

Proceedings



INTERNATIONAL CONFERENCE ICEL 2013

The First International Conference on
Education and Language (ICEL)

28,29,30 January 2013

Bandar Lampung University (UBL)
Indonesia



Faculty of Teacher Training and Education (FKIP)

English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

**THE FIRST INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE**

ICEL 2013

28 -30 January 2013



Organized by:

**Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
Bandar Lampung, Indonesia**

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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
ICEL 2013 Chairman

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The First International Conference on Education and Language
(ICEL 2013)

BANDAR LAMPUNG UNIVERSITY

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

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Table Of Content

Preface.....	ii
Steering Committee	iii
International Advisory Board	iii
Organizing Committee.....	iv
Table of Content	v
Keynote Speaker :	
1. The Adoption of E-Learning in Teaching and Learning Processes; an Option for Life-Long Education – Baginda Simaibang.....	1-9
2. Engaging with Content and Language Using Student-created Blended Media – Garry Hoban.....	10-14
3. Duckling? No, Swan! Non-native Teachers Teaching Spoken English to Non- native Learners - Jayashree Mohanraj	15-22
4. The Development Of Guidelines For The Arrangement Of Character-Based English Language Lesson Plan For The Teachers Of Junior Secondary Schools In Surakarta City: A Preliminary Study - Joko Nurkamto.....	23-28
5. Assessment For Learning: Charting A Future In The Malaysian Higher Education - Mohamad Sahari Nordin	29-37
6. Knowledge Construction And Sharing In A Networked Collaborative Environment - Nuraihan Mat Daud	38-43
7. Teaching English In Today’s World - S Mohanraj.....	44-47
8. Curriculum Improvement For Better Indonesian Education: A Reconstructed Philosophy Of Education Revisited - Udin Saripudin Winataputra	48-56
9. The Implementation Of The ICT-Based Thesis Supervision At One Of Postgraduate Programs In Indonesia - Ujang Suparman	57-62
10. The Development Strategy Of Sustainable Competitive Advantage At Indonesian PHEIs - M Yusuf S Barusman	63-71
Paper Presenter :	
11. Employing Experiential Learning To Teach Writing For English As A Foreign Language Learners Through A Reflection Project - Adesti Komalasari	72-78
12. Facebook Base Writing Learning For Teaching English As A Foreign Language – A. Alfian Cahyo Budiardi	79-83
13. The Effect Of Curriculum In Building Creative Nation - Azizah Husin.....	84-89
14. Communicative Approach In Teaching English As A Foreign Language – Bertaria Sohnata Hutaaruk.....	90-96
15. Mispronounced Consonants Of Basic Listening And Speaking Students Of Universitas Klabat - Billy Melvin Sakul	97-104
16. Teaching English Conversation Through Portfolios – Budiawan	105-108
17. The Power Of Concept Mapping To Improve Reading Comprehension - Candra Jaya.....	109-115
18. Theory Of Mind - Della Raymena Jovanka	116-121

19. Science Learning Model for Kindergarten - Denny Setiawan.....	122-129
20. The Effectiveness Of Using Dialogue And Prose Passage Techniques Improving Speaking Ability Of The Students At Muhammadiyah University Tangerang - Destiani Rahmawati	130-142
21. Characters Of William Shakespeare In Translation On Shakespeare In Love Subtitling: A Systemic Functional Linguistic Approach - Diah Supatmiwati.....	143-156
22. An Analysis Of Language Learning Strategies Use - Dina Rachmawati.	157-165
23. Development Of Web-Based Instructional Model – Fadli	166-173
24. Project-Based Instruction Guided Lesson Study Improve the Achievement of Learning Outcomes on Educational Research Methodology Course at Department of Biology - Hadi Suwono	174-181
25. Elimination Of Misconceptions On English And Motivation - Himpun Panggabean	182-186
26. Improving Class X. 2 Students’ Speaking Achievement Under Round Robin Technique - Istiqomah Nur Rahmawati	187 – 194
27. Greek And Latin Affixes And The Generation Effect - Joseph Scott Oliphant	195-201
28. The familiarizing of Roby’s Model in Teaching Listening Skill For 8th Grade Students of Junior High School - Jumbuh Prabowo	202-205
29. Infix {-Um-} As Verbal Former In Muna Language: Morphology, Semantic, And Syntax Analysis - La Ode	206-213
30. The Patterns Of Sasak Code Choicee - Lalu Abd. Khalik.....	214-223
31. EFL Writing Strategies of the Second Year Students of SMPIT Daarul ‘Ilmi Kemiling Bandar Lampung - Muhammad Rudy	224-229

