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DESIGNING ICT COMPETENCES-INTEGRATED SYLLABUSES OF GRAMMAR COURSES FOR ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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Abstract

Taking further action to the ubiquitous previous researches about the importance and advantages of Information and Communication Technology (ICT) employment in education, the researchers were motivated to conduct a research about designing ICT competences-integrated syllabuses of Grammar courses for English Language Education Study Program (ELESP). This research employed Design and Development Research (DDR) adapting Cunningham's concept (Gall, Gall, & Borg, 2003), and produced a set of ICT competences-integrated syllabuses of grammar courses for ELESP which consisted of basic, intermediate and advanced level. To design the syllabuses, the researchers initially analyzed 15 grammar syllabuses from eight different universities for their accommodation of ICT competences. The analysis revealed that the ICT employment in the existing syllabuses were scarce yet dominated with merely use for Technology Literacy that dominantly presented in the components of Assessments, Learning Media, and/or Learning methods. These findings showed that the existing syllabuses did not sufficiently employ ICT, neither purposely and systematically improve students' ICT competences. To fill these gaps, the proposed syllabuses were systematically used ICT to enhance students' ICT competences. Furthermore, the ICT integration in the designed syllabuses spread over most of the syllabus' components which not only meant for Technology Literacy but also for Knowledge Deepening and Knowledge Creation.

Keywords: ICT Competence, Grammar, Syllabus Design, ELESP, ICT UNESCO Frameworks

Designing syllabus is part of teacher/lecturer regular activity as the students, the context around the situation, as well as the demand about the students' skills are continually changed, therefore a syllabus needs to be improved along the time. One of the syllabuses in English Language Education Study Program (ELESP) that need to be revisited is grammar syllabus. As Asraf (1996) claimed that grammar is language awareness which influence the four language skills by affecting appropriateness of students writing and speaking as well as students understanding when catching meaning in reading and listening activities. Despite in some occasions, grammatical incorrect within sentences does not impede interlocutors for catching meaning, but the grammatical errors within formal and academic texts are not acceptable. Moreover, the grammar mastery for ELESP students as pre-service English teacher is not merely for their own academic achievement but also for their professionality as they will be the model for their students once they become active teachers. By these reasons, it can be concluded that grammar mastery is important in language learning especially for ELESP students.

One of the strategies to success on grammatical learning is by embracing the facilities that support the students' educational development and career success in this digital age. The trend is called Information and Communication Technology (ICT) or simply known as technology. A research conducted by Budiman & Ngadiso (2018) claimed that teacher's belief on the importance of ICT integration in EFL leads to all aspects of education transformation by making use of the ICT. Beside Budiman & Ngadiso, other numerous studies and researches were held to investigate the advantages of Information and Communication Technology (ICT) for educational purposes. For examples are Šafranj (2013), his research showed that ICTs were able to raise students achievement, while Yunus et al. (2013) found that teachers gained more students' attention and enhance their engagements through ICT employment. Moreover, Ghavifekr & Rosdi, (2015) discovered that ICT facilitated autonomous learning, and enhances motivation. Furthermore, Agbemaka, Apawu, & Akayuure (2015) remarked that ICT eased the students to unlimited access to authentic sources worldwide. By these researches results it can be said there has been a consensus that technology brings positive impacts for education. The consensus of ICT role for education brings new perspective in the teaching process. The teaching model that traditionally dominant with lecturing as it called teacher centered, transformed to be students active learning with the students become the centered role of the process (students centered). Furthermore, by ICT, other learning models such as collaborative learning, project-based learning, active learning etc. are facilitated (Löfström & Nevgi, 2008, UNESCO, 2011). Therefore, the ICT Competencies for students are important skills to support the students learning activities and career development.

In spite of the importance of ICT competence for students, based on the researchers' raw observation it showed that nowadays ICT employment in the teaching and learning process are unsystematically planned which tend to make teacher to have different assumption, standards and ways of the implementation. Being in this condition, the chance to monotonously use of certain technology and absence of others important tools are likely to occur. This state makes the students are unexposed with variety of educational technology. Therefore, it can be concluded that the ICT competences integration in another content subject cannot be well implemented if it is not systematically and explicitly stated in the syllabus (Brumfit, 2011). The explicit formulation of ICT competences employment in the syllabus gives direction so that students are able to consciously learn the grammar as well as the ICT at once.

