

Building Students' Character in an ICT-based Learning; Does it matter?

ICT, Character Education, and Listening Instruction

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ABSTRACT

The need to integrate Information and Communication Technologies (ICT) and character education (CE) is widely issued in education, especially in the Indonesian curriculum. However, a challenge to integrate both ICT and CE simultaneously in language education has not much been explored. The present study aimed to investigate students' basic needs in (1) the listening instructional model, (2) the ICT-based learning, and (3) character education. This survey collected data from 332 Islamic senior high school students through a questionnaire. The findings revealed that the students needed to increase listening skills to overcome their weaknesses and difficulties in comprehending the oral text. Various listening texts and activities needed to be designed to provide sufficient listening practice. The students' viewed that ICT use would be helpful for them to learn listening. Furthermore, the obtained data illustrated the students' views on CE (i.e. honesty, responsibility, and discipline) integration in listening activities were important to train students' to self-regulate their own learning. The result of this need analysis becomes a consideration in developing a listening instructional model integrated with ICT and CE.

Keywords: need analysis, character education, ICT-based learning, listening- instruction model.

1. INTRODUCTION

Needs analysis (NA) has long been considered essential in the language curriculum development and language course design. It leads educators to develop effective curricula. NA is such a powerful tool that helps to clarify and validating true needs. It helps the teacher in making the appropriate decision for material development based on the target needs and learning needs [1],[2],[3]. The identified needs can be applied in terms of goals and objectives of learning which form the basis for developing the evaluation strategies and test, materials, and also teaching activities for particular language learners [4].

Due to this importance, before designing the product of learning, a curriculum and materials developer used to

conduct a need analysis. The result of NA could provide information for the instructors or developers about the students' knowledge, necessity, and wants, then the appropriate teaching models to address the students' need and the specific materials can be determined.

However, it is not enough to simply state that a needs analysis is important in designing a language program since it also needs to address the issue of how the NA is appropriate to be carried out. Adapting the [5] NA model of learning-centered approach which purposes to create a model, this study covers the investigation of the target needs (i.e. necessities, lacks, and wants) and the learning needs (learning goal, input, procedure, setting, teacher's and students' role). Particularly, the present NA, then, aims to generate the information related to the students' needs on the integration of three issues: (1) the listening

instructional model, (2) the ICT-based learning, and (3) Character education (CE).

In the first issue of listening, listening is seen as a basic language skill to acquire good communication. [6] points out the vital position of listening in the language classroom as a source of language input for the learners. It means that listening is seen as one way to have students exposed to the target language. Some studies showed that linguistic elements can be acquired through listening [7]. Several studies on developing and implementing the listening instructional model have also been undertaken [8]; [9]; [10]. In regard to the importance of listening, teachers and practitioners need to allocate sufficient time for listening among the other language skills, in which learners could be exposed to various listening activities.

On the ICT issue, [11] mention some theoretical and practical implications of using ICT in language teaching and learning. [12] provide strong testimony on the critical value of understanding students' of some countries perspectives with regard to learning with digital media. Technology helps create new identities linked to digital learning and improves social communication [13]. [14] discusses language learning theories as they link to CALL and ICT, and principles for selecting and utilizing ICT in language learning. A number of researchers ([15]; [16]; [17]; [18]; [19]) have conducted studies on the integration of ICT in learning the language skill. However, providing students with multimedia and its content that is irrelevant to learning, could decrease students' level of comprehension [20]. Among the previous studies on ICT integration in language learning, controlling and monitoring the students' learning in ICT-based or online environment becomes a problem. For that, the teacher needs to assure that their students were truly learning and the teaching-learning process run very well both in face-to-face and online learning environment.

On the CE issue, a character is what makes a human, as opposed to animal and other creatures, including everything, makes a human being a good example of its kind. The best way of teaching character (such as trustworthiness, caring, respectfulness, responsibility, fairness, etc), is to provide students with opportunities to apply the concepts in real-life situations [21]. The integration of CE in language learning have been much explored and practiced in schools all around the world

[22]; [23]; [24]. In Indonesia, CE has also been taken seriously, that is proven by inserting the CE as an essential part of the curriculum, which is implemented stage by stage in school.

