Proceedings

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ICEL 2013

The First International Conference on Education and Language (ICEL)

28, 29, 30 January 2013

Bandar Lampung University (UBL)
Indonesia

In Cooperation With

UNIVERSITY OF WOLLONGONG

Australia

India

Malaysia

Faculty of Teacher Training and Education (FKIP)
English Education Study Program, Bandar Lampung University (UBL), Indonesia
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

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INTRODUCTION

Teachers matter. This is the consensus from a wide range of studies which examine the impact of teachers on student outcomes. Nevertheless, which teacher attributes in particular make the difference between a successful teacher and an unsuccessful one remains unclear. Variables which are commonly observed in data sets such as teacher education and experience are generally found to have only little impact on student achievement (Hanushek, 1986). This is disquieting not least because these characteristics are typically the main determinants of teacher salary and hiring decisions (Hanushek and Rivkin, 2006). In a renewed attempt to elicit “what makes an effective teacher” (as in Lavy, 2011), a recent line of research therefore shifts the focus from teacher attributes to teaching practices, that is, what teachers actually do in the classroom (Lavy, 2011; Schwerdt and Wuppermann, 2011). The intuition behind this is that differences in instructional methods may be the reason for the large empirically observed variation in teacher quality. If this is the case, straightforward and potentially cost-effective policy changes, such as instructing teachers to teach in a particular way, could help raise student achievement in university.

According to O’Brien and Deans (1995), over the past 15 years there has been a noted and disproportionate increase in the number of students attracted to marketing. The authors consider this to be as a result of the higher profile the subject now enjoys in both academic and commercials circles.

Therefore the academic arena must be concerned about the importance of teaching marketing. Aspects related to teaching media, teaching methods, or teaching attitudes must be carefully considered, because universities play the role of specialists for the student audience (Forman, 2004). This is true in all university contexts, regardless of the country of origin.

The research took place in STIE STAN Bandung Indonesia Mandiri Management majors take courses in Marketing Management II in semester IV which is a further development of previous marketing concepts. The fact that the author found in the field is the lack of student enthusiasm and morale high in upper division courses and the Mid Semester Examination result was unsatisfactory so the author took the initiative to try two methods of learning, the type jigsaw and learning methods Mind Mapping.

1.1 Problem Identification

Which of these two methods (Jigsaw type and learning method Mind Mapping) the most effective way to increase students' understanding of the subject Marketing Management II in STIE STAN Mandiri Indonesia Bandung?

1.2 Research Objectives

To determine which of the Jigsaw type and learning method Mind Mapping is the most effective way to increase students' understanding of the subject Marketing Management II.
2. RELATED LITERATURE

2.1 The shift from teaching to learning

One of the most significant publications in the past decade on teaching and learning in higher education is an article by Robert Barr and John Tagg (1995) published in Change, a leading journal on new issues in higher education. In their article they draw attention to the fundamental shift in assumptions and views about teaching and learning that have taken place lately. According to them, educational institutions should no longer offer teaching, but should instead produce learning results. In addition to an emphasis on outcomes/output-driven teaching, there would be numerous other implications if teaching programmes were to adopt a learning- and learner-centred approach. Table 1 lists some of these implications in the areas pointed out by Barr and Tagg. These include institutional mission statements, quality criteria, teaching structures, learning theories, finance and the roles of educators/lecturers.

Table 1
The shift from teaching to learning

<table>
<thead>
<tr>
<th>TEACHING PARADIGM</th>
<th>LEARNING PARADIGM</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION AND OBJECTIVES</td>
<td></td>
</tr>
<tr>
<td>Presents/provides teaching</td>
<td>Produces learning</td>
</tr>
<tr>
<td>Conveys knowledge</td>
<td>Promotes discovery and construction of knowledge</td>
</tr>
<tr>
<td>Offers programmes and courses Improves teaching</td>
<td>Creates powerful learning environments</td>
</tr>
<tr>
<td>quality Ensures access to teaching</td>
<td>Improves learning quality</td>
</tr>
<tr>
<td></td>
<td>Achieves success through learning</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td>Improves learning quality</td>
</tr>
<tr>
<td></td>
<td>Achieves success through learning</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>MEASURES OF SUCCESS</td>
<td></td>
</tr>
<tr>
<td>Inputs, resources</td>
<td>Learning and success outcomes</td>
</tr>
<tr>
<td>Quality of students being admitted</td>
<td>Quality of student stimulation</td>
</tr>
<tr>
<td>Curriculum development, expansion</td>
<td>Development of learning techniques, expansion</td>
</tr>
<tr>
<td>Quantity and quality of resources Student numbers,</td>
<td>Quantity and quality of outputs</td>
</tr>
<tr>
<td>growth in profit Quality of lecturers, teaching, narrow</td>
<td>Growth of learning, effectiveness</td>
</tr>
<tr>
<td>evaluation results</td>
<td>Learning quality, broad evaluation results</td>
</tr>
</tbody>
</table>
### TEACHING-LEARNING STRUCTURES

