

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**

Phone: +62 721 36 666 25, Fax: +62 721 701 467

www.ubl.ac.id

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

PROCEEDINGS

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

BANDAR LAMPUNG UNIVERSITY

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

Steering Committee

Executive Advisors

M. Yusuf S. Barusman
Andala Rama Putra Barusman

Chairman

Mustofa Usman

Co-Chairman

Harpain
Baginda Simaibang

Secretary

Yanuar Dwi Prasetyo

Treasurer

Tissa Zadya

Technical Committee Team

Tissa Zadya
Nadia Dalimunthe
Yanuar Dwi Prasetyo
Bery Salatar
Zainal Abidin

International Advisory Board

Mustofa Usman, Indonesia
Garry Hoban, NSW Australia
S. Mohanraj, India
Ken Cruickshank, NSW Australia
Beverly Derewianka, NSW Australia
Ahmad F. Ismail, Malaysia
Hery Yufrizal, Indonesia

M. Yusuf S. Barusman, Indonesia
Jan Wright, NSW Australia
Harpain, Indonesia
Hon Wie Leong, Singapore
Raihan B. Othman, Malaysia
Andala R. P. Barusman, Indonesia
Khomsahrial Romli, Indonesia
Mohamad Sahari Nordin, Malaysia

Jayashree Mohanraj, India
Ujang Suparman, Indonesia
Ahmad HP, Indonesia
Baginda Simaibang, Indonesia
Nuraihan Mat Daud, Malaysia
Udin Syarifuddin W, Indonesia
Undang Rosyidin, Indonesia

Organizing Committee

Chair Person

Tissa Zadya

Vice Chair Person

Baginda Simaibang

Secretary

Yanuar Dwi Prasetyo

Treasure

Samsul Bahri

Dian Agustina

Special Events

Bery Salatar

Nadia Dalimunthe

Siti Rahma Wati

Dina Ika Wahyuningsih

Kefas Ajie

Fajar Ryantika

Transportation and Accommodation

Irawati

Publication and Documentation

Indriarti Gultom, MM.

Dina Ika Wahyuningsih

Noning Verawati

Masitoh

Rifandy Ritonga

Consumption

Yulfriwini

Ni Sayu Kade Lena Widyawati

Miryanti Feralia

Novita

Cornellius Vilarde

M. Agusman Ajjaya

I Gede Ryan Ekki .P.

Qory Fahrnisah ,F.

Facility and Decoration

Zainal Abidin

Sudarto

Tri Suhartono

Sukamto

Suprpto

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

THE FAMILIARIZING OF ROBY'S MODEL IN TEACHING LISTENING SKILL FOR 8TH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

Jumbuh Prabowo, S.Pd., M.Pd.

English Department, Faculty of Teacher Training and Education, Sultan Ageng Tirtayasa University, Banten, Indonesia

Corresponding email : prabowo.eng@gmail.com

Abstract

Media for teaching listening has various types. One of them is by using software multimedia. As multimedia technology becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option. Thus, the writer is interested in familiarizing this software for teaching listening. This software multimedia has been equipped by some features to support teaching listening. Those features are: 1) Free space. This area allows teacher to type or copy dialogues from other sources, 2) F1 to F 12 buttons where each button has difference function. F1 buttons is used to insist on command and sound. F2 and F3 are for choosing the model of speaker and sound. There are seven models of speaker. All the voices of speaker are from British, America, and Australia. F5 and F6 buttons are used to set time. F7 and F8 are for setting the speed of speaking. F10 is used to listen per sentence and F11 and 12 are used for listen the dialogue per word and letter, 3) Model of saving. There are two types of saving: saving text and saving mp3.

The objective of this paper is to familiarize the application of software multimedia for teaching listening.

Keywords: multimedia, software, voice.

1. INTRODUCTION

Teaching listening skill causes some problems. One of them is related to media. Involving media in delivering listening materials becomes important. It is because this skill needs special treatment for engaging students in catching the materials. As stated by Cahyono and Widiati (2009) that another factor which contributes to the success of listening instruction is the media used to present the listening materials. They add that language laboratory, for instance, can be used to provide language learners with various models of utterances spoken by native speakers and a means to record their own voices in order to be able to compare them with native speakers voices. However, not all teachers are eager to use media for supporting teaching learning process. Thus, it causes obstacle in learning listening.

