

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
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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**

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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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DEVELOPMENT OF TEACHING LEARNING METHOD WITH THE PROBLEM SOLVING TO IMPROVE SOFT SKILL

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Abstract

Based on teaching experience and observations made by the lecturer during lecturing, some of the problems are student's interest and motivation are decrease and it effected on the passing grade students, the understanding of the students about the subject have to be increased, the soft skill for problem solving is less and the last is the students sometimes afraid to say and share their opinion in the class. The purpose on this paper is how to develop teaching learning method with problem solving to improve soft skill of the students are also effecting the passing rates in the class.

Keywords: Teaching Learning Method, Problem Solving, Soft Skill

1. INTRODUCTION

Learning methods courses being used today is a direct communication activity that requires faculty and students tend to be passive, causing saturation, making it difficult for lecturers to infer student understanding. Failure to have an impact on the current method of questioning and doing the case, because the lack of students on the concept of cause some students are not able to ask and answer questions and do the tasks assigned. The lack of understanding concept and ability to identify problems and priority. This method can not give a clear picture, and very dependent on the conditions when delivering teaching material.

The technology used in the current study is in focus is not connected with internet facilities. Some courses use the manual way, so the students really do not understand how the audit process with current technology. Providing varied illustrations woefully inadequate if only conveyed through a lecture with a walker White board or in focus. Students do not understand how to use a computer implementation.

Student soft skill problem ability is lack for ability to solve the problems that exist within. The impact of student passivity is very bad. These impacts include passive students tend to be less confident, some cheating, or wait a matter discussed by the teacher. The lack of student ability to identify problems in the decision making process.

Communication is communication that occurs in the same direction so that the students tend to be passive and uncreative and students rely heavily on faculty. The lack for express ideas ability to individuals and groups. Having regard to the above issues, necessary to develop a method of learning as a concept and an integrated learning materials between courses and a practicum. One method that can be built is a method of problem based learning and Inquiry (PBL/I) by embedded the elements of soft skills, direct observation and the use of props, and software containing material that is packed with interesting and easily understood by students .

2. LITERATURE REVIEW

Student Center Learning (SCL):

According to Cook and Cook (1998), a key element in the model of student-centered learning are: problem-solving, team skills, learning how to learn, continuous improvement, interdisciplinary knowledge, interaction and information processing, as well as the technology used in learning. Instead, the teacher-centered model of teaching (instructor-led) or Langastarian models, this model focuses on: facts, individual effort, passing the test, Achieving the grade, individual courses, admission information, and technology apart from learning. Goal of developing soft skills nationally is to provide the opportunity, time and space for students to develop their potential, not just a force but a productive human capital has a competitive edge that can play a role in the creative economy era. Shifting economic support and prosperity of the nation of comparative factors towards the creative economy, and there has been observed in the last few decades. Creative economy is not much dependent on factors of production (natural resources, capital, human resources) but more will be created by the creativity of human capital.

Thus, the general purpose of the system is the development of soft skills are appropriately directed to the creation of the capabilities and skills of creative and innovative, so as to contribute to the economic development of the country. Directorate General of Higher Education has clearly set a general purpose soft skills development program towards the establishment of college graduates who have a balance of academic ability, attitude and behavioral skills in the work.

Definition of Soft Skill

Soft skill is the ability of social interaction, including personal and interpersonal skills and as a complement hard skills to achieve success (Ichsan S. Son and Ariyanti Pratiwi, 2005).

Soft skills refer to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement hard skills, roomates are the technical requirements of a job (Wikipedia).

There are various attributes of soft skills such as:

1. Learning is the ability to gain knowledge from everyday experiences and to keep-to-date on development in the field. That is able to gain knowledge from the experiences of everyday and keep, maintain, and expand it.
2. Problem Solving and Analytic. Defined as the ability to identify the knowledge and skills, the problem solving effort. As revealed by Evers., Et., Al., (1998): Identifying, prioritizing, and solving problems, individually or in groups; the ability to ask the right questions, sort out the many Facets of a problem, and Contribute ideas as well as answers regarding the problem. Analyze means to think analytically. Analytical thinking includes organizing the parts of a problem or situation in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis; identifying time sequences, causal relationships (Spencer & Spencer, 1993).
3. Personal Strength: develop personal traits for dealing with day to day work situations by maintaining high energy levels, motivating one self, maintaining a positive attitude, able to work independently, responding appropriately to constructive criticism. That includes a variety of personal traits that assist individuals in dealing with the day-to-day work. Example: high energy, motivated to excel, able to cope with stress, maintain a positive attitude, able to work freely, and able to answer constructive criticism.
4. Risk Taking is taking job-related risks by Recognizing alternative of different ways of meeting objectives while recognizing the potential negative outcomes and monitoring progress toward the set objectives. Being able to take a risk on the job or work. Able to identify alternative solutions to problems in a different way from the target set. At the same time able to recognize the potential negative outcomes and monitoring progress against predetermined objectives.
5. Visioning is the ability to conceptualize the future of the company and provide innovative paths for the company to follow. Being able to define position group, and provide innovative grooves to be followed by the group.
6. Communication. Defined as the ability to present and transfer information effectively both written and verbally. As revealed by Evers., Et., Al., (1998):
7. Effectively interacting with a variety of individuals and groups to facilitate the gathering, integrating, and Conveying of information in many forms (for example, verbal, written). Interpersonal: Working well with others (superiors, subordinates, and peers), understanding their needs, and being sympathetic to them. Listening: Being attentive when others are speaking and effectively responding to others' comments during a conversation. Oral communication: The ability to present information verbally to others, either one-on-one or in groups. Written communication: The effective transfer of written information, either formally (for example, through reports and business correspondence) or informally (through memos, notes, and the like).
8. Listening is being attentive when others are speaking, and effectively responding to others' comments during a conversation.
9. Personal Organization and Time Management involves managing several tasks at once, being Able to set priorities and allocate time efficiently in order to meet deadlines. The ability to organize and plan the work yourself through maximizing the use of time: avoiding to facing a deadline (deadlines) unnecessary and futile 'productivity. These include the ability to manage multiple priorities and assignments and determine which ones require the involvement of another person in order to meet the requirements demanded
10. Creativity, Innovation, Change is ability to adapt to situations of change. At times it involves the ability to initiate change and provide novel solutions to problems. It involves the ability to reconceptualize the role in response to changing demands related to success. The ability to develop new problem-solving, seeking new opportunities in order to do the job more effectively and efficiently. The ability to improve performance by doing new things. It includes an innovative procedure that has not been recognized at a lesson, unit, faculties of University. This includes the ability to create an environment that is open and put them selves to the change, including identifying and overcoming resistance to change. Able to adjust to changing situations.

