ELT IN A GLOBALIZED WORLD: THE BOUNDARIES AND BEYOND

# Analysis of English Reading Materials Based on ICT for XI Graders of Classical Music Students

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## Abstract

Vocational high school education has been a hot topic in Indonesia. It focuses on the development of students' skills in specific fields and expects graduate students to be skilful and ready to work. English is one of the subjects that should equip students with particular knowledge and communication skills that support their work. However, the reading materials do not correspond to their vocational education needs and are not based on ICT, despite the goal of assisting students in gaining technical knowledge of specific skills. Teachers continue to rely on textbooks and have little interest in developing their own materials, despite the availability of ICT. The objectives of this study are to (1) identify and describe ICT competencies that are significantly owned by Classical Music Study Program grade 11 students, (2) identify relevant English reading materials for Classical Music Study Program grade 11 students and (3) construct relevant and potential ICT competencies in English reading materials for the Classical Music Study Program. The researcher will use a need analysis of ICT competencies and English reading materials for Classical Music Study Program. The result of this research exposed the ICT competency indicators, relevant English reading materials for Classical Music students, and ICT competency in English reading materials.

**Keywords**: *classical music; ICT competence; reading material*

## Introduction

Vocational High School (VHS) has been a prevalent topic that government focus on its development. Based on the government regulations of the Republic of Indonesia No. 29 of 1990, VHS education should focus on the development of students' skills in specific fields. Furthermore, according to the Act of the Republic of Indonesia No. 20 of 2003 on the National Education System, vocational education is a secondary education program that prepares students for a specific job. Diane Casale-Giannola, Ed.D, a professor from the Department of Teacher Education at Rider University of New Jersey, as cited in Hapsari et al (2019), revealed that Vocational High School students have the strong point that they have real-life connections due to working on real-life projects, are given extensive time to practice their specialty, and always repeat the practice continually. As a result, when they graduate from high school, vocational high school students are expected to be skilful and able to contribute to the industry.

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Vocational high schools do not only focus on specific skill subjects, but they provide some secular subjects as well (Kadir et al., 2016). These two-subject categories must have relevance to equip students with particular skills or promote them with professional skills to compete in the workplace. English is one of the subject that aims to assist learners to be able to communicate in English (BNSP, 2006). However, most commercially designed learning resource might not be ideal for a certain learning circumstance (McDonough, Shaw, & Masuhara, 2013). In addition, (Mahbub, 2018) added The fact indicated that the English learning materials in both the school-based curriculum (KTSP) and the curriculum 2013 (K13) of VHS and regular schools are the same. On the contrary, Tomlinson (2005) stated that materials should be appropriate for the learning environment. The researchers recognize that English instruction for Classical Music Vocational High School students should be tailored to their specific requirements.

Reading is one of the skills taught in English subjects. It is one of the skills that must be mastered by students in order to be able to find out sense and derive meaning from what they learn. Furthermore, reading is one of the activities in 21st century education that has a strong relationship with literacy. It is like a bridge to becoming a critical thinker. The other urgent reading comprehension for vocational high school is to prepare students for the minimum competence assessment proposed by the government to assess students' literacy. Therefore, students should be familiar with reading strategies. Brown (2004) suggested a number of principal strategies for reading. They are: (1) determine the purpose of reading text, (2) use spelling rules and conventions for bottom-up decoding, (3) use lexical analysis to determine the meaning, (4) guess the meaning when not sure, (5) skim the text for the gist and main idea, (6) scan the text for specific information, (7) use silent technique for rapid processing. (8) For comprehending or storing information, employ marginal notes, outlines, charts, or semantic maps; separate literal and inferred meaning; and (9) use discourse markers to analyse relationships. In addition, Moreillon (2007) revealed some of reading strategy; activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing.