KNOWLEDGE CONSTRUCTION AND SHARING IN A NETWORKED COLLABORATIVE ENVIRONMENT

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Abstract

To stay informed, teachers would have to make a conscious effort to continue learning. In a networked environment, collaborative approach can be adopted for the purpose of knowledge sharing and knowledge construction. Web 2.0 and 3.0 technologies make possible peer interaction in a more systematic way. Teachers' practical knowledge of the nature and know-how of interaction on social networks may give them ideas on how to apply the technologies in their classroom. The issue remains to what extent have these technologies been used to the best advantage of both students and teachers. This paper presents possibilities for collaborative works among teachers and students within and among different institutions. The paper emphasizes how the technologies can be used to conduct collaborative tasks outside the classroom, and in an authentic context. It demonstrates how facilities such as Second Life, Google Documents and Dropbox can be used to promote international collaboration. It also emphasizes the need to adopt the associated pedagogical practices when adopting the technologies in a classroom.

Keywords: collegial collaboration, networked environment, peer interaction, web technologies

1. INTRODUCTION

The last century has seen changes in teaching and learning approaches. There is a greater emphasis on student-centred learning particularly in situations where there is easy access to the technology. The advances in communication technology have influenced ways of accessing information, and hence learning. New platforms have emerged to complement knowledge transfer and provide learning environments [1]. There is a greater demand for anytime and anywhere learning approaches in this networked environment. Yet many teachers are ill-prepared to face the increased complexity of teaching and learning process.

One way of keeping abreast with the latest developments in teaching is by working collaboratively with peers in the same field. Teacher-teacher collaboration is essential to professional development. An effective collegial collaboration can help towards development of new skills and allows teachers to reflect on their practice, and co-construct knowledge ([2], [3]). It also increases their engagement in the project.

It has always been argued that students in various environments have different learning needs. The fact is, we, the teachers, do not stop learning, and we also have our learning needs. Learning does not have to take place in a formal setting. We may learn more from our colleague's best practices. Colleague in this case is not limited to those working in the same office or the same institution. They could be working across the globe. Technology serves to provide the platform for collaboration among teachers from various geographical, political, social and economical backgrounds. It can be used to support communication among teachers from geographically dispersed learning and working environments.

2. COMMON SCENARIOS

Face-to-face (F2F) is not always easy to arrange even among those working in the same institution. They may resort to Facebook for socialization, and the institution's Learning Management System (LMS) when teaching. Teaching materials can be shared on LMS. However, this is normally limited to those who are allowed access to the LMS. They would have to resort to other means when dealing with peers from other institutions.

Where teaching and learning are concerned, teachers can access the various Open Educational Resources (OER) to share their teaching and learning materials. MERLOT (Multimedia Educational Resource for Learning and Online Teaching) is one of the possible options. Teachers can upload learning materials that they created to be shared with others and download those produced by others.