This paper deals with NA of the integration of ICT and CE simultaneously within listening instruction and is intended to fill the gap of research rareness on listening instructional model development in Indonesia. The listening instruction could be designed by considering the results of need analysis, to address the students' necessities and difficulties in listening. CE functions as a students' control to maintain the ICT-based learning where the students could be actively and individually learn to listen outside the class in addition to the teaching and learning inside the class.

The objectives of this paper are to identify the students' needs, such as their necessities and goals in learning to English listening, their preference of learning form, learning sources, and materials, the expected setting, procedure of learning, teacher's and students' roles. This lent support to the instructional model development in which relevance to the learners' needs and interest was paramount. To consider the students' needs and interest could have an important influence on their motivation to learn and on the effectiveness of their learning [5].

2. METHODS

This study employed a survey research design. The major purpose of this design is to analyze the students' needs of Islamic senior high schools in Ponorogo, East Java, Indonesia. In this study, by assessing the students' opinion of the listening instructional model becomes a prime initiative to bridge the gap between the current learning model and the required skill and competence in the education field.

The framework used for the questionnaire adapted the learning-centered approach NA model of [5] which studies two areas, namely: the target needs and the learning needs. It aimed at revealing the students' views and thought related to their real needs or necessity and expectation towards the listening instructional model would be developed, which will integrate the ICT and CE in it.

The number of the research population was 1170 students of Islamic Senior High School of Ponorogo, Indonesia. Two schools under the Ministry of Religions were chosen as a sample of the study. 200 students were from school A and 195 students were from school B. The respondents were both male and female for the academic year 2018-2019. The data collection was done from May to June 2019.

In collecting the data, a questionnaire which consists of 12 questions, was used to reveal the students' responses. There was 395 questionnaires distributed to the respondents, but only 332 questionnaires were returned. The target needs questions covered students' necessity, wants, and lacks. The Learning needs covered goals, input, setting, teacher's and students' role. Before administering the questionnaire, the items got an expert judgment for the content validity. The items of need analysis questionnaire could be seen in the following details.

Table 1. Need Analysis Items

Aspects	Items	The Purpose of the Questions
Target Needs	Necessities	To find out the student's necessities
	Lacks	To find out the student's difficulties in listening to English
	Wants	To find out the learner's wants for learning to listen
Learning Needs	Goal	To find out the student's goal learning listening skill
	Input	To find out the inputs that the students want the most
	Procedure	To find out the desired procedure in the learning process
	Setting	To find out the setting of doing the listening class
	Teacher's Role	To find out the desired role of the student during the learning process
	Student's Role	To find out the desired role of the teacher in the learning process

The collected data of the questionnaire were, then, analyzed quantitatively by using SPSS 22 software program, for analyzing the responses from the students, deployed numerical calculations of the percentage which were also interpreted qualitatively.

3. RESULTS AND DISCUSSION

As regards the results of the study including the data presentation and data description, and data analysis of the students' questionnaire. The Data were classified into two: the data of target needs and the data related to the learning needs. After that, in the discussion section, the presented data were analyzed, compared to the results of previous research, and then summarized.

3.1 Description of target needs

In this section, the obtained data concerning the target needs were categorized into three: (1) students' necessity of competence or skill in listening and the desired learning form, (2) the students' lacks in listening skill, (3) the students' wants of the learning source of listening.

3.1.1 Necessity

Question 1: what skill do you need in listening to oral texts in English?

The results of students' answers in the first question, showed that students' necessities about the micro listening skill were still high. The students of Islamic senior high school of Ponorogo assume the six mentioned micro listening skill as important. 26.30% of the respondents recognized their needs on discriminating among the distinctive sounds of English. 25.60% of the students emphasized the importance of skill to distinguish word boundaries, recognize core words, and interpret word order pattern and their significance. 18.97% of the students seen that the skill to process speech at different rates of delivery is important.

