Utilizing the RAAEA Model: A Case Study of ICT Tool Use by a Writing Lecturer in the 4th Semester at University of Islam Malang

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ABSTRACT

Fakhirah, Dewi Ulil. 2023. *Utilizing the RAAEA Model: A Case Study of ICT Tool Use by a Writing Lecturer in the 4th Semester at University of Islam Malang. Skripsi*, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Eko Suhartoyo, S.Pd.,M.Pd: Advisor II: Dr.Kurniasih, S.Pd.,M.Pd.

Key words: ICT, RAAEA model of technology integration

Information and Communication Technology (ICT) has brought about significant changes in education. The use of ICT in education has transformed the way we learn, teach, and interact between teachers and students. Teachers must make decisions regarding how to determine, adapt, and select technologies that are appropriate for learning. In this regard, the RAAEA (Recognizing, Accepting, Adapting, Exploring, and Advancing) technology integration model formulated by Niess et al. (2007 cited in Niess, 2013) can be utilized to emphasize the stages of using selected technological tools in the teaching and learning process. RAAEA is also employed to explain how a teacher utilizes Information and Communication Technology (ICT) in the instructional process. This model is used to evaluate and enhance the use of ICT by teachers in the teaching process.

The research aims to explore the utilization of ICT tools by writing lecturer from the perspective of RAAEA technology integration model, specifically focusing on fourth-semester writing lecturer in the English Education Department at the University of Islam Malang. A descriptive qualitative method with a case study is employed. This research adopts a single case study. The researcher selects one writing lecturer as the informant for this study. The research procedure involves conducting in-depth interviews with the writing lecturer. Data analysis was carried out through data reduction, data display, and conclusion drawing.

The study findings indicate that lecturer use a variety of ICT tools in their writing classes also identified several strategies employed by lecturer to integrate ICT tools into their writing classes. These tools have different features and functions that cater to specific needs. However, lecturer encounter a significant challenge with internet connectivity when utilizing these tools. Additionally, the study revealed that lecturer were not familiar with RAAEA, but the lecturer comprehended and applied the underlying principles.

Based on the findings of this research, it is directed towards writing lecturer to overcome and ensure stable internet connectivity, enhance proficiency in using ICT tools, and continuously evaluate the use of ICT tools in writing learning. With these recommendations, writing lecturer are expected to optimize the use of ICT tools, overcome challenges, and create effective learning activities using ICT tools. Further exploration and investigation regarding the integration of ICT devices in writing learning can be explained in depth by future researchers.

ABSTRAK

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Kata kunci: TIK, model RAAEA integrasi teknologi.

Teknologi Informasi dan Komunikasi (TIK) telah membawa perubahan signifikan dalam dunia pendidikan. Penggunaan TIK dalam pendidikan telah mengubah cara kita belajar, mengajar, dan berinteraksi antara guru dan siswa. Guru harus membuat keputusan tentang bagaimana menentukan, menyesuaikan, dan memilih teknologi yang tepat untuk pembelajaran. Dalam hal ini, model integrasi teknologi RAAEA (Recognizing, Accepting, Adapting, Exploring, and Advancing) yang diformulasikan oleh Niess et al. (2007 dikutip dalam Niess, 2013) dapat digunakan untuk menekankan tahapan penggunaan alat-alat teknologi yang dipilih dalam proses mengajar dan belajar. RAAEA juga digunakan untuk menjelaskan bagaimana seorang guru memanfaatkan Teknologi Informasi dan Komunikasi (TIK) dalam proses pembelajaran. Model ini digunakan untuk mengevaluasi dan meningkatkan penggunaan TIK oleh para guru dalam proses pengajaran.