Nowadays, teachers are demanded to be able to use technology as a media. The advance of Information Technology (IT) has caused the development of the ways of learning language in recent years. One important application of IT is using multimedia, which has become a common way of learning. As the development of IT, many areas of English learning have employed computers as learning tools. One of them is using computer as a media in teaching listening. It is in the line with Krashen's statement (1995). He said that for the last 20 years, the computer has been perceived as a useful tool in the teaching of listening skill, which has now been treated as a much more complex activity and is the "cornerstone of language acquisition".

However, the presence of computer has not been utilized maximally in teaching, especially in presenting listening materials. Some schools still rely on listening material packed in cassette recorder or compact disc. Then, the problem comes when a teacher wants to modify the content and situation as stated in Kurikulum Tingkat Satuan Pendidikan. In KTSP ([Undang-Undang](#) Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional), a teacher has an authority to design the content of the material based on the school's condition and situation. It means that the contents available on cassette sometimes are difficult to be matched with the situation and condition of the students. It makes difficult for teacher in matching the materials.

Overcoming the condition mentioned above, the writers try to present software for listening skill. This software is designed by equipping speech synthesis. It is the artificial production of human speech. Text-to-Speech (TTS) refers to the ability of computers to read text aloud. A TTS Engine converts written text to a phonemic representation, and then converts the phonemic representation to waveforms that can be output as sound. This software can run under Windows XP and Windows Seven. Thus, teacher can use this software to design listening material. This flexibility gives a teacher to arrange or design listening material suitable for

students' need and level. Other advantages of this software, the teacher can copy a certain text from other sources and paste into this media.

By considering the limitations and weaknesses of this present study, it is suggested that this courseware can be used as a contribution to the teaching and learning of English in junior high school. It is also suggested that teachers can use this courseware to provide promoting self-directed learning.

2. USING COMPUTER AS A MEDIA IN TEACHING

Internet has provided huge number of material and software for teaching English. This makes teachers select one that best matches with the lesson's curriculum. The problem may arise when teachers do not have enough knowledge on how to use the internet and how to operate the software. The software takes an important role when we want a custom material for teaching. For instance if we want to teach listening, we need software called adobe audition or cool edit pro. With this software, teacher can edit audio file which means they can take some part of the audio and combine two or more files into one audio file by copying, cutting, and pasting the audio files of MP3 and WAV format. Teacher can also record their own voice with this software.

There is also much software for teaching English, for instance "Let's Speak" and "Tell Me More". Both are great software. They provide speaking assessment where students can talk to computer and computer can give response back. It may be a problem since the content is static which means teachers cannot create their own content that matches with the lesson's curriculum. Dynamic content will be more beneficial where teacher can create and modify the content such as software called "Hot Potatoes".

So, the content is the core of what we will use for teaching English. It takes the most important role of all. In this case, software that matches the need and easy to use is necessary.

3. SPEECH SYNTHESIS

Speech synthesis is the artificial production of human speech. Text-to-Speech (TTS) refers to the ability of computers to read text aloud. A TTS Engine converts written text to a phonemic representation, and then converts the phonemic representation to waveforms that can be output as sound.

Early electronic speech synthesizers sounded robotic and were often barely intelligible. The quality of synthesized speech has steadily improved, but output from contemporary speech synthesis systems is still clearly distinguishable from actual human speech.