Based on the situation explained above that grammar items in the current syllabuses are less following standard framework while the ICT competences enhancement has not explicitly put in the syllabus, the writer is motivated to conduct research about syllabus design. The writer then formulates the problem statements as: "Despite the large advantages of ICT implementation in EFL, the ICT competences-integrated within syllabuses design is not sufficient". This research expected to design ICT competences-integrated syllabuses of Grammar for ELESP. By using syllabuses with mentioned characteristics, students as preservice-teachers may not only acquire grammar competences but also having ICT competency that enriches their ability to be a teacher in the future days.

Literature Review

Syllabuses

According to Hutchinson & Waters (1987) syllabus is document that is generated to support the achievement of course objectives by describing practical basis with manageable materials and instructional. In the same line, Candlin as cited in Nunan (1988) defined the syllabus as localization of curriculum that concerned with making general statements about language learning, learning purpose, and experience, evaluation and the relationship of teacher and learners. Widowson (1984) as cited by Nunan (1988) defined syllabus as a framework which activities can be carried out. These definitions implied that syllabus has components such as course objectives, material,

instructional, general statements, learning purposes, learning experiences, and evaluations in the form of framework.

In addition, Richard (2001) defined syllabus as description of the major components that is used in planning a language course and provides the basis for its instructional focus and content. While Brumfit (2011) seen the syllabus as a specification of the work of particular department in a school or college which might be broken down into subsections which would defined the work of a particular group or class. Brumfit argue that it must specify some kind of sequence of events, activities and assessments in explicit statements. The explicit statements make it available for scrutiny and improvement so that both the teacher and learners recognize where the course is directing, different teacher can manage the continuity, as well as information about how to assess the students is provided whether the objective is achieved through certain procedure of test and evaluation.

The definitions above assert that syllabus is a teaching device to facilitate learning in the form of framework, general statements, and description which covers instructional focus, content, learning purpose, learning experience and evaluation as the plan for learning and teaching process. The Brumfit argument is adding the previous definitions that a syllabus consists of sub-section or components such as sequence of events, activities, assessments, etc. that make the teaching process to be well organized and learning objectives can be achieved.

Syllabus Components

Following up to the syllabus concept and definitions above that a syllabus consist of sub section or components that must be applicable and understandable by the users, therefore a syllabus needs to provide clear components, so it is applicable even though the syllabuses developer is not present in classroom. According to Wolf, Czekansku and Dilllon (2013) proposed syllabus to have 12 components which are: (i) Course Information, (ii) Contact Information Of The Lecturer, (iii) Course Description, (iv) Course Students Learning Outcomes, (v) Course Materials, (vi) Course Calendar, (vii) Schedule Grid, (iiii) Course Content/Topic/Topic Outline, (ix) Unit Objectives, (x) Grading Scale, Grading Method, (xi) Learning Center Resources, And (xii) Essential Policy Information.

Meanwhile, Indonesian law in Permendikbud No. 49 of 2014 article 12 paragraph 3 stated that a syllabuses should at least contain 9 components, they are: (1) Name of the study program, name and code of the course, semester, credits, and lecturer's name, (2) Learning Outcomes, (3) Learning objectives (4) Learning materials, (5) Learning Method, (6) Time allocation (7) Learning experience (8) Assessment Criteria and Indicators, and (9) list of the references..

By the description of the syllabus components above, the researchers employed these components in the designed syllabuses. While, it can be seen that not all of these components can accommodate ICT integrations. For examples are schedule, time allocation, and grading scales. Therefore, these components are excluded from the analysis of ICT integrations. While the rest of them are examined in data analysis and furthermore enriched by the ICT competences in the designed syllabuses.

Syllabus Design

Nunan (1988) argued that syllabus design concern with the selection and grading of content of subject that will be learnt by students. While Robinson (2007) said that Syllabus design is based essentially on a decision about the units of classroom activity, and the sequence in which they are to be performed, and these two decisions have consequences for the role of the learner in assimilating the language encountered in classrooms. These concepts point out that syllabus design relate with syllabus developers' decision on selecting and grading content and unit to be learnt in classroom

activities

There are some models of syllabus design proposed by experts. The stages of designing syllabus as stated by Nunan (1988) are (a) Need Analysis, the need analysis refers a procedure for collecting information about learners need on competency and about communication task for use in syllabus design. (b) Formulating Goals: are cognitive and affective aspects of the learner's development to be achieve during the teaching and learning process. (c) Selection Content: the selection includes grammatical structure, functions, notions, topics, themes, situations, and activities. (d) Grading content: the grading content can be arranged by the difficulties, complexity, broadness, or requisition. (e) Selecting and grading Learners task: this aspect related what the type of task and activities will be employed in the teaching process.

