No. ISSN 2303-1417 VOLUME 2

Proceedings

INTERNATIONAL CONFERENCE

ICEL 2013

The First International Conference on Education and Language (ICEL)

28,29,30 January 2013
Bandar Lampung University (UBL)
Indonesia

In Cooperations With

Indonesia | Australia | India | Malaysia

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, Philipine - 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
lCEL 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
Baverly 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 Vilardi
M. Agusman Ajijaya
I Gede Ryan Ekki .P.
Qory Fahrunisa ,F.

Facility and Decoration
Zainal Abidin
Sudarto
Tri Suhartono
Sukamto
Suprapto

Table Of Content

Preface ii
Steering Committee iii
International Advisory Board iii
Organizing Committee iv
Table of Content v

Paper Presenter :

32. Learning English Through Linguistic And Musical Intelligences - Nila Sari 230-236
33. An Action Research On Metacognitive Strategies To Teach Listening – Ni'matu Tasriyah 237-243
34. The Strategies Of English Pragmatic Competence Of Pre-School Aged Children - Nur Arifah Drajati 244-251
35. Effective Teaching Learning In Marketing Management Studies – Nur Hayati 252-257
36. The Role Of Articulatory Phonetics In Improving Listening For The First-Year Students Of English At Stiba Saraswati Denpasar - Denok 258-264
37. The cross-cultural issues in the process of teaching English as a second language - Potemkina Victoria 265-268
38. Ideas Of Carrying Out Character Education In Speaking 1 Class- Putu Ayu Prabawati Sudana 269-275
39. Students' Coherence Development In Learning English A Case Study In Writing Class At English Department Year 2009-2008 In FKIP UHN Pematang Siantar - Reina Adelina Sipahutar 276-283
40. English Course Design For Students Of Non-English Departments - Hompuraja Frans Susesco Saragih 284-295
41. Relationship Pattern Of S1 PGSD Students' Learning Readiness And Academic Integration For Distance Education Management In Remote Islands – Suhartono 296-302
42. Intergrating The English Language Teaching And Learning Process With Soft Skills – Sunardi 303-310
43. Scenario Of Mathematic Learning Based On Bruner At School – Suprapto Manurung 311-315
44. Understanding Some Aspects Of Discourse Acquisition In NNs Setting - Tagor Pangaribuan 316-325
45. Culture Based Learning To Respond Lineslide Disaster - Ucu Rahayu 326-331
46. Designing Management Education Framework Using IWA-2 Approaches - Agus Sukoco 332-338
47. Distance Learning Implementation Strategies For High School In Indonesia - Ahmad Cucus 339-344
48. Implementation Of Science Practical Work At Faculty Of Teacher Raining And Educational Science, Universitas Terbuka, Indonesia - Amalia Sapriati 345-350
49. Communicative Approach In Language Teaching: A Method To Improve Students' Interpersonal Skills- Ana Elvia Jakfar 351-355