Penelitian ini bertujuan untuk mengeksplorasi penggunaan alat TIK oleh dosen writing dari perspektif model integrasi teknologi RAAEA, dengan fokus khusus pada dosen writing semester empat di Departemen Pendidikan Bahasa Inggris Universitas Islam Malang. Metode deskriptif kualitatif dengan studi kasus digunakan dalam penelitian ini. Penelitian ini mengadopsi studi kasus tunggal. Peneliti memilih satu dosen writing sebagai informan untuk penelitian ini. Prosedur penelitian melibatkan wawancara mendalam dengan dosen penulisan. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa dosen menggunakan berbagai alat TIK dalam kelas writing dan mengidentifikasi beberapa strategi yang digunakan oleh dosen untuk mengintegrasikan alat TIK ke dalam kelas writing. Alat-alat ini memiliki fitur dan fungsi yang berbeda sesuai dengan kebutuhan tertentu. Namun, dosen menghadapi tantangan signifikan dengan konektivitas internet saat menggunakan alat-alat ini. Selain itu, penelitian ini mengungkapkan bahwa dosen tidak akrab dengan model RAAEA, tetapi mereka memahami dan menerapkan prinsip-prinsip yang mendasarinya.

Berdasarkan temuan penelitian ini, disarankan kepada dosen writing untuk mengatasi dan memastikan konektivitas internet yang stabil, meningkatkan kecakapan dalam menggunakan alat TIK, dan terus-menerus mengevaluasi penggunaan alat TIK dalam pembelajaran menulis. Dengan rekomendasi ini, diharapkan dosen dapat mengoptimalkan penggunaan alat TIK, mengatasi tantangan, dan menciptakan kegiatan pembelajaran yang efektif dengan menggunakan alat TIK. Eksplorasi dan investigasi lebih lanjut mengenai integrasi perangkat TIK dalam pembelajaran menulis dapat dijelaskan secara mendalam oleh peneliti di masa depan.

CHAPTER I

INTRODUCTION

This chapter discusses background of study, statement of the problem, purpose of the study, statement of the hypothesis, significance of the study, assumption of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

The role of educators in utilizing ICT for learning is crucial. Integration ICT in education refer to the use of computer-based communication that is integrated into the learning process in everyday classes (Shahid et al., 2019). ICT innovation has provided opportunities and challenges in education, transforming the teaching and learning environment. Learning through technology provides a range of captivating approaches such as educational videos, simulations, data storage, database utilization, mind mapping, guided discovery, brainstorming, music, and the World Wide Web (www), enhancing the learning experience with greater satisfaction and significance (Ghavifekr & Rosdy, 2015: Kearsley & Shneiderman, 1998: Sherman & Khursan, 2005). The integration of ICT in education, especially in online learning, has the potential to support effective and engaging learning activities. The utilization of ICT offers various methods that can support teachers and students in learning their respective subjects (Rachmawati, 2019).

To ensure engaging and effective online learning experiences, educators need to enhance their TPACK-based competencies. TPACK (Technological Pedagogical Content Knowledge) is a framework that combines technology, pedagogy, and content knowledge to guide educators in effectively integrating technology. It includes competencies related to technology, such as mastering social media and developing relevant learning tools and materials for virtual platforms like Zoom and Google Meet. According to Niess (2015), TPACK is a framework that teachers rely on when designing and implementing curriculum and teaching while guiding student to think and learn with digital technology in certain content areas.

The TPACK framework comprises seven components: content knowledge (CK), pedagogical knowledge (PK), technological knowledge (TK), pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK), technological content knowledge (TCK), and technological pedagogical content knowledge (TPACK). Each component focuses on different aspects of knowledge and skills that teachers need to possess for successful technology integration in education.

Since the publication of the TPACK Framework (Mishra & Koehler, 2006), numerous models of technology integration have been proposed. Two of these technology integration models are the SAMR model developed by Puentedura (Professional Learning Board LLC, 2022), which consists of Substitution, Augmentation, Modification, and Redefinition, and the five-stage RAAEA model developed by Niess et al. (2007 cited in Niess, 2013), which

consists of Recognizing, Accepting, Adapting, Exploring, and Advancing. These two models are different in the way technology tools are used. The RAAEA model emphasizes the stages of using selected technology tools in the teaching and learning process, while the SAMR model focuses on substituting low technology with high technology and how high technology tools are used more intensively.