In the textbook provided by the government, the content does not correspond to their vocational education needs especially in reading, despite the goal of assisting students in gaining technical knowledge of specific skills. Mahbub, (2018) revealed both the school-based curriculum (KTSP) and the curriculum 2013 (K13) of Vocational High Schools and general schools have the same source of English learning materials. Even though teachers are aware of the issue, they continue to rely on textbooks and have little interest in creating their own materials despite the freedom to modify the learning materials. This is due to (1) the institution does not support financially, (2) lack of time, and (3) the lack of knowledge of developing and designing teaching materials based on needs (Mahbub, 2018). Therefore, Kadir et al. (2016) proposed that curriculum development in vocational high schools

adhere to National Competency Standards for all courses. As a result, English instruction and learning for Vocational High School students should be relevant to both knowledge and needs.

Speaking about needs in reading for Vocational High School (VHS) students is not only in the context of materials, but it is also in the teaching and learning process including the use of Information Communication Technology (ICT). Teachers and students in the twenty-first century should make the most of ICT in the teaching and learning process. Teachers who are able to integrate reading materials with ICT will be more effective than those who solely use books provided by the government and teach in a traditional manner. Furthermore, the use of ICT encourages students to read literary texts with interest, which makes it easier for them to understand the abstract ideas in the text (Elbechir, 2018). Despite the lack of suitable ICT facilities in schools, such as the lack of computers for all students, limited internet access exclusively for teachers, and students only studying material prepared by the teacher. However, due to the current state of affairs, there is a surge in the use of ICT in classrooms; the majority of students already have gadgets connected to the unlimited use of ICT, which should help with reading comprehension. As a result, the instructor must be aware of what students' ICT competencies are relevant to their level, as well as materials that are appropriate for their needs. Reading and ICT have a serve-and-return relationship, with ICT being used for reading and reading being used to improve ICT use.

There has also been an increase in the development of English materials for vocational schools. However, there is limited researchers have created English teaching materials for use in their classes in order to correspond to the learning environment and the goal of vocational education. Lestari & Priyana (2020) conducted research to develop English reading and writing materials for the Automotive Engineering study program. Mahbub (2018) focuses on analysing the needs of the computer engineering and networks (TKJ) study program. Astawa et al. (2017) developed a communicative English test. Prayoga et al. (2021) conducted a research to develop English learning material in general for computer network engineering. While Jin et al. (2013) from Malaysia, designed the Engineering technology wordlist.

Previous studies have explored various topics in developing English teaching materials to fulfil the goals of vocational education needs. However, there is no single study developed English material for classical music students and ICT role in reading materials. As a result, the researchers formulated the purpose of this study to (1) identify and describe ICT competencies that are significantly owned by Classical Music Study Program grade 11 students, (2) identify relevant English reading materials for Classical Music Study Program grade 11 students. Finally, researchers construct relevant and potential ICT competencies in English reading materials for the Classical Music Study Program.

### Information Communication Technology (ICT)

Information communication technology (ICT) refers to electronic technologies for displaying, creating, storing, processing, transmitting, and sharing data (Raad, 2021). Law (2018) defined digital literacy as follows:

> the capacity to use digital technology to safely and appropriately access, manage, interpret, integrate, communicate, evaluate, and create information safely and appropriately for work, decent jobs, and entrepreneurship. It encompasses skills referred to as computer literacy, ICT literacy, information literacy, and media literacy, among others.

In the table below, the Digital Competence 2.0 framework proposed by Vuorikari et al. in Law (2018) is applied. It comprises five-competence area, which are Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety, and Problem Solving.