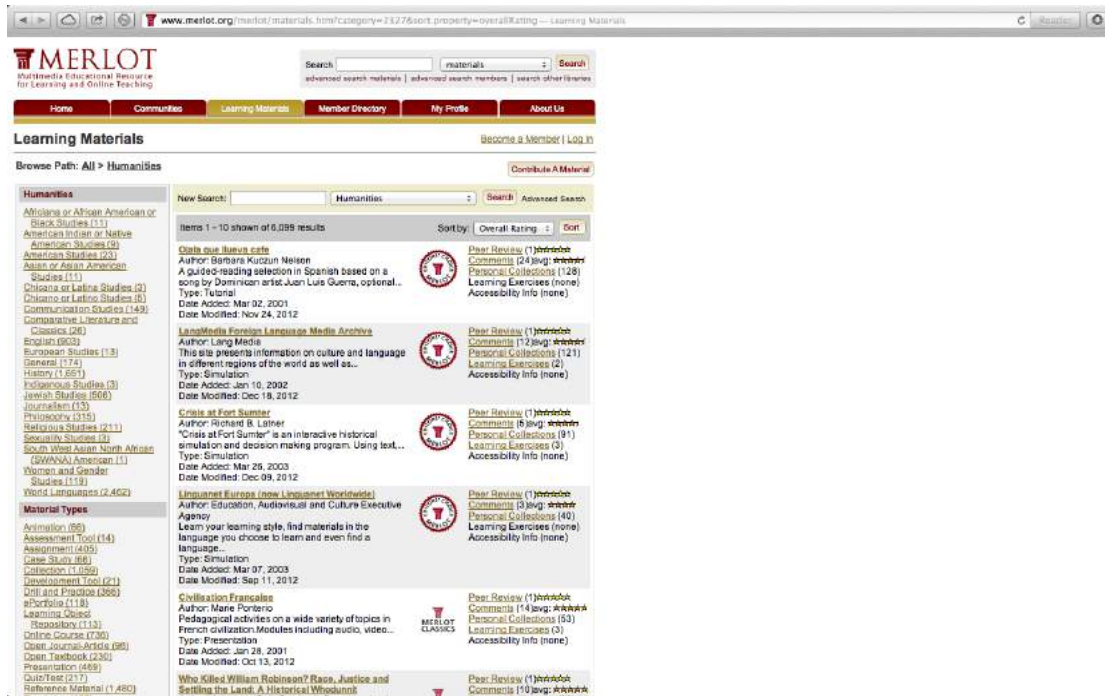


Figure 1: A Snapshot from MERLOT

In many circumstances, what is needed is a platform for discussion. Academics normally meet at conferences. A typical scenario is an exchange of business cards between them. An email will follow suit for those who have a common interest. Some may discuss 'F2F' using Skype. From here, they may start using Twitter to brainstorm each other on a particular topic. The two can read the messages on their mobile. However, the message that can be sent on Twitter is rather short. This limits the message that can be sent through this social network. They may opt to discuss more seriously on Linked-in which is a social networking website for people in professional occupations. Special interest groups can be created to discuss topics of interest.

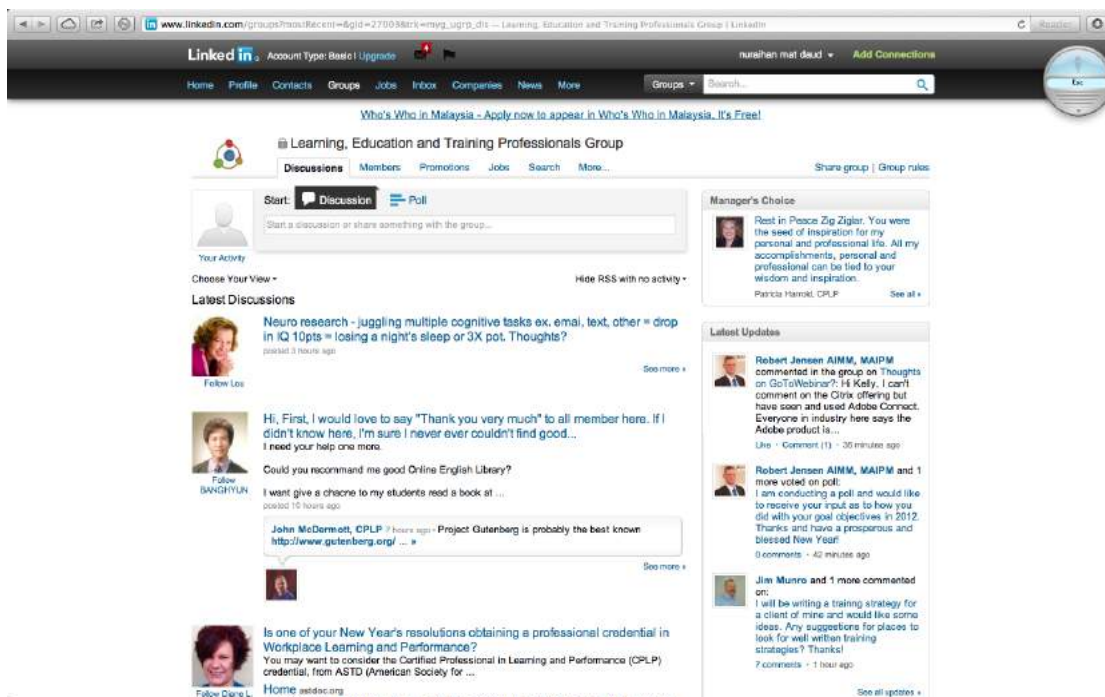


Figure 2: A Snapshot from Linked-in

Where research and publication are concerned, the academics would have to rely on other technologies. One of the possible collaborative writing technologies is Google Docs which allows its users to create, share and edit files. The system facilitates collaboration. Multiple users can work on the same file simultaneously. Users do

