will be easy than the teachers only use handbook, worksheet and etc. the other one it will be easy for the teacher for giving the students homework or assignment. The teachers just ask their students for accessing the webpages by using information and communication technology media. The negative side the teachers aware about the effect of technology in nowadays for the students. Sometimes the students only did not do the homework or assignment by their self. The students only think about the answer of the assignment and the students did not think about the process how the answers actually come from.

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RESULTS

100% Completed: 100% Checked 0% Plagiarism 100% Unique

Sentence Wise Result Matched Sources Document View

Unique	There are 30 samples was taken from SMA/SMK including state or private school in Parepare that follo...
Unique	The instrument is a questionnaire with 50 items for identifying the teachers' competence and 12 items...
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