

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,
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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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THEMATIZED INTEGRATED TASK FOR ENGLISH CONVERSATION CLASS SETTING

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Abstract

This study aims to demonstrate and explain how to set the English conversation class setting by concerning on the thematized integrated task. In English conversation class, the students are asked to practice their English skills through many ways; the language focus, the role play, the presentation, and the writing in order to formulate the passage they should explain for their presentation. The research gain some results that show how the thematized integrated task could give more comprehensive understanding toward the topic discussed and covering some English skills.

Keywords: Thematized integrated task, English teaching.

1. INTRODUCTION

Learning is a process to provide a thorough understanding. Learning is an activity in teaching the student through methods. According to Yunanto (2004:4), "Learning is an approach that provides space for students to play an active role in the learning activities." Therefore, teachers need to set the learning process such as setting time, selecting appropriate learning model or method adapted to the current learning conditions as well as learning resources that can support the success of student learning. Learning model itself is defined as a way of organizing learning experiences to achieve learning objectives and it is sometimes closely related to the approach used in the learning process.

There are many models of learning; lectures, discussions, demonstrations, experimental and thematic. Choosing a good learning model must be adapted to the existing conditions of student learning. In this paper, the writer keens to explain thematic learning model. This learning theory was introduced firstly by Gestalt and Piaget who emphasize that learning should be meaningful, and oriented to the needs and development of children. Thematic learning emphasizes the application of concepts learned while doing something (learning by doing).

Sutirjo and Mamik (2004: 6) state that thematic learning is an attempt to integrate the knowledge, skills, values, or attitudes of learning and creative thinking by using themes. Therefore, thematic learning is an integrated learning model bound to a specific theme. "The theme is the main idea or ideas underlying the subject speaker" (Depdiknas, 2007:226). Furthermore, according to Kunandar (2007:311), "The theme is a tool or container to put forward a variety of concepts to their students as a whole." Thus, learning will be more interesting and more meaningful because it presents the themes and actual learning more contextual in daily life to-day.

Arvio (2012) states that integrated learning or thematic learning has many advantages such as:

1. Provide learning experiences and activities that are relevant to the child's developmental level and needs
2. Pleasant as contrary to the interests and needs of the child
3. Learning outcomes can last a long time because it is more memorable and meaningful
4. Developing a child's thinking skills appropriate to the problems faced
5. Fostering social skills in working
6. Having an attitude of tolerance, communication and responsiveness to the ideas of others means respect the ideas of others
7. Presenting pragmatic activities in accordance with the problems that are often encountered in a child

Thematic learning is to enrich students' knowledge of learners with diverse creativity. In the process of thematic learning, theme selection should follow the principles as explained by Arvio (2012) as follows:

1. Theme is not too extensive, but can easily be used to integrate many subjects

2. Themes is significant, meaning that the theme chosen for review should provide supplies for students to study further
3. Themes should reflect the psychological development of children
4. Theme developed should be able to accommodate most of the interests of children in school / classroom
5. The selected theme should consider authentic events that occurred in the study period
6. Considering the prevailing curriculum and expectations for student learning outcomes
7. Considering the availability of learning resources

Thematic learning has distinctive features and characteristics. The hallmark of thematic learning include: 1) experience and learning activities are very relevant to the developmental level and needs of elementary school students, 2) selected activities in thematic learning starts from the interests and needs of students, 3) learning will be more meaningful and memorable for students so that learning outcomes can last longer, 4) help develop students' thinking skills, 5) presents a pragmatic learning activities in accordance with the problems that learners frequently encountered in the environment, and 6) develop students' social skills, such as: cooperation, tolerance, communication, and responsiveness to the ideas of others.

The writer choses this model of learning because learning is an implementation of the current thematic curriculum Education Unit (SBC). Primary consideration of the implementation of thematic learning refers to the three grounds, namely: grounding philosophical, psychological, and legal.

According Sukayati (<http://blog.tp.ac.id/landasan-filosofis-psikologis-dan-yuridis-pembelajaran-tematik>) philosophical foundation of teaching is affected by three schools of philosophy that are progressivism, constructivism, and humanism. Progressivism flow stresses on the formation of the creativity, providing a number of activities, natural ambiance, and attention to the experience of learners. Constructivism sees the direct flow as a key learning experiences. Knowledge is the result of human construction or formation. Humans construct knowledge through interaction with an object, phenomenon, experience and environment. Knowledge is interpreted by each learner and flow continuously with great curiosity of learners. While the flow of humanism sees the uniqueness of students, purposed to develop the potential and motivation they have. Thematic learning is expected to provide a mapping of logical pattern of each learner and provide opportunities for each potential to develop.

Thematic learning has its unique characteristics. It provides some integrated learning model that can be easily understood by the students. This learning model is expected to educate students more behave morally and socially. The basis for this learning is the juridical basis that is related to the policies and regulations relating to the implementation of the thematic learning. The constitution explains that every child has the right to education in order to develop his personality and intelligence level in accordance with their interests and talents (Article 9). In addition, the Law No.20 of 2003 on National Education System stated that any students in any educational unit are entitled to be educated according to their talents, interests and abilities (Chapter V Section 1-b). Based on the article above, it is expected that thematic learning will give students an opportunity to get best education.