50. Intergrating The English Language Teaching And Learning Process With Soft Skills - Azwar Abbas 356-371
51. The Correlation Study Between Debate Mastery And Writing Ability Of Jogja Debating Forums' Members In Year 2012 - Furqanul Hakim 372-374
52. Multi Media For Receptive And Productive Second And Foreign Language Skill Development – Hery Yufrizal. 375-382
53. Media-Literacy Rate Of Certified Elementary School Teachers In Bandar Lampung City – Herpratiwi 383-388
54. Thematized Integrated Task For English Conversation Class Setting - Indah Fajaria 389-393
55. The Influence Of Series Picture On The Students' Writing Recount Text Ability – Kurniawati 394-402
56. "Guru Pintar Online" As Open Education Resources To Improve The Quality Of Mathematics Instruction In Elementary School - Mery Noviyanti 403-406
57. Taking A Closer Look At Communication Strategy And Its Pedagogical Implication In EFL Class - Muhammad Sukirlan 407-412
58. Re-Thinking: Violence, Education, And Teachers In Indonesia - R. Nadia R. P. Dalimunthe 413-416
59. On Translating 2nd Person Pronoun (English And Indonesian) : A Case Study on BPPT Parallel Corpus – Prihantoro 417-422
60. 21st Century Language Teachers With Freeware For Language Learning - Rahman Hakim 423-429
61. Development Of Teaching Learning Method With The Problem Solving To Improve Soft Skill - Sarjito Surya 430-434
62. Analysis Of Students' Gramatical Error In Using Present Continuouse Tense - Septi Nurlela 435-439
63. Webinars For Language Teaching Experience The Essences Of The International Seminar Through Internet - Syafrizal Tabi'i Rahman 440-443
64. Cooperative Learning: Theories, Principles, and Techniques - Yanuar Dwi Prastyo 444-447
65. Students' Meta-Cognitive Learning Strategiestoward Speaking Proficiency In Efl Class - Ika Handayani 448-454
66. Classroom Scaffolding: Teaching Reading And Writing In English - Widia Resdiana 455-462
67. Profile Of Speaking Instruction: A Case Study At English Language Instruction At Elementary Schools In Bandar Lampung - Akhmad Sutiyono 463-467
68. The School-Level Curriculum Policy Transfer Process: Learning From A Rural School In Indonesia - Eny Winarti 468-473
69. Linguistically Grounded Techniques for English in the Professional Institutions of Rural India - Kumari Pragyan 474-478
70. Developing Vocabulary By Contextualizing: An Effective Way For Retention - Latha Mutyaboyina 479-481
71. Recontextualization: Schema-Based Pre-Reading Activity - Milagros Villas 482-485
72. Parents' Perceptions of School Excellence - Wasal Khan 486-491

SCENARIO OF MATHEMATIC LEARNING BASED ON BRUNER AT SCHOOL

SupraptoManurung
HKBP Nommensen University, Pematangsiantar, Sumatera Utara, Indonesia

Corresponding email : supraptomanurung@rocketmail.com

Abstract

This study attempts to discuss the scenario of learning by BUNER's theory at school. In designing the Lesson Plan of Learning, the teachers often confused to make an interesting and students actively. However, Lesson Plan (Scenario Learning) is a very important element to succeed the goal of learning. In this research, the writer used Bruner's theory of learning to help the teacher in designing the activities of teaching and learning process. Bruner's theory of Learning is based on four activities as below: (1) Construction, (2) Notation, (3) Contrast, (4) Connectivity. According to Bruner's theory, successful learning is the process of teaching which oriented with the concept and the structure in the process of learning related to the four activities which has been discussed in the previous statement.

Key Word: Scenario, Construction, Notation, Contrast, Connectivity

1. INTRODUCTION

In designing the activity of teaching and learning process, one of the parts which are very important is the scenario of learning. In my opinion, many students and teachers are not able to describe and design appropriately, clear and more simple in the scenario of learning. This is not difficult work because it is only to apply the theories of learning. By understanding what problems found in designing the scenario of learning, the writer wants to make the teachers more easily in designing the scenario of learning in teaching and learning process.

2. REVIEW OF RELATED LITERATURE

Scenario (Modul PLPG, 2011) "rancang bangun alur kegiatan pembelajaran yang diharapkan dapat mencapai tujuan belajar yang ditentukan". There are three steps in designing the scenario of lesson planning which in each steps describes the strategy of method an time allocation that considered these indicators:

a. The strategy and method with the indicators
b. The strategy and method with the learning materials
c. The strategy and method with the characteristics of the students
d. The procedure with the time allocation (Opening: 5-10%; 70-80%; 10-15%)

Related to the theories of learning which is best known (Ruseffendi, et al: 1993) and used in Mathematic teaching and learning process is Bruner's theory. According to Bruner, successful learning is oriented to the conceptual and the structures related to the material. Bruner classifies into four activities as below:

1. Construction
   Construction is a learning activity to build the conceptual from the students' activity to present their idea related to the activity of the construction.
2. Notation
   Notation is a learning activity to formulate, to make a formulation of the conceptual which is built by the construction.
3. Contrast
   Contrast is a learning activity to compare or to shape the difference between the conceptual material one with another material. This learning activity can be done by various learning activity such as giving examples to make the understanding more clearly.
4. Connectivity
   Connectivity is a learning activity which relates to other material to see that there is a connection between one material with other material.