<table>
<thead>
<tr>
<th>Atomistic, parts before the whole</th>
<th>Whole picture, the whole before the parts Learning stays constant, time is variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time remains constant, learning varies</td>
<td>Creation of learning environments</td>
</tr>
<tr>
<td>Periods, course structures</td>
<td>Learning starts and ends at different times for different purposes</td>
</tr>
<tr>
<td>Teaching always starts and ends at the same time for everybody</td>
<td>Learning experiences in accordance with learning objective</td>
</tr>
<tr>
<td>One teacher, one classroom</td>
<td>Interdisciplinary cooperation between departments</td>
</tr>
<tr>
<td>Independent disciplines, departments</td>
<td>Specific learning results</td>
</tr>
<tr>
<td>“Covers” material, contents</td>
<td>Evaluation before, during and after learning</td>
</tr>
<tr>
<td>Final evaluation of learning</td>
<td>External evaluation of learning</td>
</tr>
<tr>
<td>Grading by educators/lecturers</td>
<td>Evaluation is 'open'/occurs openly</td>
</tr>
<tr>
<td>Evaluation is confidential</td>
<td>A qualification = Demonstrated knowledge &amp; skills</td>
</tr>
<tr>
<td>A qualification = Credit hours accumulated</td>
<td></td>
</tr>
</tbody>
</table>

### LEARNING THEORIES

<table>
<thead>
<tr>
<th>Knowledge is 'out there'</th>
<th>Knowledge exists 'on the inside' and is shaped by individual experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge comes in bits and pieces and is</td>
<td>Knowledge is constructed, created and acquired</td>
</tr>
<tr>
<td>“conveyed by teachers”</td>
<td>Learning is an inter-linking and interaction of networks</td>
</tr>
<tr>
<td>Learning is cumulative and linear</td>
<td>Learning can be compared to learning to ride a bicycle</td>
</tr>
<tr>
<td>Learning can be compared to the storage of knowledge</td>
<td>Learning is managed and directed by learners</td>
</tr>
<tr>
<td>Learning is controlled by teachers</td>
<td>Active learners are necessary, but the physical presence of the teacher is not necessarily a prerequisite</td>
</tr>
<tr>
<td>Physical proximity is necessary for effective learning</td>
<td>Learning environment is cooperative, collaborative and supportive</td>
</tr>
<tr>
<td>Learning is competitive and individualistic</td>
<td>Talent and ability are generally present</td>
</tr>
<tr>
<td>Talent and ability are found only in some</td>
<td></td>
</tr>
</tbody>
</table>
Both groups can be combined in marketing tuition (Kuster, 2004, p:1) and practical exercises, seminars, tutorials, etc; and (ii) new methods, such as distance learning.

Qualification approaches (Adapted from National Qualifications Framework, 1995)

<table>
<thead>
<tr>
<th>PRODUCTIVITY/FINANCE</th>
<th>NATURE OF ROLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productivity is defined in terms of cost per lesson hour per learner</td>
<td>Educators/lecturers convey knowledge</td>
</tr>
<tr>
<td>Finance is input-driven; based on hours/periods taught</td>
<td>Educators/lecturers design the learning process and learning environment</td>
</tr>
<tr>
<td>Productivity is defined in terms of learning units per learner</td>
<td>Educators/lecturers and students function independently and in isolation</td>
</tr>
<tr>
<td>Productivity is output-driven; learning outcomes and results are important</td>
<td>Educators/lecturers grade and classify students</td>
</tr>
<tr>
<td>Only educators/lecturers may 'lecture'</td>
<td>Educators/lecturers develop the ability and talents of students</td>
</tr>
<tr>
<td>Any expert may teach</td>
<td>All staff help ensure learning outcomes and success</td>
</tr>
<tr>
<td></td>
<td>Learning empowerment is challenging and complex</td>
</tr>
</tbody>
</table>