According to Clark (1987) as cited in Kara (2001) there are three approaches to evaluate a syllabus, namely Classical Humanism, Constructivism and Progressivism. Classical Humanism is the evaluation approach where board of inspectors and academicians is given power to evaluate the learning and teaching situation without directly observe classroom activities. Constructivism is the evaluation where the draft is to be piloted with representative samples of teacher, students and institutions. While the progressivism is the syllabus evaluation where the student' individual needs are the priorities in developing a syllabus.

The classical humanism approach of syllabus evaluation is then to be known as expert judgement. The academicians who have expertise on EFL syllabus development are asked to evaluate the syllabus prototypes. Furthermore, Nation and Macalister (2010) add that there are tools to be employed in analyzing the quality of curriculum / syllabus design, such as systematic course evaluation checklist, analysis of the syllabus and evaluation of the course materials. Considering to these theories, the researchers employed classical humanism approach or expert judgement to evaluate the syllabus prototype. This evaluation utilizes systematic course evaluation checklists. The course evaluation checklists are reviewing of the quality of the syllabus prototype focusing on this research variables which are syllabus components, grammar competence and ICT competence integrations.

ICT Competences

ICT which is defined simply technology, have broad coverage. It includes the hardware or tools that span from radio, computers, cellphone, desktop, laptop, tablet, satellite etc. as well as the software which are applications or programs that usually attached in the tools (UNESCO, 2011). In more practical terms, Asiyai (2014) defines ICT as any technology that students and teachers use to organize, create, manipulate, solve, find, draw, design, synthesize, chare, collaborate, modify, analyze, evaluate and disseminate information. Accompanying the term ICT, the word "competence" is defined by the Oxford dictionary as the ability to do something successfully and effectively. Therefore, it can be concluded that ICT competences is the ability to act the mentioned actions using ICT tools and/or applications. Therefore, ICT competences is not merely understood as technology tools and applications but also the skills and activities involved, such as synthesizing, collaborative learning, critical thinking, Evaluative learning etc.

Referring to Peraturan Pemerintah No. 17 tahun 2010 about the description of KKNI Level (KEMENRISTEKDIKTI, 2017) which states that the undergraduate students is in the 6^{th} level have to poses ICT competency. Which explicitly demand the undergraduate students to explore ICT competency in learning and teaching process. The description of ICT competency is meticulously the explained by UNESCO (2011), EPG and ESTEE.

ICT Competences Framework

There are three main sources for discussing ICT framework in this research. These sources are be the baseline for the researchers formulating ICT competences indicator to be put in syllabuses. These main sources are UNESCO (2011), EPG and ISTE documents.

1. UNESCO Framework

The UNESCO's ICT framework (UNESCO, 2011) is a document developed by UNESCO entitled *UNESCO ICT Competency Framework for Teacher*. In the framework, the scope of ICT competences for teacher are divided into three different approaches namely *Technology literacy, Knowledge deepening,* and *Knowledge creation. Technology literacy* is enabling students to use ICT to learn more efficiently. *Knowledge deepening* provides opportunity for students to acquire the school knowledge in depth and apply it to complex, real-world problems. And through *Knowledge creation,* students are expected to become a creator of required new knowledge for more harmonious, fulfilling and prosperous society. There are some ICT roles that are supported by UNESCO ICT framework: ICT for lifelong learning, Access to remote learning resources, Active learning, Collaborative learning, Creative Learning, Integrative learning and ICT for Evaluative learning.

2. ISTE's ICT Framework

International Society of Technology in Education (ISTE) is a non-profit organization that serves educators interested in the use of technology in education (Wikipedia). ISTE provides standards which are frameworks for teachers, students, administrator and other education stakeholders to implement strategies in educational to bring positive impact for the learning and teaching processes. The standards specifications describe knowledge that students, teachers and other educational stakeholders need to acquire for better quality in their fields. ISTE (International Society for Technology in Education, 2008) formulates 5 performance indicators that need to be carried out by teachers: Facilitate and inspire students learning and creativity, Design and develop digital age learning experiences and assessment, Model digital age work and learning, Promote and model digital citizenship and responsibility, and Engage in professional growth and leadership.