The other 11.44% of the students underlined the importance of the skill to recognize reduced form of work, 9.63% of the students on recognizing the English stress pattern, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information and 7.53% of the students on retaining chunks of the language of different lengths in short-term memory. Although view students chose the other micro listening skills, they were not because of less necessary, but it was based on the students' language level that in the first grade of senior high school, generally, they had not paid attention to stressed and unstressed word, intonation, reduced forms or even to retain chunks of the language within the listening class.

Conversely, they would rather learn different sounds and word boundaries.

Question 2: What kinds of learning form do you need?

Referring to the second question, the students' answer relating to their needs on learning form could be seen in the following figure:

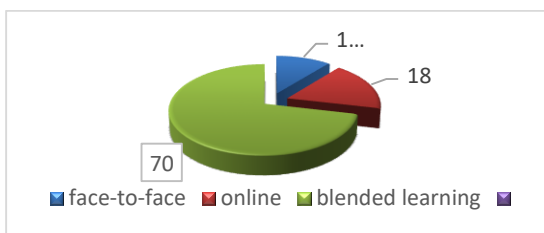


Figure 1. The rating according to the desired learning form

The results indicate that there were 11% of the students preferred a face to face form of learning, 18% of the students would rather on online learning, and more than 70% of them chose blended learning form instead of face-to-face learning form only or online learning form only (Figure 1). It means, that the students needed both to be directed by the teacher inside the classroom and to self-direct their learning on listening outside the classroom.

3.1.2 Lacks

Question 3: How well are your skill in listening?

The third question concerns the students' level of micro listening skill. The result showed that students recognized their lack on most of micro listening skills. To discriminate among the distinctive sounds of English, 83% of the students were poor, and only 1.5% were excellent. On the skill to retain chunks of the language of different lengths in short-term memory, 71% of the students were poor, and only 0.90% were excellent in this. While to recognize English stress pattern, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information, there were 79.21% of the students were poor, and no one thought they were excellent in it.

Moreover, 80.42% of the students were poor to recognize reduced forms of work, and 0.90% were excellent. To distinguish word boundaries, recognize a

core of words, and interpret word order pattern and their significance, there were about 86.74% of the students who were poor and 0.60% were excellent in it. On the last listening skill, to process speech at different rates of delivery, there were 78.61% of the students poor and 0.30% were excellent in it. The data indicated that most of the students were poor in all mentioned listening skills, and a view of them was good and excellent. So, they need to increase those listening skill.

Question 4: What listening problems that you often face?

The results provide a clear description of problems that the students often face in listening. Among the respondents, 6.32% said that their listening problem was caused by the quality of recorded materials, 16.26% of students found a problem related to cultural differences, 61.74% were on unfamiliar accent, 31.92% may lack vocabularies, 56.32% of students found difficulties related to the length of the text, and 46.08% were on listening speed.

From the data above, most of the students seen the problem of a different accent, length of text, listening speed, and lack of vocabularies as the major problems which the students often faced and commonly occurred in listening, and needed to be solved by the English teacher in the listening instructional.

3.1.3 Wants

Question 5: Do you think that integrating the following aspects on listening is important?

The students' answers clarify their agreement of integrating ICT and CE in listening. More than 80% of the students argue that it was important to use oral texts containing Islamic characters in listening. 96.58% of the students seen its importance on integrating the activities containing Islamic characters in listening. While on utilizing the ICT in listening activities was also seen as crucial for almost 97% of the students. From this, it was clear that to integrate both ICT and Islamic CE in listening activities would be very helpful for the students.

3.2 Description of Learning Needs

The learning needs was aimed at gaining information related to (1) goals that the students want to reach in learning to listen, (2) inputs related to the length of the

texts and values contained, (3) procedure related to the way on delivering the materials and the listening activities, (4) setting which deals with the time of materials distribution and (5) teacher's and students' role in listening class seen from the students' perspective.

3.2.1 Goals

Question 6: Why are you learning to listen to English?