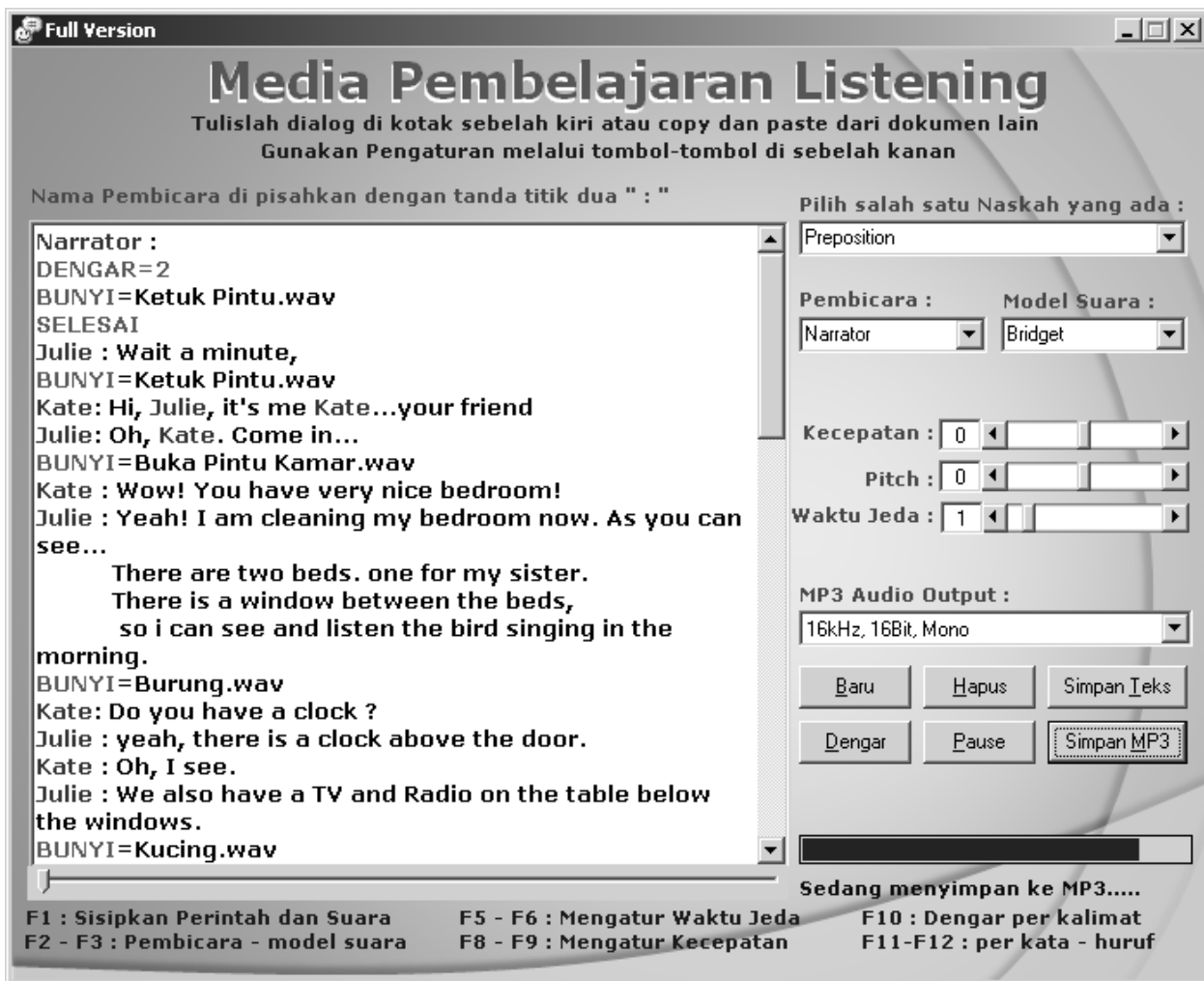
Modern Windows desktop systems can have SAPI 5 (Speech Application Programming Interface) components to support speech synthesis. Microsoft Windows has its own speech engine that is accessible from the Control Panel. The speech engines are Microsoft Sam, Microsoft Mary and Microsoft Mike. Not all programs can use speech synthesis directly. There are third-party software available that can read text aloud such as TextAloud, Natural Reader and etcetera.

4. ROBBY'S MODEL FOR TEACHING LISTENING

As mentioned in abstract, the purpose of this paper is for familiarizing the software for teaching listening. This consideration is based on the fact that there are many schools which have not had English laboratory. This condition can affect teacher in teaching listening. Thus, writer wants to introduce this software as one of models in delivering listening materials. He hopes that by applying this model, teacher can create and modify the content based on the students' needs.

