Cognitive Instructional Design (CID) in English Proficiency Oriented: Online Review to Strengthen Students' Proficiency

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Abstract: Cognitive as one of the early learning theories can be implemented in designing instruction in many subjects including in English instruction. Meanwhile, in this digital era, the integration of technology in learning plays a great role in the success of learning. This study tries to design an instruction using cognitive approach in developing material and strategy to strengthen the students' proficiency using online review which is designed based on the characteristics of English proficiency. This paper is a part of research and development using procedural model of Dick Carey and Carey in developing the instruction. The online review is used to provide the students independent learning in order to enhance and strengthen the proficiency.

Keywords: Cognitive Instructional Design (CID), English proficiency, online review

1. Introduction

English becomes the first foreign language taught in Indonesia since elementary level up to university level. As English as a foreign language (EFL), it is used only in certain occasion such as in English teaching and learning process in the classroom and international conferences or meetings (Komang, 2013; Sulistyo, 2000). The position of English as international language gives great influence in some sectors of life as in economic level and the development of a country (Aina, Ogundele, & Olanipekun, 2013; Li, 2012; Yan & Cheng, 2015). English has reached many countries in the world for some purposes (Sharifian, 2009). This condition implies the huge role of English in many fields and creates both positive interactions and also local and global force. Furthermore, it implies in language, ideology, sociocultural, politics, and education.

In education system of Indonesia, English is one of subject to be tested in national examination for junior high school and senior high school (Sulistyo, 2009). While in higher education level, English is used as one of entrance requirements and some use it as one of exit requirements. Then, Proficiency becomes the main purpose to be achieved in language learning (Lowenberg, 2002). This statement indicates that in process of teaching and learning English, teacher needs to use special teaching material and method in order to achieve certain proficiency level.

2. Research Goals

In this digital era, the integration of technology in education becomes the field of research and becomes popular issue on it. In proficiency oriented English instruction the existence of technology is in form of online learning that can be used to strengthen students' proficiency. Using technology such as multimedia and computer application can help the students improve their performance (Leung, 2013; Sorden, 2005; Zhang, 2015). In this study, online learning is used as the complementary learning for the students to have review of the materials that can be accessed by students.

3. Methodology

This study is a part of research and development study using procedural model of Dick, Carey and Carey on developing Cognitive Instructional Design (CID) in proficiency oriented English instruction which focuses on developing and selecting instructional materials in form of mediated material. There are three phases of the developing procedure: analysis, develop, evaluate & revise.

4. Theoretical Framework

Proficiency oriented English instruction has different characteristics from English for general or communication instruction (Nisbet & Tindall, 2005). Proficiency, as the purpose of instruction, means high degree of competence or skill; expertise; advancement on knowledge or skill; the quality or state of being proficient (online Merriam Webster Dictionary). English proficiency oriented instruction puts certain proficiency test as the basis of developing the instruction and has certain level of proficiency as the orientation of instruction. Therefore, teacher or designer should find the most appropriate approach of designing the instruction.

Instructional design covers all activities in instruction starting from analysis until evaluation. In designing an instruction, learning theory should be taken into consideration as the approach to be used. Cognitive is one of early learning theory that is continuously used in developing instructional model. In language learning, cognitive approach is also used as the basis of developing instruction (Cummins, 2016; Khezrlou, 2012). In instructional design, there are six domains that are known as the instructional design knowledge base; learners and learning processes; learning and performance contexts; content structure and sequence; instructional and non-instructional strategies; media and delivery systems; and designers and design processes (Richey, R.C., Klein, J.D., Monica, 2011).

5. Findings

The findings of the study are still temporary findings since this study is still in progress. The main finding of this study is the appropriate syntax for online review to strengthen students' English proficiency. There are some considerations in designing the online review such as the time and material and also the discussion of every section. Because the proficiency used as the basis of development is TOEFL, the sections are divided into three sections (listening comprehension, structure and written expression, and reading comprehension. The flowchart of the program being developed is presented as follow;
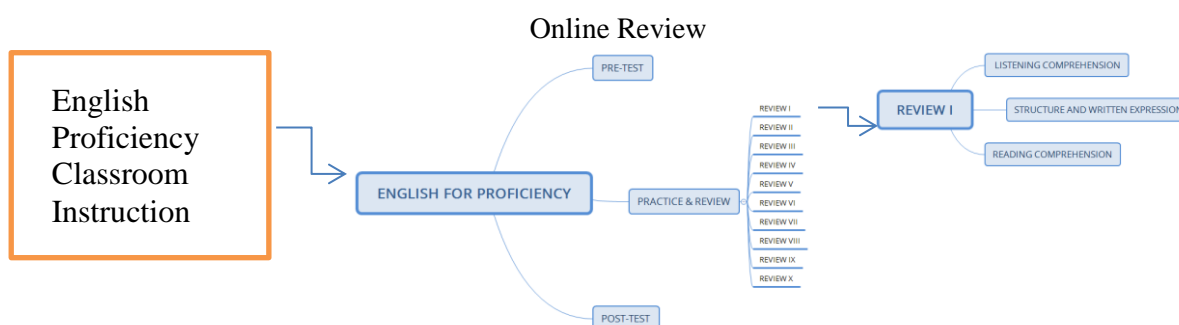

Figure 1: The flowchart of the Program

The flowchart shows that the students who have classroom instruction have some limitations especially in time and exercises. Therefore, this online review is designed to help them improve their understanding by having online exercises which is followed by direct feedback on every part of review. Furthermore, in every review, it covers all sections of the materials.

6. Future Plan

For further study of this research, the principle of seamless learning hopefully can be well designed and implemented as one of the alternative ways of learning for the students of higher education or even workers who have limited time to have face to face instruction. By having appropriate instructional design for adult learners to improve their proficiency of English will influence their performance in both in their study or work.

Another development of this study is having multimodality learning in proficiency oriented English instruction that can help the students achieve the standard score for proficiency test. Yet, there are some weaknesses of this study that should be overcome. One of the weaknesses is the kind of proficiency test are many and this study focuses only in TOEFL as the most popular English proficiency test.

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