(Adapted from Barr & Tagg, 1995)

Another factor that compels educators (in South Africa at least) to reconsider the way in which they approach their teaching practices are the so-called critical crossfield learning outcomes of the National Qualifications Framework (see Table 2)

Table 2
Critical Crossfield (Generic) Learning Outcomes

<table>
<thead>
<tr>
<th>In all learning areas, learners should be able to demonstrate their ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;</td>
</tr>
<tr>
<td>Identify and solve problems by using creative and critical thinking;</td>
</tr>
<tr>
<td>Organise and manage themselves and their activities responsibly and effectively; Work effectively with others in a team, group, organisation and community; Collect, analyse, organise and critically evaluate information; Use science and technology effectively and critically, showing responsibility towards the environment and the health of others;</td>
</tr>
<tr>
<td>Understand that the world is a set of related systems. This means that problem-solving contexts do not exist in isolation.</td>
</tr>
</tbody>
</table>

(National Qualifications Framework, 1997)

Available marketing (teaching) methods can be grouped in (i) traditional methods, such as master classes, practical exercises, seminars, tutorials, etc; and (ii) new methods, such as distance learning or business games. Both groups can be combined in marketing tuition (Kuster, 2004, p:1)
In the experiment by Salisbury and Ellis (2003) both traditional and new teaching methods are applied together to test student preferences, finding that they still prefer classroom presentation with demonstration from the instructor, in spite of the relevance of computer based sessions and online tutorials. However, the relevance of technological advances should be approached with caution. As Amat (2000) affirms, every single advance should be considered as a tool with which to achieve educational objectives. Subject characteristics and student profiles should, therefore, determine the combination of resources to be used.

1. The application of learning methods jigsaw type is as follow (Wartini&Pramusinto, 2007): Teachers share learning materials into several parts according to the number of members in the group.
2. Before learning materials provided, teachers provide an introduction to the topic first. Students are divided into groups
3. The first part of the material given to the students of the first, while the second student receive a second. And so on.
4. Then the students were asked to work on each section.
5. Upon completion, students share the part that mates with group.
6. Activities end with a discussion between partners in a group or with the entire class.

As for the Mind Mapping method is as follows:
1. Choose a reading from textbooks
2. Determine the relevant concepts
3. Sort concepts from the most inclusive to the least inclusive or examples.
4. Arrange the concepts on paper, starting with the most inclusive concepts at the top to the least inclusive concepts.
5. Plug it concepts with connecting words.

3. RESEARCH METHODOLOGY

3.1 Population research.

Population is the whole subject of research. The population of the study were all students of S1 Management in the fourth Semester in Regular class with 40 students and all of the subject of research. So this study is a census study.

3.2 Data Collection Methods

Methods of data collection in this study using observation and testing methods. According Sudjana (2002:36) observation is the observation made in the study subjects. The method of test is a series of questions or other device used to measure the skills, intelligence, knowledge, skill or talent possessed by individuals or groups. The tests used in this study is at the UAS (Semester Final Exam)

3.3 Data Analysis Methods.

Twenty students in this class were observed using Jigsaw, and twenty other students using Mind Mapping methods to see which of the two is a more effective method to enhance the students' understanding of the subject Marketing Management II. At the End of Semester Examination (UAS) seen which of the two groups which has a higher average.

4. RESEARCH FINDINGS AND DISCUSSION

From the results of the End Semester Examination (UAS) is known to the average student using the Jigsaw method was 8.5, while students who used Mind Mapping Method 8.1. This shows that both methods are effective enough to improve the achievement of students in the subject Marketing Management II, but the Jigsaw method in this study is more effective than the Mind Mapping method because it has an average rating greater.

5. CONCLUSION AND MANAGERIAL IMPLICATIONS

In this study the Jigsaw method is more effective than Mind Mapping method in teaching courses in Marketing Management II, but the difference in value is not so large that the second method can be
recommended as a method that can be applied in the lecture attempted Marketing Management II, in addition to methods the case studies in this research Kuster and Vila in 2007 is most popular method in teaching Marketing Management II by taking samples in Europe and North America.

The advantages of learning methods Jigsaw Jigsaw is able to motivate students to better prepare the material in the process of learning, stimulating students to think more critical dan learn to speak, express opinions in front of the audience as well as determine the level of student understanding of the material covered, as well as further research needs to be done with larger sample size and more diverse, and the type done several times.

REFERENCES