Finally, the writer focuses on the development of thematic learning model in the English classroom setting for students majoring English Literature of STBA Teknokrat Lampung. The study was conducted to explain the implementation of thematic learning in English Conversation. It will be explained how thematic learning helps students to understand the learning faster and better through examples and of experiences. In addition, thematic learning will avoid merely memorizing.

2. MATERIAL AND METHOD

This research is a qualitative one which is done in the class of English Conversation subject at STBA Teknokrat. The class of English Conversation consists of English Conversation I to VI. Each of the classes is given to the students based on their semester. For example, freshman would take English Conversation I, the sophomore would take English Conversation II and so forth. The research obtains the data on how this thematized integrated tasks are implemented through those classes. The data are gathered by looking at the materials given for each class. The activities in each English Conversation are covering practicing english skill through many ways; the language focus, the role play, the presentation, and the writing in order to formulate the passage they should explain for their presentation.

3. RESULT AND DISCUSSION

The English conversation class aims to result the student to speak English more fluently and bravely. They are going to practice their english fully along the teaching-learning process. Along the class, the students proceed to practice their english skill through many ways; the language focus, the role play, the presentation, and the writing in order to formulate the passage they should explain for their presentation. By having the thematic learning, the students will comprehend more all materials and grab more knowledge through various issues they presented.

The research reveals that in English Speaking, there are six sections for each semester.

1. The freshman would have the beginning step of English Speaking class called as Speaking or Conversation I. In this part, the students would learn about all the things connected to daily conversation or daily communication.
2. The next for sophomore in English Conversation II, the students will gain the materials about Tourism.
3. The third semester students in English Conversation III will have an English Conversation class that discuss about Office.
4. The fourth semesters students in English Conversation IV are going to talk about business and some other related topics to prepare them in globalization challenge.
5. On the next semester of English Conversation V, the students are challenged to do some discussion in doing a research or scientific paper. It will guide them to get close to the steps of making a good paper scientifically.
6. In the last section of all; English conversation VI, the students are mainly discussed about presenting a report paper dealing with fiction and non fiction book.

In the English Conversation I the theme of discussion is about Daily Conversation or Daily Communication covering greetings, personal identity, appearance, family, home, and others. The students will start to learn all language focus on theme given. The first thing they have while they utter the words is they have the reading skills as well. Then, they are going to dig up more their critical thinking to find some other language focus needed for the class discussion when teacher questioned it. They will try to remember their personal experience in gaining the answer. It would be so much fun for them when they share their own experiences especially if it is close related to their own daily life activities. In this step, the students are having such listening skills and adding their vocabularies. Next, they might also challenge their ability in performing all those words by doing the role play. Here, they develop their grammar and writing skill for making the dialogues needed. It should be prepared well so they can present it fluently. They will enjoy more the learning process because in discussing the theme given they elaborate and explore the closest thing. Therefore, it would give an outcomes that last a long time and it is more memorable and meaningful. In the role play or having group presentation students learn the team-work and how to respects other as well as public speaking. Finally, the English Conversation class is not only provide the speaking skills. Indeed, it trains the students to have some other skills in memorizing the importance vocabularies such as listening, reading, and writing.

In the next English Conversation, the students learn about Tourism. Here, they will explore more their ability in some English skills through tourism. Firstly, they will learn some vocabularies related to this topic. Then, they will try to memorize all the things that close related to tourism aspects and try to formulate it in a good paragraphs to be presented later on in front of the class. In the role play, students are having a practice; as receptionist in a hotel in handling guests and explaining the services and facilities there; as a tour guide in explaining the amazing spot of tourism objects in the world; as a travel agent in delivering some tourism packages and its strengths like the distinct cuisines, wonderful handcraft for souvenirs and so forth. So, they will also acknowledge about some aspect of public speaking which is connected to this part. All the things are integrated well along their speaking activity at class.

For students at the third semester in English Conversation III, they will focus on the material about Office world such as Business Organization, Job Placement, Career Development, Travel Arrangement, Event Organizer, and Conducting Meeting. The language focus that they have to learn would challenge them more in acknowledge the office field activity as well. They will increase their reading activity through some magazines, newspaper or even internet sites in finding some important data for their presentation materials. The students can also develop their critical thinking by analyzing some points from some successful people in the world at the sub-topic of career development. Therefore, they will be ready to choose their ideal, determine the most perspective business, and preparing job application well. Here, they are trying to write all the things correctly and perfectly so that they can present all the organization ideas well and systematically. From both reading and writing skills, students would increase their public speaking as well. Besides, they will deliberate their ideas while role playing. The example is in the activity of conducting meeting, all students at class would arrange the meeting and determine the job description for each one along the meeting later. So, everyone will learn how to listen some ideas delivered by other people. The other role play example is when they playing a role as travel agent and an event organizer that teach them how to arrange the schedule and making some preparation for certain event. The ability of writing are mainly integrated along the speaking class in this semester.