3. ICT Framework By EPG

The European Profiling Grid (EPG) is an instrument that describes the competences of language teachers and presents them in tabular form spanning six phases of development (EPG, 2011). Not only supporting professional development for language teacher, EPG is also assuring the quality of language education for trainers and mentors who provide support as well as in-service language teachers for their development opportunities.

Among the aspects provided by EPG for professional development, one of them is digital media proficiency. The six phases of digital media competencies were used for reference to be put in ICT integrated syllabus for ELESP as they are considered as in-service teachers. The six developmental phase of ICT competency are: (1) *Phase 1.1:* Teachers need to gain the ability to (i) use word-processing software to write a worksheet following standard convention, (ii) search for potential teaching materials on the internet, (iii)download resources from websites. (2) *Phase 1.2:* teachers' proficiency related with digital competences covers: (i) able to create lesson with download text, pictures and graphics (ii) organize computer files in logically ordered folders. (3) *Phase 2.1:* (i) able to use software for handling images, DVDs and sound files (ii) can use any standard Windows/Mac software, including media players, (iii) can recommend appropriate online materials to students and colleagues, (iv) can use a data projector for lessons involving the internet, a DVD etc. (4) *Phase 2.2:* (i) set and supervise on-line work for learners, (ii) use software for handling images, DVDs, and sound files. (5) *Phase 3.1:* (i) can train students to select and use on-

line exercises appropriate to their individual needs (ii) can edit and adapt sound and video files, (iii) can show colleagues how to use new software and hardware, (iv) can coordinate project work with digital media (using, for example, a camera, the internet, social networks), (v) can troubleshoot most problems with classroom digital equipment. And (6) *phase 3.2:* (i) can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning, (ii) can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources, (iii) can design blended learning modules using a learning management system e.g. Moodle.

The frameworks from these three sources implies that technology involvements in education are not merely the usage of ICT tools and applications but also the involvement of digital learning methods such as collaborative learning, creative learning, critical thinking, active learning, etc. Therefore, ICT competences integration in syllabuses should accommodate not only the use of ICT tools but also these learning methods as the implications. These three sources (UNESCO, ISTE and EPG) became the baseline for the researchers to developed ICT indicators that would be the framework of the ICT competences to be put in ICT integrated grammar Syllabuses for ELESP.

ICT for Higher Education

Gnanam, Vetrivel, and Raju (2016) explores general ICT tools and application that commonly used in higher education. They accommodates the area of M-learning, E-Learning, Teleconferencing, Interactive multimedia and Web-Based. M-Learning for Mobile-Learning is the delivery of learning to the subtends who are not keeping a fixed location or through the use of mobile or portable technology. The technology commonly employed in this area are mobile phone, PDA's, digital audio players, digital cameras, voice recorders and pen scanners etc. E-Learning is an approach to learning and development by employing a collection of tools and technique utilizing digital technologies, which enable, distribute and enhance learning. Through teleconferencing, students as well as teacher can have conference despite in different places. This area learning activity involve audio, video, computer and desktop. Interactive Multimedia is the learning activities by presenting information in multimedia modalities. Such as Microsoft power point, Prezi, etc. This learning activities enable students to receive materials and training through E-mail, chat-forum, or video conference etc.

Based on these references and collaborated with some other sources, the researchers listed some common programs and applications expectedly useful for students to achieve their educational objectives. The applicable programs are:

1. *Document processing* is to create, manipulate or process files to be meaningful information, the program such as Ms. Office: Word, Excel, etc.
2. *Presentation program* is a software package to display information in the form of slide show, such as Ms. PowerPoint, Prezi, Google slide, Prezi, Canva, etc.
3. *File conversion* is a program for conversing data from one format to another, such as from pdf file to docs, of excel. The program such as IlovePDF, Convertfiles, online-convert, etc.
4. *Photo editing* is a program for editing photos or picture to become expected such as cropping, merging some photos, contrasting or adding some features, the program such as Irfanview, adobe photoshop, Luminar, etc.
5. *Audio editing* is a program for editing audio such as cutting, cropping, merging some audios etc. The program examples are adobe audition, Audacity, Ocenaudio, etc.
6. *Video editing* similar with Audio editing, this program allows the user to edit video files, the program examples are Adobe Premiere, Windows Movie Maker, AVs Video Edito.
7. *Video Sharing* is a program that enable students to share or find videos appropriate to their needs, such as YouTube,

8. *Emailing* is a program that enable students to send and receive document, messages, and other
9. *Virtual classroom* (google classroom)
10. *Language Educational Games* (Duolinggo, etc)
11. *Language learning websites* (British Council, BBC)
12. *Online dictionary* (Merriam Webster, Cambridge, Oxford)
13. *Social media* (WhatsApp, Telegram, Instagram, etc.)
14. *Bibliography Helper Apps* (Mendeley, End note, etc.)
15. *Academic Articles/Files Retrieval*
16. etc.