not have to worry about losing track of who has the most current version. The one file can be shared with all members of the group [4]. Users can always refer to previous files when the need arises.

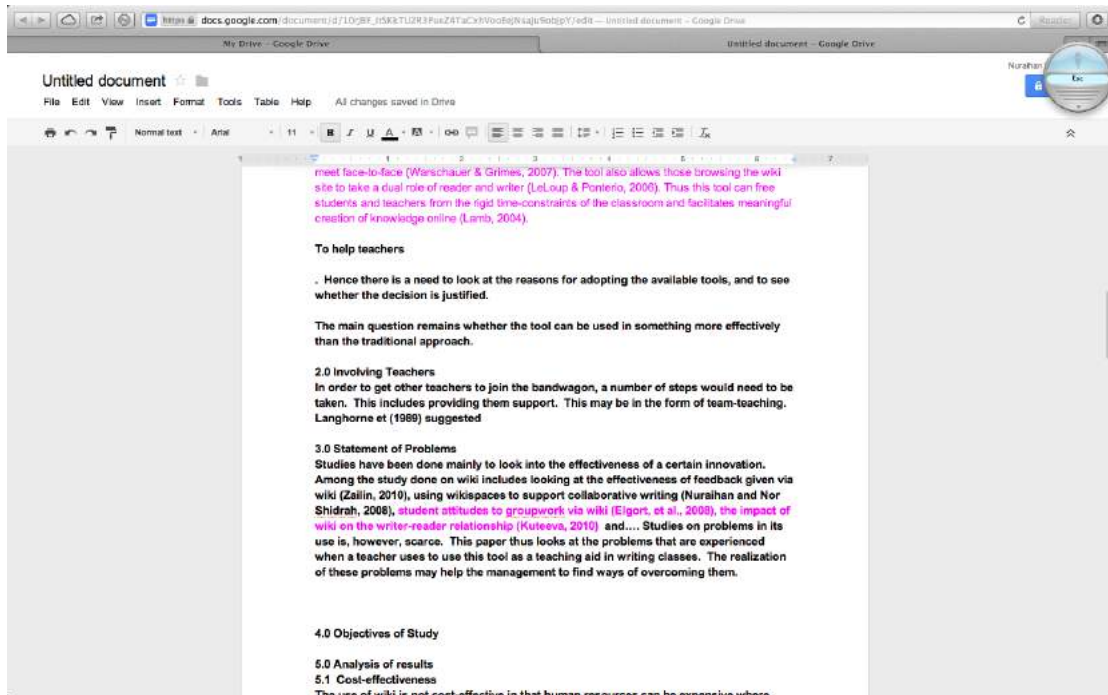


Figure 3: A Snapshot of Google Docs

Google docs does not, however, cater to all the needs of an academic where writing is concerned. Users cannot write their comments on the text. Tables and figures do not appear as expected. To do in-text citations and bibliographies, the researchers/writers may decide to use Mendeley or Zotero. These are reference management applications to help the users save, organise and store their references.