The findings of the questionnaire relating to the students' learning goal define that most of the students' purpose in learning to listen were in order to be able to understand the native speaker's utterance (44.57%), to be able to comprehend the oral text (42.16%), to recognize the pronunciation of each word in English (40.66%), to proceed the speech at various speed (32.53%), and the other two goals were to be able to respond to the spoken word (29.81%) and to master vocabularies (12.65%).

3.2.2 Inputs

Question 7: What materials will you choose to listen to?

The fifth question deals with kinds of listening materials which the students often choose. The results determine the expected listening sources were multimedia-based materials (37.95%), English songs (31.02%), story-telling (25.30%). The other three sources got less attention from the students were the materials from radio and TV broadcasting (16.86%), authentic audio materials (12.65%), the English movies (8.73%), and materials derived from the students' book and read by the teacher (8.43%).

The results explain that the students would rather prefer an authentic multimedia-based material which would be very helpful for them to understand the text or materials in listening than from audio materials. Besides, the use of English songs or stories seems to be more interesting than the materials read by English teachers.

3.2.3 Procedure

Question 8: How do you expect the listening materials to be delivered?

The result of a questionnaire about the learning procedure indicates that 76.50% of the students expected to have independent access to listening materials both inside and outside the classroom as needed. 15.36% of the

respondents felt that they still needed teacher's guidance to independently access and repeat the materials in the classroom. And the rest, 8.13% of the respondents expected to have listening materials delivered and operated, and can only be repeated by the teacher, inside the classroom. It means that most of the students thought that it is important to be able to independently access and repeat the materials of listening after the class, as needed.

Question 9: What listening activities do you expect?

The results of questionnaire revealed that most of the students expected to seek opportunities on managing large amounts of listening input through extensive listening (27%) and to select to be autonomous learners (25%). On the other kinds of listening activities, there were 19% of the students preferred interactive listening activities, 15.36% on selective listening activities, and the following intensive and responsive listening activities were about 7%.

It means that most of the students considered the importance of having a large opportunity on repetitive listening to various kinds of texts or tasks and becoming autonomous learners in listening.

3.2.4 Setting

Question 10: When should listening be given to you?

To the above question, most of the students (93.67%) agreed to have a listening class in all grades. They would rather prefer weekly listening class than learning to listen just before a national examination. It was in order to make them be used to listening to various listening texts. It commonly occurred in the Indonesian English language classroom, where the teachers tend to emphasize on the other language skill except listening. They only taught listening for the national examination preparation.

3.2.5 Teacher's Role

Question 11: What role do you expect the teacher to take?

The eighth question aimed to know the expected role of the teacher to take in learning to listen. The result of the questionnaire above indicates that most of the students viewed the importance of teacher's role as facilitator (20.78%), where the teacher allowed the

students to find their own pathways to success. Students, however, still considered the teacher's role as a learning manager as important (18.37%), where he gave freedom to each student to work in individual areas of expertise. The following 16.86% of students expected their teacher's role as a resource/ resource provider, 15% as a role model, and the rest students recognized the teacher's role as learning planner and assessor.

3.2.6 Student's Role

Question 12: What role do you expect students to take during learning?

Based on the last question relating to the students' role in listening class, it was found that most of the students' preference to have active participation role in learning reached 26.50%. The students who needed the opportunity to operate and repeat the listening materials independently as needed were 23.79%, and 20% of them agreed to independently evaluate their learning. The other 15.66% of students emphasized to actively ask the teacher about the materials, and about 14% of students preferred to independently choose the learning sources. To sum up, it is good that most of the students emphasized to be active and independent learner than to be a passive learner who strongly depends on the teacher's guidance during the teaching and learning process.

3.3 Students' needs on the integration of ICT and CE in Listening instruction

Data deriving from the NA survey, conducted in the two Islamic senior high schools of Ponorogo, East Java, Indonesia, need to be interpreted in a way that is pertinent to its focus, that is, to find out the target and learning needs related to the integration of ICT and CE in listening instruction.