These useful programs for ELESP students are indubitably not limited to these items. students and teacher can enhance the exploration of programs and application to be used in their teaching and learning activities suitable to their needs and conditions.

Conceptual Framework

Continuously develop strategies to enhance the quality of learning and teaching is an obligation for teacher and educational practitioners. By that reason, every chance for the success of achieving learning objectives should be embraced. One of the strategies is by having an appropriate lesson plan. Therefore, evaluating teaching plan or also known as syllabus should be conducted periodically because the learners as well as the environment are changing from time to time.

In grammar lesson plan, the content of the materials needs to embrace ICT in the teaching and learning process is necessary as ICT promotes effective learning as well as facilitating the learners' preference and lifestyles. One of the ways to develop the ICT literacy is the implementation through the process of teaching and learning. Beside supporting the students' preference and life style, ICT employment is favorable for learning and teaching. Due to the large advantages of ICT, the employment of ICT should be supported. To support the teachers' effort of Grammar implementation, one of them, is by designing ICT based syllabus.

Related Studies

Some studies have been conducted related to this research. In the study of integration of ICT in syllabus design. Blake (2007) reviewed technology integration in language curriculum arguing the effectiveness and opportunities provided by Computer Assisted Language Learning (CALL). The study showed that the benefit of using technology is not directly derived from the tools but the meaningful of interaction carried by the usage of the tools. Therefore, teachers' lack of experience with using technology become main barrier to implement technology integration in the curriculum.

Nguyen (2008) was investigated the possibilities and opportunities provided by internet as a resource of up to date and authentic materials for foreign language teacher and learner. The research that was conducted in Vietnamese context with library research method showed that internet provide large amount of information that can be the source to retrieve up-to date and authentic materials. therefore, integrating computer technology in foreign language syllabus design facilitate the learning process. However, expert involvement, careful lesson planning, careful choice of language materials, careful classroom management and trainings for both teachers and students are essential to exploit the best educational opportunities. In line with Nguyen, Qashoa (2013) in his research entitled *The Role of Technology in EFL Syllabus Design* tried to identify the beneficial of integrating Technology in syllabus design. Employing library research of the previous studies, the study brought result that internet technology integration in syllabuses and materials stimulate learners to be exposed with various newly and authentic materials which enhance students' motivation and shift the centeredness from teacher to students centered classroom.

METHOD

This research adapts the small scaled DDR model which shown by figure 3.1 bellow:

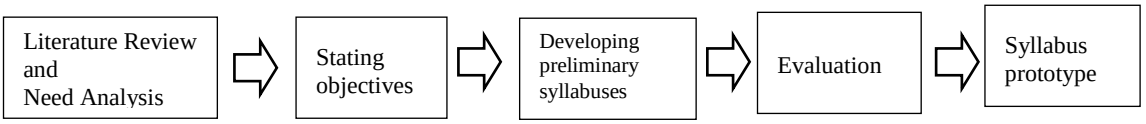

Figure 3. 1 The Scheme of Research Design Model

1. *Need Analysis* is conducted by collecting information from relevant theories related with syllabus design which cover students' needs of grammar and ICT competences as well as pedagogical aspects which are teaching, learning and assessment. Beside collecting information from experts' theories, to enrich the researchers' reference, an examination to the existing grammar syllabuses which currently uses by ELESP.
2. *Stating Objectives* covers deciding key teaching principles, deciding goals, deciding content, sequencing content, deciding syllabus format, deciding ways of materials presentation, as well as types of assessment employed in the new syllabus prototype.
3. *Designing preliminary syllabuses* covers syllabuses prototype production is supposed to covers pointers in stage 2 which are grammar and ICT competences. In the second stage, the researchers arranged the pointers and generate the preliminary syllabuses.
4. *Evaluation* applied in this stage is experts' judgement. The preliminary syllabuses prototype generated by the researchers in the previous stage are then evaluated and validated by experts which are the researchers' supervisors.
5. *Developing Syllabuses prototype* is revising the syllabuses to be better in quality. The final product is a set of syllabuses prototype that can be developed further to be more applicable for Grammar subject in ELESP.

