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

# THE CORRELATION STUDY BETWEEN DEBATE MASTERY AND WRITING ABILITY OF JOGJA DEBATING FORUMS' MEMBERS IN YEAR 2012

Furqanul Hakim,S.S.,M.Pd.B.I.
Faculty of Teacher Training and Education, STKIP YAPIS DOMPU NTB, Indonesia
Email: furqanul_hakim@yahoo.co.id

**Abstract**

The globalization erais supported by the rapid development of information technology and transportation enable people from different parts of the world living together in one place. In instance, people from Indonesia, may live in other countries for various reasons such as studying, working or traveling. Therefore English language as a tool of communication is needed by them. In teaching language, the best technique should be considered. Debate is one of techniques in teaching language.

This study tries to investigate the correlation between debate mastery and writing ability as one of language skills. It uses thirty members of Jogja Debating Forum as samples. The correlation is seen from debate score in their debate exhibition and their writing score from case building note that have been made by themthirty minutes before debate exhibition.

The correlation between these two variables can be seen as significant result. There is a signficant correlation between debate mastery and writing ability of Jogja Debating Forum Members in year 2012. The correlation can be proven by the computation data that shows the correlation score. The higher the debate score of a member, the better the writing ability is.

*Keywords* : Debate Mastery, Writing Ability

For better or worse, by choice or force, English has 'traveled' to manyparts of the world and has been used to serve various purposes. Thisphenomenon has created positive interactions as well as tensions betweenglobal and local forces and has had serious linguistic, ideological,socio cultural, political and pedagogical implications (Sharifian: 2009: 1). In addition, there are a lot of printed materials such as textbooks, magazine, newspapers, and also electronic media like the internet written in English. Accordingly, people who do not want to be left behind by the rapid development of science and technology begin to think of the importance of understanding English.

As English rapidly develops more complex relationships within and between communities of speakers around the world, the dialogue addressing its role as a global language needs to continue to expand. Established arguments and positions regarding politics, policies, pedagogies and practices of English as an international language, as well as its sociolinguistic and psychological complexities need to be revisited, raising new sets of questions. Also, in order to explore these issues from a truly global perspective, it is necessary to open the forum further to scholars from underrepresented regions in the world, who would be able to explore yet untouched issues. This volume is a step towards achieving these aims.

Teaching writing in a second or foreign language usually focuses on writing primarily as convention for recording speech and reinforcing grammatical and lexical features of language. Therefore, learning of writing has difficulties as does the teaching of writing. The educated child learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose (Brown, 2004: 218).

National Universities English Debating Championship is a nationwide tournament run by the Ministry of National Education. It uses the British Parliamentary style. NUEDC started in 2007, a decade after the first IVED, the de-facto national championships. Unlike other tournaments, invitations are sent to the main office of the universities and regional competitions are held to select schools that can participate in the main round. Schools that are under the supervision of other ministries, like military academies, cannot compete in NUEDC. Since 2009, winners are eligible for state funding to compete in the closest World Universities Debating Championships.

In-class debates cultivate the active engagement ofstudents, placing the responsibility of comprehensionon the shoulders of the students. According to Hanif (2011: 1), critical thinking or debate is perhaps one of the most important arts in this world. It is the basic for improvement: identifying problems, arguing solutions, and promoting a better approach towards understanding of things, they all need arts of reasoning. Public speaking is

also an equally important art. Conflicts happen around the world, lessons not learned well by students, and societies lack trust to key figures, among the causes may be problems of communication.

Critical thinking is often a desired competency for graduates of a technology program. Organizational members have uttered concern about students' inability to think critically. Although traditional pedagogical techniques, such as lectures and examinations, center on knowledge acquisition, debates in the technology classroom can effectively facilitate critical thinking.

Nancy Tumposky (2004: 32) asserts that debates reinforce a bias toward dualism. Most debates present only two views, yet there might be multiple viable solutions or only one defensible point of view.

How can professors transform the student from a passive learner to an active learner? Typical college classroom used to be dominated by the passive learning strategy, *lecture*. In university classrooms, professors now implement active learning strategies, such as discussions, role playing, case studies, and debate. Vo and Morris (2006:315) used debate to supplement the traditional lecture by engaging the learner. Debate also allows professors to create an environment that helps students move away from just receiving knowledge into an atmosphere of active participation. Additionally, debating contemporary issues in the technology classroom can be an invaluable tool for encouraging critical thinking (Dickson, 2004:34).

Debates in science and technology classes can help the students explore topics that affect society. Proulx (2004) used debate in the classroom for analyzing, testing, and evaluating arguments. Vo & Morris (2006:317) also found that debate increased the benefits of the traditional lecture by engaging the learner in the material.