**Table 1**: ICT Competence Area and Its Competence

| Competence Area | Competence |
|---|---|
| Information and Data Literacy | 1.1 Browsing, searching and filtering data, information and digital content |
| | 1.2 Evaluating data, information and digital content |
| | 1.3 Managing data, information and digital content |
| Communication and Collaboration | 2.1 Interacting through digital technologies |
| | 2.2 Sharing through digital technologies |
| | 2.3 Engaging in citizenship through digital technologies |
| | 2.4 Collaborating through digital technologies |
| | 2.5 Netiquette |
| | 2.6 Managing digital identity |
| Digital Content Creation | 3.1 Developing digital content |
| | 3.2 Integrating and re-elaborating digital content |
| | 3.3 Copyright and licences |
| | 3.4 Programming |
| Safety | 4.1 Protecting devices |
| | 4.2 Protecting personal data and privacy |
| | 4.3 Protecting health and well-being |
| | 4.4 Protecting the environment |
| Problem Solving | 5.1 Solving technical problems |
| | 5.2 Identifying needs and technological responses |
| | 5.3 Creatively using digital technologies |
| | 5.4 Identifying digital competence gaps |

### Reading Materials

Reading is an important skill that involves various activities. Sandiyasa et al. (2013) stated reading has two related process, word recognition and comprehension. The process of perceiving how written symbols correspond to one's spoken language is known as word recognition. The process of making sense of words, sentences, and connected texts is referred to as comprehension. Therefore, reading involves a complex activity both perception and thoughts. In other words, reading is an activity

of understanding text and identifying message from the text based on the reader's perception and thought.

Reading is one of the English skills that are taught in schools when it comes to teaching and learning. Teachers must be able to understand a variety of principles. Harmer in Arimbawa et al. (2013) proposes six principles for teaching reading. They are encouraging students to read as often and as much as possible, engaging the students with what they are reading, encouraging students to respond to the content of a text, predicting as a major factor in reading, matching the task with the topic when using intensive reading texts, and exploiting reading text as a whole.

**Research Methodology**

*Research Design*

This research is undertaken to examine ICT competency in classical music students, as well as to identify relevant English reading resources for grade XI and ICT competence in English reading materials. The content analysis strategy was employed in this study, which was defined as a research method for identifying specific parts of textual or visual resources. Content analysis, also known as document analysis, can be used to analyse a wide range of documents, including web pages, speeches, textbooks, advertisements, television episodes, sheet music, and more, according to Ary et al. (2010).

*Instrument and Data Source*

To undertake this research, a range of activities was used, as well as various papers, including UNESCO's digital competence framework (DigCom 2.0) and the Students' English Textbook. The researchers excluded the students' perceptions of need analysis of English reading materials from classical music study program grade XI.

*Data analysis technique*

A systematic content descriptive text was used to analyse the UNESCO's digital competence framework (DigCom 2.0) and the Students' English Textbook. The outcome will be shown in a table format. It will also be analysed and published in a descriptive format.

**Result and Discussion**

Researchers will report the result of the research in accordance with research questions. There are some tables to present the result of each research question and directly followed by the discussion.

**RQ1: what ICT competencies do Vocational School Students majoring in classical music significantly own?**

There are five area of competence that students are expected to possess and it will be shown on table below.

**Table 2**: Information and Data Literacy

| ICT Competence Area | Indicator |
|---|---|
| Information and Data Literacy | <ul><li>Students open internet browser and input the keywords for information they looking for.</li><li>Students identify the icons and buttons in the webpage</li><li>Students browse relevant material for learning or doing school project</li><li>Students compare the multiple information that relevant with their needs</li><li>Students preview the materials in online platform</li><li>Students download the data such as PPT, songs, or video</li><li>Students open, reply, delete, or restore email, WhatsApp, Google Classroom, etc</li></ul> |

Based on the table above, it is found that the competencies for the area of information and data literacy competence can be formulated what competencies can be achieved by vocational students majoring in classical music, which are derived from competencies in 1.1, 1.2, and 1.3. The indicators stated on the table are the competences that are expected to appear in vocational students majoring in classical music.