Briefly, this software consists of some features. All features are written in Bahasa Indonesia. It is because this media is addressed for Indonesia user especially English teachers. Those features are: 1) Free space. This area allows teacher to type or copy dialogues from other sources, 2) F1 to F 12 buttons where each button has difference function. F1 buttons is used to insist on command and sound. F2 and F3 are for choosing the model of speaker and sound. There are seven models of speaker. All the voices of speaker are from British, America, and Australia. F5 and F6 buttons are used to set time. F7 and F8 are for setting the speed of speaking. F10 is used to listen per sentence and F11 and 12 are used for listen the dialogue per word and letter, 3) Model of saving. There are two types of saving: saving text and saving mp3.

Here is the screen captured of the Robby's software:



Unlike other text to speech software, this software is specially designed for teaching listening. It has much more features as follows:

- 1) All the command and button are written in Bahasa Indonesia
It is specially designed for Indonesian teachers to make it easy to use.
- 2) Dialog capability
The capability to generate sounds from a dialog text.
- 3) Custom Script are written in Bahasa Indonesia
Custom Scripts are additional commands written in Bahasa Indonesia. For instance if teacher wants to play some sentences more than once, then they can write "Dengar=2", which means the sentences will be played twice. The sentences are ended by "Selesai" which means only those sentences above the script are played twice.
Teacher can also give a certain second between each sentences or particular sentences, they can write the script "Jeda=3", which means there will be silence 3 second between the sentence above and below the script.
- 4) Other sounds insertion
To make the dialog seems more realistic, teacher can insert a certain sounds. For instance, they can insert the script "Bunyi=Ketuk Pintu.wav". This means there will be sound of knocking the door played between the sentences. Many more sounds are available for download from www.freesound.org. Then teacher can put the sounds in the sounds directory/folder of this software.
- 5) Dynamically change the voice model
The dropdown button of "Pembicara" consists of the list of the speaker in the dialogue. The dropdown of "Model Suara" consists of the list of voice model that can be set referring to the speaker of the dialogue. Testing the output sounds and change the voice model are very easy. Teacher only set the voice model anytime and clicks the "Dengar" button to test the output sound.
- 6) Speed of the voice
Teacher can set the speed of the voice by setting "Kecepatan" slider. This is important since the level of students may vary in each class.
- 7) MP3 Output

The generated sound can be saved as audio files with MP3 and WAV format so that teacher can share the listening topic with their friends by sending the MP3 files via Email.

8) Pause, Spell and Listen to a certain sentence.

Other features includes pause, spell and listen to a certain sentence are necessary when students ask teacher to repeat a certain words. This can be done by selecting some words or phrase then clicking the “Dengar” button or by pressing F10 as the shortcut. Other shortcuts are F11 for listening by words and F12 for listening by letter or spelling.

9) Copy and Paste capability

Teacher can copy a dialog text from other resource, for instance from the website then paste the dialog text into the box. Then simply click “Dengar” button to listen the generated sound.

ADVANTAGES OF THIS SOFTWARE

This software provides some features that can be used to design listening material for all levels. It is because there is a blank space which is used to write or design listening text. It can be utilized not only for designing daily materials but also making tests. The following are some advantages for teacher and students in using this software:

1. Teacher can design listening materials.
2. Teacher can adjust the contents of listening material with the students’ condition.
3. Teacher can create listening material based on students’ needs.
4. Teacher can teach not only how to listen but also how to pronounce the word in right pronunciation.
5. Students can learn how to pronounce a certain word because of F11 button. This button can produce the sound based on the word we block.

REFERENCES

- [1] Cahyono, Bambang Yudi. 2009. *The teaching of EFL Listening in the Indonesian context: The state of art.* Available at <http://journal.teflin.org/index.php/teflin/article/viewFile/141/127>
- [2] Krashen, S. (1985). *The Input Hypothesis.* Longman, London.
- [3] Rohman Hifni. 2011. *Pengertian / definisi KTSP.* Available on <http://hipni.blogspot.com/2011/09/pengertian-ktsp.html>
- [4] Wikipedia. 2012. *Speech Synthesis.* Available on http://en.wikipedia.org/wiki/Speech_synthesis
- [5] www.freesound.org



Jl. Z.A. Pagar Alam No.26 Labuhan Ratu
Bandar Lampung 35142 Phone: +62 721 701463
www.ubl.ac.id
Lampung - Indonesia

copyright@2013