The research conducted by Schilis and Lyublinskaya (2018) examined TPACK competencies among educators and found that the majority of educators have moderate to high TPACK abilities. However, there are significant differences in TPACK abilities among different educators, influenced by factors such as teaching experience, level of education, and age. The study also demonstrated the effectiveness of the TPACK Levels Rubric as an evaluation tool for assessing educators' TPACK abilities. Then the other study conducted by Lyublinskaya & Du (2021) that analyzed the development of Technological Pedagogical Content Knowledge (TPACK) among preservice teachers enrolled in an online academic program. The findings of this study indicated an improvement in the development of TPACK among preservice teachers during the online academic program. Apriani and Handrianto (2021) conducted a study to investigate the possible advantages of incorporating information and communication technology (ICT) in English language instruction. The findings of their research revealed that English lecturer utilized ICT tools in diverse ways and for various purposes.

Therefore, the research gap in Schilis and Lyublinskaya's study is the need for further research on TPACK development and its relationship to other domains, as well as the need to investigate the effectiveness of the TPACK Levels Rubric in different contexts. Apriani and Handrianto's study identifies two critical areas that require additional research. Firstly, there is a necessity for further investigation into the optimal integration of Information and Communication Technology (ICT) in the teaching and learning process. Secondly, it is essential to explore the development of Technological Pedagogical Content Knowledge (TPACK) among teachers and the obstacles that impede the efficient utilization of ICT in educational activities. The research gap of Lyublinskaya & Du (2021) identified a research gap that involves exploring and identifying additional external factors that may impact the development of TPACK among preservice teachers. Based on the description above, the researcher is interested in conducting research on ICT tools used by the writing lecturer in the 4th semester at University of Islam Malang, entitled "*Utilizing the RAAEA Model: A Case Study of ICT Tool Use by a Writing Lecturer in the 4th Semester at University of Islam Malang*".

1.2 Research Problem

The formulation of this study is as follows:

1. What ICT tools do Indonesian writing lecturer use in the writing class?

2. What challenges do Indonesian writing lecturer have when incorporating ICT tools into their lessons in the writing class?

3. How do teachers integrate ICT in their teaching in the writing class?

4. To what extent have Indonesian writing lecturer been using ICT tools from the perspective of RAAEA model of technology integration?

1.3 Objective of Research

The research aims to describe:

1. ICT tools used by Indonesian writing lecturer in the writing class.

2. The challenges that writing lecturer have experienced when incorporating ICT into their lessons in the writing class.

3. The ways or strategies that teachers use to integrate ICT into their teaching in the writing class.

4. The use of ICT tools from the perspective RAAEA technology integration model that has been utilized by writing lecturer.

1.4 Significance of Research

This study is expected to be beneficial for:

1. Educational Institution: the findings of this study can be used to develop policies and strategies for the integration of ICT tools in the teaching and learning of writing, as well as to support the professional development of writing lecturer in the use of ICT tools

2. Researchers: the findings of this study can be used as a basis for further research on the integration of ICT tools in teaching and learning of writing, particularly in the context of English as a foreign language (EFL).

1.5 Scope and Limitation of the Research

This study focuses on the use of ICT tools by teachers in writing class during the pandemic. Researchers investigated the ICT tools used by teachers when teaching writing in the pandemic era seen from the technology integration model of RAAEA. Each lecturer certainly has differences in teaching in online classes, especially in the use of technology to support writing learning in online learning.

The limitation of this study is the researcher cannot do observation because of limited time. In addition, the researcher only can do interviews with writing lecturer for third semesters.