The next is for English Conversation IV. The theme for this class discussion is all about Business activity. The students are prepared to do presentation covering some business skills such as SWOT analysis, company image, advertising and so forth. Along the class, they will increase their critical thinking in delivering the business matter. In SWOT analysis, students are going to learn also how they criticize the Strength, Weaknesses, Opportunities, Threat of their own life before they go through the scientific materials for their business

presentation. In fact, they will know how to develop their own ability in English speaking as well. Besides, the students are also can dig up more all the things related to marketing, creating and advertisement and the company image through the company profile. Therefore, their speaking will improve in some currents topics in facing the global era.

In the English Conversation V, the students would have discussion about preparing scientific paper. The issues are taken from social environment, economical problems, and technology developments. They will speak throughly the sistematically logical ideas found in the choosen issue. They will deal with the writing and reading skills as many as the speaking because the students are asked to find out references more to support their scientific paper well. In the time, they are also asked to present the paper with a very fine clothes, formal dress so they will be more accustomed to have a good appearance and communication in front of public.

The last is English Conversation VI provide students the theme about presenting a report paper dealing with fiction and nonfiction book. Now, the students are much more prepared to write their thesis for their graduation requirement. Moreover, the most important thing is they would develop more the ability in delivering their organization of ideas as well and more fluent indeed. The reason is because in this section, they are practicing about scientific paper and performing the formal presentation.

After they finish each section, the students are asked to have an exam that score their ability in presenting the topic based on the theme given in 16-20 minutes. The assessment would be scored as followed:

Table 1: Model of the speaking sheet assessment



SPEAKING SCORE SHEET

Speaker's Name : _____ Date of Test : _____

Criteria	Points Allowed	Points Earned	Total
CONTENT	35		
1. Being excellent to generate ideas and to communicate it clearly and with good organization of ideas (introduction, content and conclusion)	31-35		
2. Being able to generate ideas and to communicate occasionally and with enough organization of ideas (introduction, content and conclusion)	26-30		
3. Being able to generate ideas, and to communicate and to provide organization of ideas	21-25		
4. Having enough ideas and provides few organization of ideas (introduction and content only)	16-20		
5. Does not provide organization of ideas	11-15		
PRONUNCIATION, INTONATION, ACCENT	15		
1. Minimal pronunciation errors	15		
2. Occasional pronunciation errors	13		
3. May include frequent pronunciation errors but does not require special listener effort.	11		
4. Pronunciation is comprehensible but may require frequent listener effort.	9		
5. Pronunciation is comprehensible but may require constant listener effort.	7		
FLUENCY	15		
1. Excellent fluency; smooth and continuous pace; virtually no repetition or hesitancy	15		
2. Very good fluency; smooth and continuous pace; occasional repetition or hesitancy	13		
3. Satisfactory fluency; inconsistent pace; intermittent repetition, and hesitation that interfere with comprehension	11		
4. Minimal fluency, inconsistent pace, intermittent repetition, and hesitation that interfere with comprehension	9		
5. Labored expression, frequent repetition, hesitation or long gaps.	7		
GRAMMAR	15		
1. Free of grammar errors	15		
2. 1-5 grammar errors	13		

3. 6-10 grammar errors	11		
4. 11-15 grammar errors	9		
5. 16-20 grammar errors	7		
EXPRESSION	5		
1. Excellent body language by moving body frequently and having much expression	5		
2. Very good body language by moving body occasionally and having expression	4		
3. Minimal body language by moving body and expression	3		
4. Little body language and expression	2		
5. No body language and expression	1		
SLIDE/VIDEO (5%)	5		
1. Good, well arranged, video	5		
2. Good, well arranged, real world, animated slide	4		
3. Good, well arranged, real world, animated slide	3		
4. Good, well arranged, real world, animated slide	2		
5. Good, well arranged, real world, animated slide	1		
APPEARANCE (5%)	5		
1. Neatly dressed, well-groomed, good posture, calm, pleasant, confident	5		
2. Well-groomed, average posture, calm, pleasant, confident	3		
3. Well-groomed, posture, not confident	1		
TIME	5		
1. 20 minutes presentation	5		
2. 19 minutes presentat/ion	4		
3. 18 minutes presentation	3		
4. 17 minutes presentation	2		
5. 16 minutes presentation	1		
TOTAL SCORE			

EXAMINER :

NAME: _____ SIGNATURE _____

4. CONCLUSION

The thematic learning would give various way of learning a subject so students would get more interest in the teaching learning process in class. The students will not only having some drills learning but they can develop their critical thinking toward the topic discussion given. According to the example given previously, this research shows that the students would learn the speaking as well as the other english skills by this thematized integrated tasks. The only suggestion for further research is undergoing teacher role in giving more motivation for the students so they can be more fluent in speaking English. Teachers are also asked to prepare more related textbooks to help students in the teaching learning process.

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