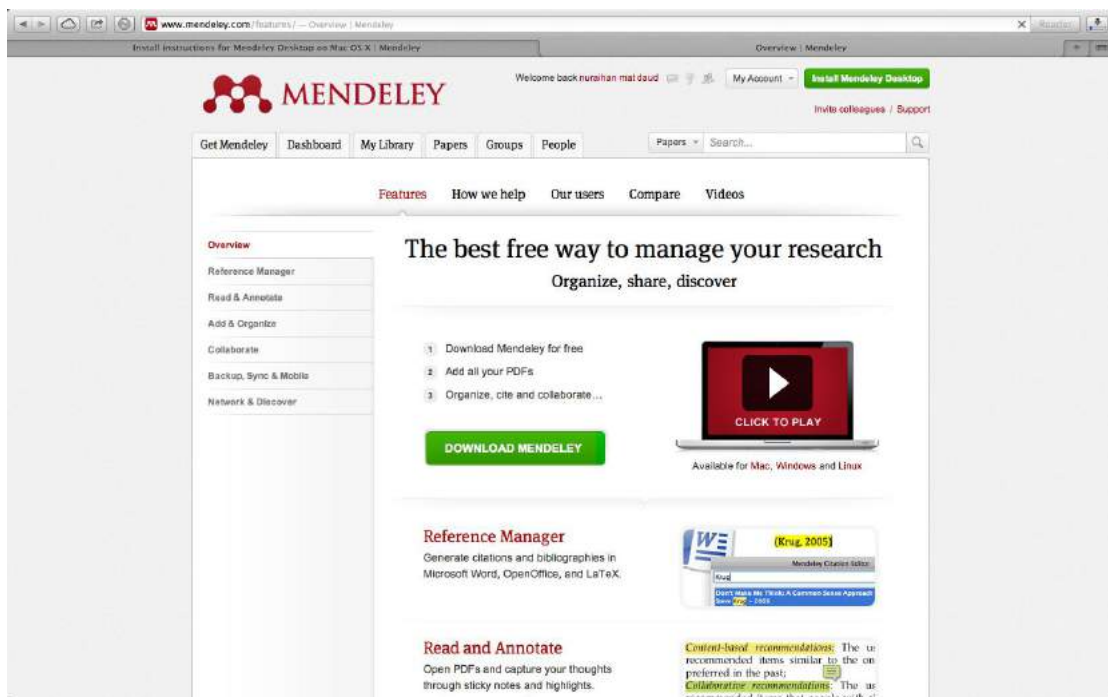


Figure 4: A Snapshot of Mendeley



Figure 5: A Snapshot of Zotero

Dropbox is another popular option. Dropbox allows the users to share files. Figure 6 below shows files that are shared by the editors of a journal. Articles are deposited into dropbox. Members of the editorial board edited the articles together, and they can keep track on which article was edited based on the date and time stated on the webpage.