In accordance with the target needs, 5 (five) questions related to the students' necessity, lack, and wants were proposed. The results showed that the students needed to learn listening materials which were able to raise the students' listening skills, such as to discriminate among the distinctive sounds of English, to distinguish word boundaries, recognize core words, and interpret word order pattern and their significance, and to process speech at different rates of delivery. For this reason, presenting the materials related to this need would be very helpful. Defining the listening micro-skills which the students

needed most, can lead the teacher to determine the effective listening strategies and experiences.

The data related to students' need on the learning form, the blended learning form as a combination of face-to-face learning form with the teacher and online learning form, was considered important to do instead of face-to-face only or online learning form only. It was proven by the result of NA questionnaire, that 70% of the respondents selected the blended learning form. It provided both wide flexibility and accessibility of learning for the students. A learning form is a learning form which does not ignore the traditional face-to-face in-class with the teacher and combined with online activities and experiences which is more self-directed [25]; [26], & [26]. It provides a wide opportunity of learning through a combination of different learning methods, different learning environments, different styles, and different way of interaction ([25]; [27]. Blended learning provides flexibility and encourages students to be active and collaborative learners [26].

On the other hand, although listening is seen as one crucial language skill, the data showed that the students felt that they were lacks in almost all the micro-listening skill, such as to discriminate among the distinctive sounds of English, to distinguish word boundaries, recognize a core of words, and interpret word order pattern and their significance, to recognize reduced forms of work, to process speech at different rates of delivery. Besides, they also often faced various listening problems which worsen the students' listening ability. Sources of listening problems are including speaking rate, distraction, unable to recognize words, vocabulary, missing subsequent input, nervousness, sentence complexity, background knowledge, anxiety and frustration, and unfamiliar pronunciation [28]. A study found that the learners often faced various problems when they listened to a language for several factors, whether internal, medium, or external factors [29]; [30]. The level of the students also could have a significant role to comprehend and to keep all information they heard in their mind [31] Students' lacks in almost all the micro-listening skill, as well as listening problems they often face, are needed to be solved because students who learn English need to be able to perform that micro skill as criteria in the domain of listening comprehension [32].

Another significant finding was about the integration of ICT and CE in listening instructional model. Almost the whole respondents saw the importance of integrating ICT and CE in listening activities and listening text. It means that the students expected to simultaneously increase their listening skills, to address the listening difficulties, to utilize and maximize ICT in learning, and to maintain their character. Regard to ICT incorporation into the language classroom, the teacher needs to be clear with their purpose, make some consideration to select the best ICT tools, and find ways to design meaningful language learning activities that motivate learners [14].

The data from the learning goals results revealed that most of the students defined their main learning goal for listening is to be able to understand the native speaker's utterance and various kinds of oral text, to recognize the pronunciation of each word in English, and to proceed the speech at various speed. Those learning goals are important to consider, in order to present appropriate materials, teaching strategies, learning activities and media. Considering the students' learning goal above, some listening performances such as reactive, intensive, responsive, selective, extensive, and interactive, could support the achievement of those goals [6].

On the data obtained related to the kinds of learning input, it was found that most of the students preferred the authentic multimedia-based listening materials, English songs, and story-telling to be presented in listening class. Accordingly, teachers should provide different types of input such as lectures, radio news, films, TV plays, everyday conversation, and interviews to be beneficial to the students [31]. Still in line, in selecting a suitable listening source for students, a combination of factors should be considered, such as interest factor, entertainment factor, cultural accessibility, and speaker roles and intentions. Moreover, by providing a large number of listening tasks and input and allowing the students to have self-access, would encourage them to be an autonomous learner [6].

Concerning the learning procedures, it is explained that the students expected to have access to listening materials both inside and outside the classroom as needed, whether under teacher guidance or independently. In addition to the learning procedure data, the students hoped to have extensive listening activities and to be a more autonomous learner. Extensive listening

refers to activity to the students being exposed to massive amounts of comprehensible and enjoyable aural input via television, radio, video, and internet sources, or audiobooks and magazines. A study showed that extensive listening with additional support could be productively used to improve L2 listeners' fluency and comprehension [33]. It was also reported that extensive listening students were better able to understand because they were able to catch the words more quickly [28]. Teachers could give their students guidance on doing listening practice outside class by applying three approaches: narrow listening, repeated listening, and reading while listening [30].