The data sources from the data above are: (a) ICT frameworks taken from UNESCO, EPG, and ISTE Documents, as well as different other documents that contain ICT competencies references, and (c) Various sources that provide information about syllabus design and (d) The existing syllabuses. The existing Grammar syllabuses in this research are grammar syllabuses of English language Education Program (ELESP) for undergraduate degree (S1) that are employed by the universities during the recent 5 years. There are 15 syllabuses gained from 8 Universities are gathered.

The instruments of employed in this research are the researchers and syllabus evaluation sheet. Most of the syllabus design stages in this research involves document analysis, therefore the instrument (dominantly) employed in this research were the researchers. The researchers' supervisors as the experts help the researchers to evaluate preliminary syllabus prototype by utilizing a syllabus evaluation sheet, thus, the syllabus evaluation sheet become instrument in this research as well.

The researchers conducted a series of actions to analyze the data. There are 4 major analysis conducted in this research. The first analysis is synthesizing the experts' theories about syllabus design, standardized grammar competence and ICT competence in education to be grammar and ICT indicators. The second major analysis is analyzing the existing syllabuses. The analysis of the existing syllabuses covers: (a) analyzing the syllabus components, (b) analyzing the grammar competence, and (c) analyzing the ICT competence. These analyses are then followed by the third major analysis which is related to the process of designing ICT competence-integrated syllabus. This third analysis is conducted by: (i) analyzing the list of ICT indicators of its possibility to be integrated in the syllabus components and (ii) the integration and transformation from non-integrated to be ICT competence-integrated syllabus components. The

fourth as the last analysis is to put the ICT-competence integrated components in sequence and template to be the whole applicable ICT competence-integrated grammar syllabus.

RESULTS AND DISCUSSION

The Analysis of Existing Syllabuses

To analyze the existing syllabus components, the researchers identified the components appear in the existing syllabuses. The encountered components were then compared with syllabuses components proposed by the experts. It was discussed in the literature review that some experts such as Davis (2009), Altman and Cashin (1992), Wolf, Czekansku and Dilllon (2013), as well as Permendikbud (2014) suggest various components to be put in a syllabus. They are: *Course Basic Information, Course Description, Course Learning Outcomes, Schedule, Unit Objectives, Content/Materials, Teaching Method, Learning Activities, Time allocation, Indicators, Resources, Assessment, Grading scale, Course policy, Available Support Services* and *Instructor Information.*

The main aspect that needs to be analyzed from the existing syllabuses were about the ICT involvements. The researchers identified the ICT competences that appear in the syllabus' components i.e. the Course Description, Learning Objectives, Materials, Teaching Methods and Assessments. Having find the competences, the researchers then compared the competences in the existing syllabuses with the ideal state that how the ICT could be infused as described in ICT framework that was explained in literature review. Based on the analysis, it was found that among the 15 syllabus components, the ICT was mostly mention in the Teaching media. In summary, the ICT integration in the existing syllabuses were:

1. Within a syllabus, ICT was involved in one, two or three components. Mostly in teaching media, assessment and teaching methods.
2. The most of ICT involvement was LCD and PowerPoint for presentation.
3. The frequently use of ICT was for Technology Literacy.
4. There was no indication of intentionally integrating ICT in the existing syllabuses to enhance students' competence of ICT. The use of ICT in existing syllabuses was merely for efficiency and support.

By the finding above, it can be concluded that designing ICT competences-integrated syllabuses is needed as ICT involvement in current state of syllabuses are insufficient. The analysis and discussion of ICT integration process is discussed in the following section.

The Procedure of Integrating ICT Competences in the Grammar Syllabuses

While in the existing syllabus show that ICT competence was insufficiently involved, components of syllabus, based on the analysis of ICT involvement it showed that ICT competence could be integrated in all of the syllabus components. These analyses showed which indicators could be integrated to what components. For example, the indicator: "*Recognize how a browser works and use a URL to access a website*" could be integrated in the *Learning Outcomes*, *Learning Activities*, or *Assessment* etc. The plotted indicators were used to transform the non-integrated content to be ICT competence-integrated content of syllabus components. The procedure of ICT competence integration to grammar syllabuses components are:

1. Initially, the literature review about syllabus design, content subject (Grammar) competences and ICT competences are conducted.
2. The literature review derives list of syllabus components, Grammar Indicators and ICT competence indicators.
3. Analyzing the existing syllabus of the coverage of the three entities gathered in literature review, namely: syllabus components, grammar competences and ICT competences. derives an adoption and adaptation of syllabus components and content.