3. RESULT AND DISCUSSION

Based on Bruner's theory above we make the scenario of learning for the material in order to calculate the area of triangle as the following (this can be integrated in the students' answer sheet LKS):

3.1. Students' Activity

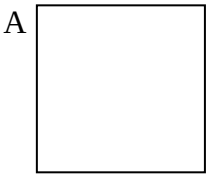
a. Pre Activity (Opening)

a1. Draw a square.Measure what you have drawn and determine the area of the square.

a2.Draw two triangle and sebangun.

a3. Mention the criterias of the two tirangle and sebangun.

b. Main Activity

b1. 

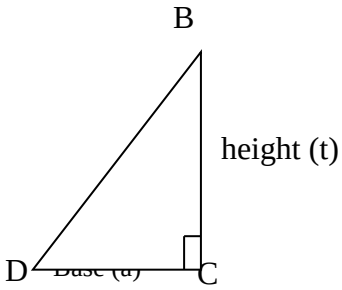
This below picture is Bangun…..

b2. D Draw the line C from A to C .

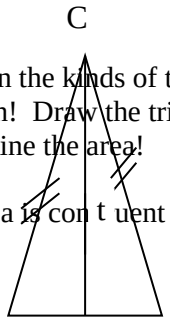
b3. Mention what will happen?.

b4. Does the line congruent and sebangun? Why?

b5. Area 1 (one) bangun aboved = ...X square.

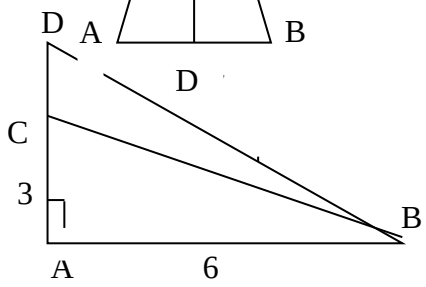
b6. 

Considering the above result of area, thus the area of the triangleBCD is

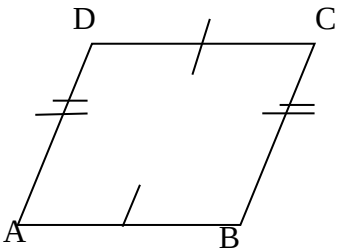
b7. 

Mention the kinds of the triangle ABC in the above explanation. Is it sebangun? If the answer is yes, you mention! Draw the triangle ABC to be drawn with other form. What kind of bangun is formed? Determine the area!

b8. The area is con t uent wit the area of the triangle ABC as the following :……

b9. 

From the above picture, determine the area of the triangle ABC.

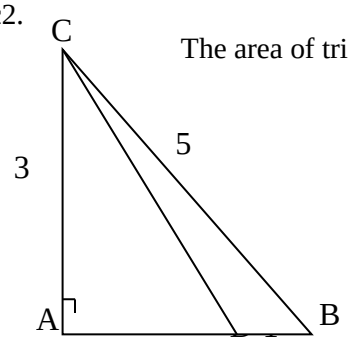
b10. 

By using the above formula, measure and calculate the area of ABCD

b11. The triangle area KLM iscompared with thetriangle area PQR is 3:7.
Length of the triangle KLM 8 cm and height 6 cm.
Count the triangle height of PQR if the base length is 7 cm.

c. CLOSING
c1. The area of triangle is …….

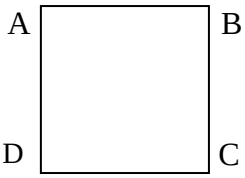
c2. From the below picture, Count:



The area of triangle BCD =….
The area of triangleADC =….
The area of triangleABC =….