**Table 3**: Communication and Collaboration

| ICT Competence Area | Indicator |
|---|---|
| Communication and Collaboration | <ul><li>Students ask a question or respond through digital or social platform</li><li>Students comment on someone's posts</li><li>Students create and set a public profile</li><li>Students upload their work through digital platform such as YouTube, Spotify, Social platforms, Google Class, etc</li><li>Students use virtual meeting apps such as Google meeting and Zoom Meeting</li><li>Students do a group call to discuss their project</li><li>Students use sharing online file to work together</li><li>Students explore digital platforms such as spread sheet, Google Doc, and more to share their work.</li><li>Students use Google meeting and zoom to collaborate with peers</li></ul> |

According to the table 3, communication and collaboration is the other ICT competence area based on UNESCO's digital competence framework (DigCom 2.0). Based on the key competence 2.1, 2.2, 2.3, and 2.4, the researcher formulated some indicators of communication and collaboration possibly possessed by vocational students majoring classical music.

**Table 4**: Digital Content Creation

| ICT Competence Area | Indicator |
|---|---|
| Digital Content Creation | • Students take and edit picture, audio or video for their school project<br>• Students create PPT using Ms. PowerPoint, Canva, or other tools<br>• Students arrange or compose a song using digital tools<br>• Students create posters or flyer using digital tools<br>• Students do not plagiarize other people works<br>• Students can copyright their songs |

Digital content creation is the third ICT competence area in the Digital Competence Framework 2.0, which comprises four code competences (3.1, 3.2, 3.3, and 3.4) listed on table 1. The researchers converted the competencies into indicators that may appear in a Classical Music vocational school's learning activity. These measures are based on the total number of teaching and learning activities. These indicators demonstrate that a wide range of ICT activities can be used in teaching and learning.

**Table 5**: Safety

| ICT Competence Area | Indicator |
|---|---|
| Safety | • Students keep the username and password of their account<br>• Students log in and log out to different pages<br>• Students input personal information and security information, including captcha and security<br>• Students close the signed on page<br>• Students do not harm digital users by commenting or reacting negatively<br>• Students are aware of the importance of music copyright |

In DigCom 2.0, the fourth ICT competence is stated as 4.1, 4.2, 4.3, and 4.4 on table 1, which includes four essential competences. When using digital technologies, it is crucial to be safe. Students must be taught this in order to protect their devices, privacy, and personal information. As seen in table 5, there is a variety of indicators of competency. These indicators, the researchers decided, should be incorporated in how to use ICT in a digital context.

**Table 6:** Problem Solving

| ICT Competence Area | Indicator |
|---|---|
| Problem Solving | • Students can access tutorial how to troubleshoot through audio, video, or text<br>• Students able to install certain program that related to learning<br>• Students comparing the application that suitable to do their task<br>• Students take and edit picture, audio or video for their school project<br>• Students create PPT using Ms. PowerPoint, Canva, or other tools<br>• Students arrange or compose a song using digital tools |

- Students create posters or flyer using digital tools
- Students keep up with the updates and improve with the music digital evolution.

The last ICT competence area from DigCom 2.0 is problem solving. It appears to have competences written in table 1 with code competence 5.1, 5.2, 5.3, and 5.4. Since problem solving is one of the most important skill in the 21$^{st}$ century, it appears on the use of ICT to overcome conceptual problems and problem situations in digital environments. There are some indicators written on table 6 that need to appear on the use of ICT for vocational school majoring Classical Music.

**RQ2: What are relevant English reading materials for Classical Music study program grade XI students?**

**Table 7:** Relevant English Reading Materials

| Topic | Existing Reading Topic | Suggested Reading Topic |
|---|---|---|
| Analytical Exposition | • Global Warming<br>• Banning Motorbike is Necessary in Housing Area | • Music Copyright<br>• Musicians Must be Aware of the urgency of Digital Music Platform |

The researchers discovered an intriguing piece of information in table 7. The present materials on the topic of "analytical exposition" are inappropriate to classical music vocational schools. Existing themes such as "Global Warming" and "Banning Motorbike is Necessary in Housing Area" are common topics of English reading. All resources should, however, be in accordance with the vocational program. As a result, the researchers proposed two additional reading topics that are more pertinent: music copyright and musicians' awareness of the digital music platform's urgency. Finally, the researchers concluded that the English reading contents in students' textbooks have no bearing on their proficiency. As a result, the researchers proposed that the textbook be modified depending on their primary competencies.