4. The non-integrated grammar syllabus components were infused with ICT competence indicator formulated by literature review.
5. The infusion derived ICT competence-integrated grammar syllabus components.
6. ICT competence-integrated grammar syllabus components were organized and arranged by syllabus template to become a whole syllabus namely a whole grammar course syllabus namely ICT competences-Integrated Grammar syllabus.

From the description above, it showed that not all of the components can be infused with ICT competency. Regarding to this research that one of the focus is to ICT competency enhancement, therefore, the researchers concerned to the syllabus components that possible to be infused with ICT. The components are Course Description, Learning Outcomes, Teaching Method, Learning Activity and Assessment. As the implication to these focuses, the researchers arranged the data analysis following to these components. The process of transforming the components to be ICT competence integrated.

The Design of ICT Competence-Integrated Grammar Syllabuses for ELESP

This section presented the newly design of ICT competence-Integrated grammar syllabuses. The newly designed syllabus consisted of: (1) ICT competence-integrated syllabus of basic grammar, (2) ICT competence-integrated syllabus of intermediate grammar, (3) ICT competence-integrated syllabus of advanced grammar. The descriptions of these three proposed designs were as followed:

1. To design the syllabuses the researchers used the components discussed in the existing analysis, combined with ICT competence integrated syllabus components in point 4.2. These components were then put in syllabus template.
2. The template used in this new design was the combination of some existing syllabuses and the government's suggestion about syllabus.
3. In the proposed syllabuses, the ICT employment were enhanced, there were ICT involvement in every class-meeting.
4. The ICT employment were in every syllabus' components, they were: Course Description, Learning Objectives, Intended Learning Outcomes (CPL), Lesson Learning Outcomes, Learning Indicators, Learning Media, Learning Activities, Teaching Method, Assessment, Course Policy and Resources.
5. The Level of ICT employed in the proposed syllabuses covered *Technology Literacy*, *Knowledge Deepening* and *Knowledge Creation* in equal proportion.

To validate the proposed syllabuses, the researchers asked for experts' judgement to identify the weaknesses of the design. The examination was focused to the syllabus components, grammar competence, ICT integration and the coherence of the content. There was an instrument employed to evaluate the accommodated-ness of ICT in the syllabuses for guiding the experts on judging and evaluating. The result of the experts' validations suggested the researchers to revise some sections of the designed syllabuses, which were:

a. The ICT competences statements in the instrument needed to be simplified, concrete and actionable.
b. The ICT competences statements in the instrument needed to be selected, to only put statements that covered in the designed syllabuses.
c. The ICT integration in the grammar syllabuses needed to be designed more explicit to avoid syllabus users' misunderstanding.
d. The ICT tools and program in the designed syllabuses needed to be varied to maximize the students' gain on ICT competences.

Based on the advices, the researchers have revised the validation instruments and the

proposed syllabuses accordingly.

CONCLUSIONS

It was discussed that continual evaluation on the current syllabus is necessary for language teacher, this action is in favor to dynamic growth of societies which keep changing over time. Meanwhile, ICT employment in the current syllabus is necessary to be conducted because the technology keep growing and affect the life of society. Being in this situation students need to be competence to use ICT for knowledge deepening and knowledge creation. To impose the ICT employment in the syllabus, the researchers need to analyze the existing syllabuses. These analyses are conducted to identify to what extent are the current syllabuses already accommodate these factors. When researchers identified the breadth and depth of grammar framework and ICT competence in the current syllabus, the researchers can find out the gaps or limitation in the existing syllabus. The gaps are then fulfilled with the framework to be completed.

During the data analysis, it found gaps of ICT competence employment in the existing syllabuses, it was discovered that the competence in the existing syllabus are different from one and another syllabus in term of its level. That the ICT employment in the existing syllabuses were dominated with certain tools and activity moreover its employment was insufficient. Therefore, to fill the gaps, the researchers extended the ICT integration in designed syllabus, not only intended for Technology Literacy, but also for Knowledge Deepening and Knowledge Creation.

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