1.6 Definition of Key Term

The definition of key term is provided to avoid misunderstanding and ambiguity. There are some terms used in this study which needed to be defined.

1. Writing class

Writing is the act of communicating ideas and information through written language. Writing skills refer to the abilities and competencies that enable an individual to communicate effectively in writing. Meanwhile, writing class is a class that teaches writing skills. In these classes, students learn about various writing techniques, styles, and formats, and practice writing through assignments, and feedback from the lecturer and classmates. In this research, the studied writing class is a semester fourth-semester writing class, worth 3 credits (3 sks),

and the subject matter is extended essay writing. Teaching writing classes is not an easy thing, but the strategies owned by the lecturer can affect the quality of learning activities.

2. RAAEA model of technology integration.

RAAEA stands for Recognizing, Accepting, Adapting, Exploring and Advancing. Recognizing is knowledge to know the value of technology. Accepting is knowledge of attitudes that can accept certain teaching and topics with technology. Adapting here is the teacher's knowledge regarding the use of technology to improve the ideas that students previously had. RAAEA is the technology integration model of Niess et al. (2007 cited in Niess, 2013). This technology integration model focuses on the stages in the use of selected technology in the teaching and learning process.
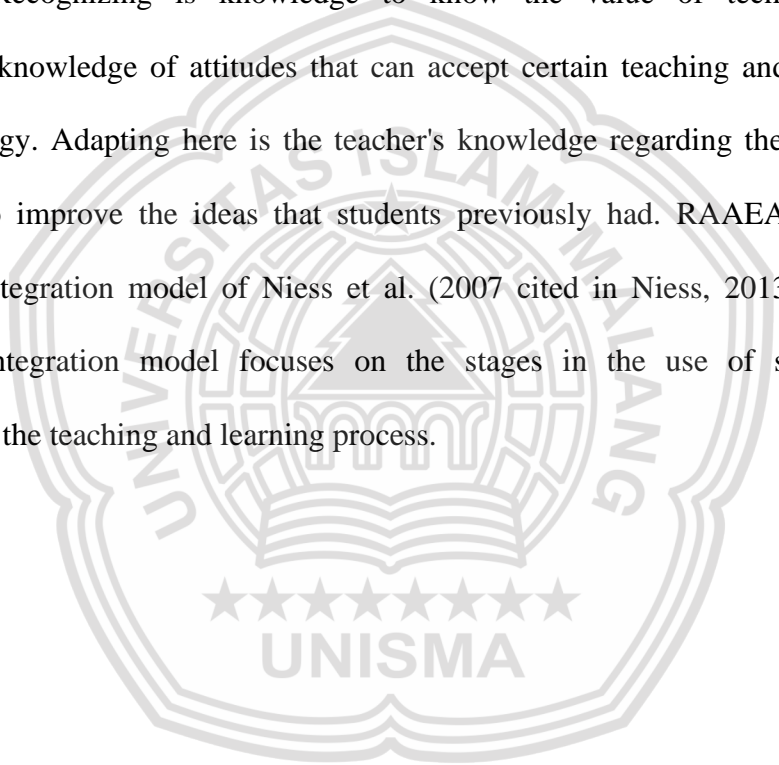
CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research. It also presents suggestions for teachers, and future researchers as well. This chapter is divided into two parts: conclusions and suggestions.

5.1 Conclusion

Based on the research result, it can be concluded that writing lecturer use various ICT tools in teaching and learning activities. Lecturer use online platforms such as Grammarly, Edmodo, Kahoot, Zoom, Email, WhatsApp, Zotero and Mendeley. One significant challenge in using ICT tools in the classroom is internet connectivity. Unstable internet connection affects the quality of learning in the classroom and reduces the effectiveness of teaching and learning. The use of these ICT tools is in accordance with the RAAEA technology integration model principle, as lecturer recognize the importance of ICT tools in teaching writing, adjust their use according to students' needs, explore new tools, effectively combine ICT tools, and combine platforms and resources to support writing teaching. Writing lecturer may not be familiar with the term RAAEA, but they understand and apply the principles behind it.