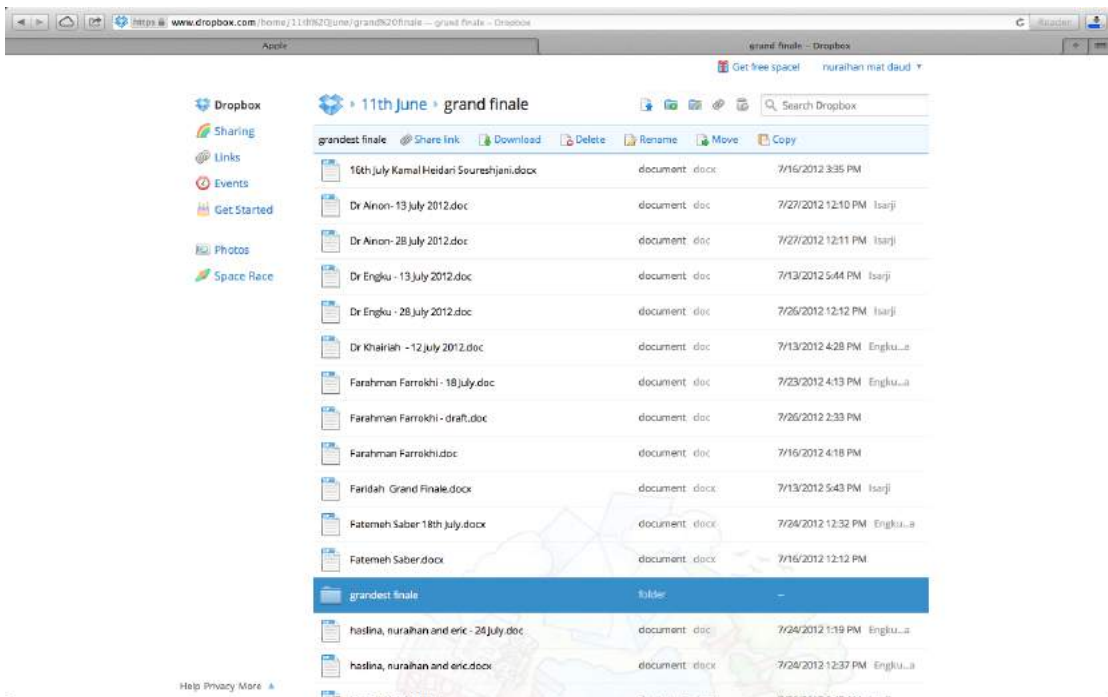


Figure 6: A Snapshot of Dropbox

The presence of the technology also means that teachers in geographically dispersed environments can meet and discuss in virtual settings. One such setting is Second Life which is a graphically rich 3D environment.[1] assert that the multiple communication channels and the 3D environment help in reducing barriers between students and instructors. It is a social space that allows both synchronous and asynchronous collaboration. Educators can ‘hang out’ and interact with multiple working groups. It can surpass the limits imposed by the physical world. The anonymous avatars encourage the owners to experiment in ways not possible offline [5].



Figure 7: A Snapshot of IIUM Island on Second Life



Figure 8: A Snapshot of Another Part of IIUM Island on Second Life

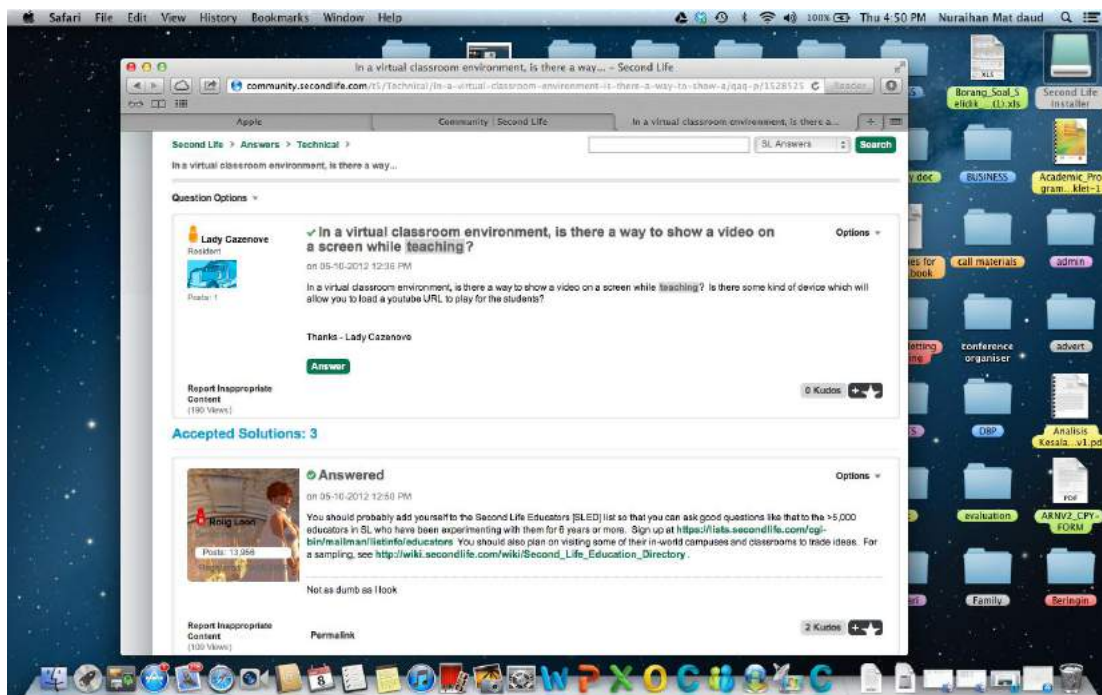


Figure 9: Support Provided to Second Life Users

3. CONCLUSION

The technologies make it possible for educators to construct ideas collaboratively. As long as bandwidth is not a problem, users can work on a project simultaneously. Many collaborative tools allow academicians from different locations to co-create and change a document in real time. The experience in getting oneself engaged in knowledge construction can be extended to the students. The adoption of approaches such as project-based or problem-based learning may engage students in higher order thinking. Feedback from multiple peers can enrich their written assignment. Web technologies not only increase both teacher and student engagement, but also improve their writing and communication skills.

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