3.2. Teacher's Activity
a. Pre Activity (Opening)
a1. To help the students to draw the square. Measure the picture and determine the area of the square!
a2. To help the students to draw the two triangle and sebangun.
a3. To help the students to mention the criterias of the two triangle and sebangun

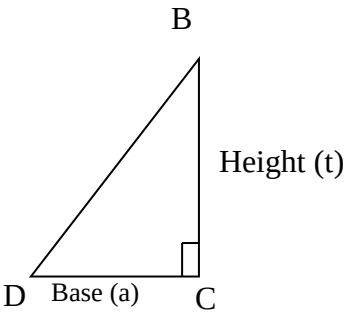
b. Main Activity
b1.



To help the students to mention the name of the picture

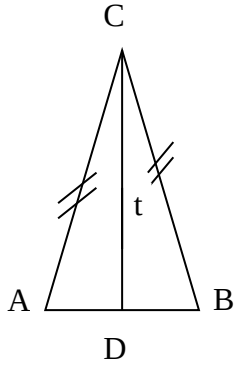
b2. To help the students to draw the line from A to C.
b3. To help the students to mention what happens with the square.
b4. To help the students to mention what happens with the square.
b5. To help the students to determine the area 1 (one) the above bangun = ...X Square.

b6.



Tohelp the students to determine the area of the triangleBCD

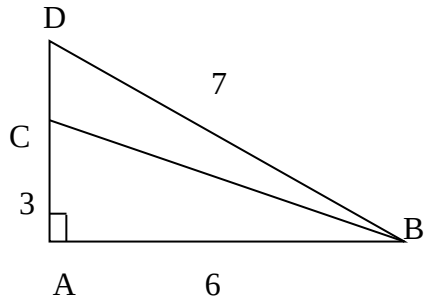
b7.



Membantu siswa menyebutkan jenis segitiga ABC. Membantusiswamenyebutbentuk yang sebangun.Membantusiswamembuatsegitiga ABC menjadibentukbangunlaindanmenentukanluasbangun yang terjadi.

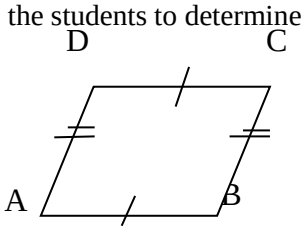
b8. Membantu siswa menentukan luas bangun yang terjadi samadengan luas segitiga ABC

b9.



To help the students to determine the area of the triangle CBD

b10.



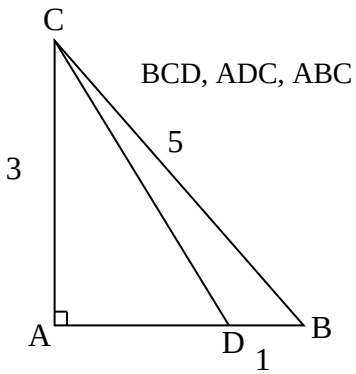
To help the students to count the area of ABCD

b11. To help the students to determine the height of the trianglea PQR

c. Closing

c1. To help the students to conclude the area of the triangle

c2. To help the students to count the area of the triangle



4. CONCLUSION AND SUGGESTION

Based on the above explanation, the writer draws the conclusion and suggestion as the following:

4.1. Conclusion

The theory learning by Bruner can be applied to design the scenario of teaching and learning activity in the classroom particularly in Math learning.

4.2. Suggestion

For the teachers and the candidates of teacher: Bruner's theory of learning can be applied to design the scenario of learning with other material in the process of teaching and learning.

REFERENCES

[1] Ruseffendi,E.T.,dkk.1993.Pendidikan Matematika 3. Jakarta, DepartemenPendidikandanKebudayaaan.
[2] Sartono,dkk.,2000. Matematika untuk SMU,jilid 2. Jakarta, Erlangga.
[3] Sunardi,dkk.,1999. Matematikauntuk SLTP jilid 1.Jakarta, DepartemenPendidikandanKebudayaan.
[4] Tim Penyusun, 2011. Modul PLPG Tahun 2011.Medan, Universitas HKBP Nommensen

universitas
bandar lampung

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

copyright@2013

9 772303 141001