5.2 Suggestion

a.   Suggestion for the Teacher

Regarding to the research results, particularly to the second research questions, the findings indicates that the Indonesian writing lecturer encountered a problem in terms of internet connectivity. Unstable internet connection can hinder and impact productivity in using ICT tools. In relation to the strategies incorporating ICT tools in their teaching, it is found that the lecturer recognizes the value of ICT tools, adapts them to students' needs, explores new tools, combines them effectively, and utilizes various platforms and resources to support the teaching of writing. Those, from both findings, it is very recommended that the writing lecturer should to overcome and ensure stable internet connectivity, enhance proficiency in using technology and stay updated with technological advancements, expand the use of ICT tools in teaching by exploring new tools and platforms that enhance writing instructions, adapt the use of ICT tools, and continuously evaluate the use of ICT tools in writing instruction. With these recommendations, it is expected that writing lecturer can optimize the use of ICT tools, overcome internet connectivity challenges, and create an engaging and effective learning environment for students.

b.   Suggestion for future researcher

Regarding the fourth research question and previous studies, there has been significant interest in the use of ICT tools in teaching and learning. The RAAEA (Recognizing, Accepting, Adapting, Exploring, and Advancing)

integration model has emerged as a valuable guide for integrating technology into writing instruction. By adopting the RAAEA model and focusing on the integration of ICT tools, this research can uncover the potential and benefits of technology utilization by writing lecturer. Therefore, researchers can proceed with a study that specifically focuses on the integration of ICT tools in writing instruction. Through this research, it is expected to provide useful guidance for educators in effectively utilizing ICT tools in writing instruction, as well as valuable practical and theoretical insight for the development of effective and innovative approaches in teaching writing.
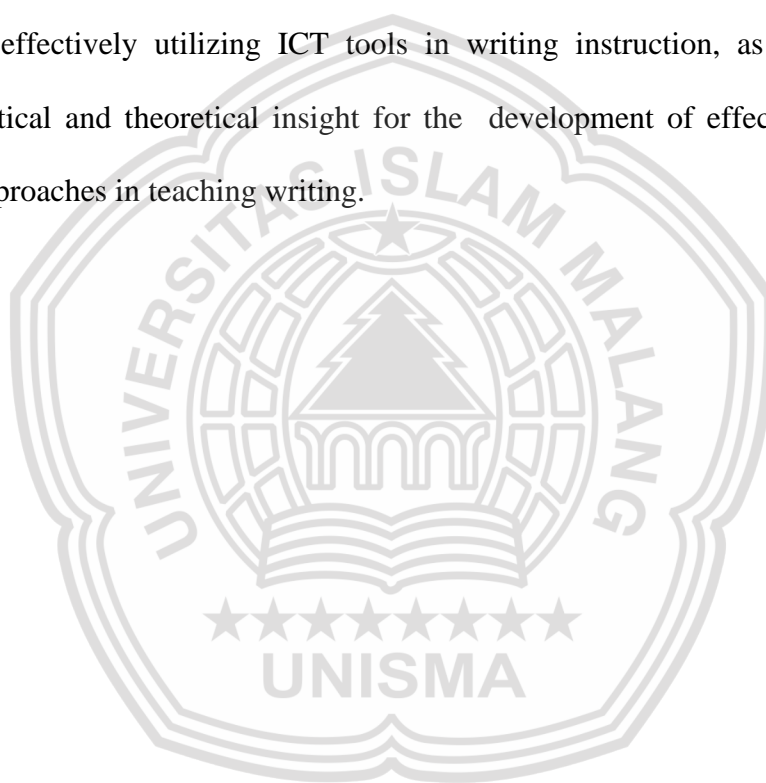
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