Debating Community of Ahmad Dahlan University explained that debating is about developing your communication skills. It is about assembling and organizing effective arguments, persuading and entertaining an audience, and using your voice and gestures to convince an adjudicator that your arguments outweigh your oppositions. Debating is not about personal abuse, irrational attacks or purely emotional appeals.(Guidelines for Debaters of AusraliaAsian Parliamentary, 2007:1)

Debating is a clash of arguments**.** For every issue, there are always different sides of a story: why people support or disagree with that certain issue. Debating seeks to explore the reasons behind each side. To make those reasons understandable and convincing, debaters should deliver their arguments with good communication skills.

People debate for a number of reasons: to convince other people that his/her opinion is better, to listen to what other people think of an issue, to find which solution is the best for a problem, etc. Since competitive debating aims to convince judges that a team's argument is superior, it gives opportunities to use analytical-critical thinking and public speaking skills to the fullest, skills which are very useful in everyday life.

But remember, debating is not a discussion. After each debate there is no compromised result as in a discussion. The point of having a debate is to speak out and listen to different kinds of opinions and at the end respecting those differences.

Competitive debating is debating using a specific format. With formats, people are regulated to speak one at a time and each side is given the same amount of time and opportunity to prove their point. (Jogja Debating Forum, 2011: 1-2)

Studying writing and speaking is essential for students to develop their language skills. Some say that writing is more important than speaking and vice versa. While some people have the opinion that written language is a reflection of spoken language, others claim that written language is worth more than spoken language since it is a more proper form (Elftorp, 2007: 8). It explains that there is a relationship between spoken and written language. Written language is a reflection of spoken language. In this case, debate as a medium for speaking language reflects the writing ability of language learners.

Additionally, Osborne (2005: 103) established that debate in the classroom is effective in helping students learn a discipline and demonstrate the ability to read and write critically. The ability to write effective arguments influences success of students in preparation for their future careers.

Dickson (2004: 34) declared that the debate process assessed the student's ability to write effectively, work in teams, and analyze arguments, all of which can improve the ability to think critically. Critical thinking that includes debate also allows for collaboration. Collaborative teams can achieve higher levels of thinking through the use of persuasive evidence. This collaboration allows individuals to retain information longer and the opportunity to engage in discussion and shared learning.

After completing this research by reviewing the related literature, conducting test, giving questionnaire to the students, then finally analyzing and interpreting the data, now it is the time for the researcher to conclude the findings of this study. The findings are summarized as follow: (1) The data that is taken from the use of British Parliamentary questionnaire shows that debate mastery of Jogja Debating Forum members' year 2012 are divided into three major groups of frequency level that are classified as high, average and low. The result of the research shows that the level of members in using British Parliamentary debate technique is dominated by average and high level. (2) The members' writing ability is in various score. There are some members get high score; some of them get average score. But according to the calculation and classification that is conducted by the researcher, it

is revealed that mostly the students' scores are in high level. (3) According to the data taken from the writing ability score, it is known that basically the level of Jogja Debating Forum members year 2012 debate are dominated by high level. And the result of writing ability is dominated by high level. It proves that it can't neglect that the significance correlation between debate mastery and writing ability is finally proven. It means that this pair of variables is proven having significant correlation between debate mastery and writing ability.

English teacher basically should realize that the continuity of using British Parliamentary debate technique is effective to develop students' writing ability. This research also has proven and supported that idea. Specifically, debate mastery influences the writing ability of the students. Since it is stated that the students who have regularly use the technique will have good writing ability, there should be additional effort to teach writing by considering the technique. Designing the appropriate learning strategies may solve the problem.

This research may be one of the considerations for the curriculum and teaching material maker to design the material dealing with this problem. Widening the scope of analysis toward the students need according to debate technique may be helpful to facilitate the students in developing their writing ability.Parents also have an important role in encouraging students' achievement. In the case of this research, the parents are required to encourage the students who are willing to have more effort in obtaining their writing. The support of the parents is really important dealing with this problem.

Finally, it can be said that learning debate technique will lead language learners to have good writing ability. They can practice their English; they will have critical thinking and quick response. The continuity of using debate technique will help them to solve their difficulties in expressing their ideas through writing.

**REFERENCES**

[1] Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. San Francisco: San Francisco State University.

[2] Dickson. (2004). *Developing "Real-world intelligence": Teaching argumentative writing through debate*. English Journal.94(1).

[3] Jogja Debating Forum. (2011*). Handbook of Parliamentary Debating*: Yogyakarta: JDF Press.

[4] Sharifian, Farzad. (2009). *English as an International Language Perspectives and Pedagogical Issues*: Multilingual Matters. United Kingdom.

[5] Vo, H. X. & Morris, R. L. (2006) *Debate as a tool in teaching economics: Rationale, technique, and some evidence*.Journal of Education for Business.

[6] http://debatepedia.idebate.org/en/index.php/Portal:Asian_Parliamentary_Debate (Accessed February 2nd 2012)

[7] http://debatepedia.idebate.org/en/index.php/Portal:British_Parliamentary_Debate (Accessed February 2nd 2012)

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