Related to the expected time of listening class, information collected indicates that students need to have a weekly listening class in all grades of Islamic senior high school of Ponorogo. It is because listening was seen as an important and complex skill for the English language learners. For that reason, the teacher should ask their learners to always listen to English songs, documentaries, or news on the radio and television, talk to native speakers as often as possible so that they can create and reinforce a good habit of listening [31].

Respondents have also shown a preference for the teacher's role as a facilitator and manager in listening class, and also as resource providers. The teacher could provide learning activities which promote the students' understanding of the materials. Teachers could provide background knowledge and linguistic knowledge to their students while listening to various kinds of listening materials [31]. By applying various roles of teachers in the teaching and learning process could create more conducive and interactive classroom.

Finally, the results in term of "students' role" showed that students preferred to be actively engaged during the learning activities are important. In listening class where usually teacher hold a strong role in operating and repeating the materials, the students do not have authority and opportunity to manipulate the materials as needed. So, each student needs to have authority and independence to wide access to practicing and repeating the listening materials as needed. One previous research provided empirical evidence that the students' independence in repeated and extensive listening consistently led to students' higher levels of comprehension [33].

Considering the discussion of NA results above, it needs an appropriate strategy to answer the whole mentioned target and learning needs to be manifested in the listening instructional model that is going to be designed. In accordance with this, integrating and ICT and CE in listening instructional model could be beneficial to meet those needs. The integration of ICT education could be done by applying the blended learning form, where the ICT media could be utilized to facilitate students to learn to listen to various texts whether under the teacher's guidance or independently. It was to answer the students' needs and expectation on the learning form, to address their lacks and problems on listening, to meet the learning goals and materials delivery, to meet the desired amount of time of listening practice, and to deal with the teacher's and students' roles they expected.

In addition, the integration of CE in listening instructional model would be embedded in both listening text and the learning activities, by inserting the four characters adapted from the prophet's characters: honest, trustworthy, communicative, and intelligent. The CE integration in listening activities was used to maintain the ICT integration in listening instruction, manage and control students' learning activities. It trains the students to be honest and responsible for their own learning. CE deals with the students' role to be actively involved during the listening instruction, to operate and repeat the listening materials as needed, as well as to evaluate their own learning.

4. CONCLUSION

Knowing the students' needs is crucial and beneficial in making decisions on teaching methodology, strategy, and materials to use, in order to achieve the best learning outcomes and to be able to motivate the students to be actively engaged during teaching and learning process. This study is a beginning step to the formulation of listening instructional model integrated with ICT and CE. The result of this study would be used as consideration to determine the appropriate strategy, materials, and media in order to address the students' problems on listening.

All in all, the present NA revealed the students' perceptions of their necessity, lacks, wants, goal, input, setting, procedure, expected teacher's and students' role. This NA helped the teacher understand the needs of particular students and help them to make the right

decision, particularly on the designing listening instruction model. In this, to design effective instructional model some caution is necessary such as choosing activities which suit students' learning style of language proficiency and the instruction time both inside and outside the class (Chang, 2016)

The present study yielded findings that although to utilize ICT in language learning had been widely issued, it still needed to take some consideration related to simultaneous integration of ICT and CE in the listening instructional model: (1) the materials that suit students' level of proficiency and necessities, (2) learning strategy and activities which meant to improve the listening comprehension, (3) the appropriate ICT which facilitates self-directed listening, (4) additional practice and activities outside the class, (5) inserting CE of honest, trustworthy, communicative, and intelligent as part of listening activities, which will help teacher to manage, monitor, and control the students' learning inside and outside class.

Overall, it could be trusted that designing an instructional model based on the NA result could produce an effective and enjoyable listening experience and activities as a key factor that can raise the students' motivation and listening skill as well.

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