**RQ3: What are relevant and potential ICT competencies in English reading materials for Classical Music Study Program grade XI?**

**Table 8:** Existing Reading Material

| Topic | Existing Reading Topic |
|---|---|
| Analytical Exposition | • Global Warming<br>• Banning Motorbike is Necessary in Housing Area |

Table 8 shows the existing topic of analytical exposition from the students' English textbook. One of the topics that provide reading text is Analytical Exposition. There are two reading texts with the themes of "Global Warming" and ""Banning Motorbike is Necessary in Housing Area". Those are general themes taught in both normal and vocational high schools. The textbooks for these schools'

students are the same. ICT competence in this materials do not exist, whether in the media and in the content.

**Table 9**: Existing Instruction

| Topic | Instructions | Existing Digital Competence |
|---|---|---|
| Analytical Exposition | • Create a pamphlet or a movie to educate people in your school on "Dangers of Drug Abuse and Cigarette Smoking<br>• Make sure to put lots of picture in your pamphlet | • Students take or download picture<br>• Create pamphlet using designing tool<br>• Students share the pamphlet to their peers |

The researchers discussed the reading material's substance in Table 8. The researchers offered existing instruction from the topic "Analytical Exposition" in Table 9. The researchers discovered that the instructions represent the use of ICT from those two instructions. The content of digital creativity, as well as information and data literacy, are reflected in the ICT competencies.

**Table 10**: Suggested Relevant English Reading Materials

| Suggested Reading Topic | Digital Competence |
|---|---|
| • Music Copyright<br>• Musicians Must be Aware of the urgency of Digital Music Platform | • Students find appropriate information and digital content<br>• Students decide relevant materials or information and digital content<br>• Students are aware of the importance of music copyright<br>• Students keep up with the updates and improve with the music digital evolution. |

Based on table 10, researchers suggested reading topic for vocational schools majoring in classical music students grade XI should be relevant to their future job competence. Researchers suggested two topics; music copyright and Musicians Must be Aware of the urgency of Digital Music Platform. These two topics are considered relevant in the content and digital knowledge. The digital competence that appear in these topics are seen on the table above. They are the mapping digital competence of information and data literacy, safety, and problem solving.

The researchers mapped digital literacy based on the competence areas of information and data literacy, communication and cooperation, digital content production, safety, and problem solving using tables 2, 3, 4, 5, and 6. Because some of the competences on table 1 do not belong to vocational institutions that specialize in classical music, they do not appear in the findings in their whole. In classical music programs, the competencies listed in the table findings are required.

Table 7 depicted the relevant English reading materials in classical music vocational schools. The current materials, on the other hand, do not match to their unique characteristics. If teachers are uninterested in developing their own materials, this can be an issue. As a result, as shown in table 10,

researchers identified appropriate topics for classical music students. Furthermore, the ICT competencies demonstrate the ICT proficiency for classical music vocational schools.

**Conclusion and Suggestion**

Information and communication technology (ICT) has played a significant role in shaping our way of life. It alters the way we communicate with one another, our way of life, and even the way we learn in and out of the classroom. It can be linked to numerous skills in the teaching activity, one of which is the reading activity. Reading is one of the most important skills taught in the school to help children increase their knowledge and literacy. Teaching reading is easier and more relevant using ICT. ICT competences for vocational schools come in a variety of formats and are transferable to any skill. The problem of a textbook that does not meet the needs of students can be overcome by leveraging ICT to create educational resources. As a result, using ICT and relevant English reading materials, teachers should be able to design their own content.

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