Able to initiate change and provide solutions to the problems faced. Being able to give solutions in response to the request of change related to the group's success.

3. EMPIRICAL STUDY

The design of the learning process improvement course is divided into three (3) stages:

1) Design and Procurement Improvement Learning Media, which includes:

- Improvement of teaching methods
- Improved Soft Skill students.
- Repair and procurement of instructional media include: procurement of props, making your hand-out and delivery of materials, textbooks, power point, and software.
- Sequence Learning Materials

2) Evaluation of the implementation of the learning process improvement

3) Implementation, for further evaluation may be performed again for further development.

Indicators of successful implementation of the proposed learning method as follows:

Success Indicators and Targets Table

No.	Indicators	Baseline	Target
1.	Passing Rate	20%	70%
2.	Soft Skill Ability	30 % Level 2	70% to Level 3
3.	Communication Ability	30 % Level 2	70% to Level 3

The next step is to test and implementing for approximately one (1) semester, the academic year 2011/2012 and then again evaluated for the possibility of further development. After implementation, will be distributing a questionnaire to determine the impact and improvements that have been made. Evaluation will be carried out during midterms completed.

Implementation and Result

Implementation of measures in principle is a realization of the planned actions at the planning stage. Implementation have been done in student semester (four semesters) in the academic year 20011/2012. Observation or monitoring performed in conjunction with the implementation. At this stage the teacher records all events observed in classes and provide soft skills questionnaire and Participant Form. Giving the questionnaire was conducted to determine the level of achievement of learning where, for example, the presentation and discussion of the material, the absorption of the material taught students, classroom situations, behaviors and attitudes of students, adequacy of time planned to present the material

Learning Process

Implementation of the learning is done by carrying out what has been planned, which uses a PBL approach, preparing syllabus, determine methods and media, making teaching materials in the form of slides and prints and create a task for students. The next step is to implement the learning process. Implementation of student learning is done on Accounting Study Program Faculty of Economics, University Widyatama academic year 2011/2012 in first semester. Try out done in mid semester academic year 2011/2012. The implementation of learning begins with the teacher explaining the general instructional objectives and implementation of learning, and soft skills such as those presented in the syllabus and GBPP attached.

Learning Outcomes

With the implementation of the design model is expected no change in the value obtained student achievement. In detail presented achieving average yield grade tryouts are as follows:

No.	Method	Score
1	Class Discussion	2
2	Group Discussion continuing with Class Discussion	5
3	Teaching	3
4	Assistance	1
5	Problem Solving	4

From the table can be shown that more students who enjoy learning methods more with group discussion and class discussion. But more to discuss cases related to the practice in the real world. With the above methods students can improve their soft skills, particularly in terms of problem solving and communicating.

During the lecture section observations by instruments. Value based on observation through Soft Skill Dimensions are as follows:

ABILITY	Nilai (Angka)				
	Excellent	Good	Fair	Less	Much Less
	91-100	76-90	61-75	51-60	<51
	5	4	3	2	1
Before Process					
<i>Problem Solving/Analytic</i>	0	4 (14,29%)	22 (78,57%)	2 (7,14%)	0
<i>Communication</i>	1 (3,5%)	7 (25%)	16 (57,14%)	3 (10,71%)	1(3,57%)
After Process					
<i>Problem Solving/Analytic</i>	0	13 (46,43%)	14 (50%)	1 (3,57%)	0
<i>Communication</i>	3 (11,11%)	21 (77,78%)	0	3 (11,11%)	0

Based on Soft Skill Rubric table above shows that after following the program participants the ability of soft skills students try out for Problem Solving and Analytical be at level 3 and 4, which is good and very good. While the students ability in communication is at level 4 and 5, which is very good and excellent. This means that most of the students after the program have the knowledge and skills to identify, prioritize, contributed to solving business problems, ask questions and give the right answer to solving the problem. The ability to express ideas to individual and groups with effective well spoken, formal and informal writing and be able to provide effective care when others are talking.

Approach with Student Center Learning (SCL) is done by:

1. Home work or Assignment
2. Presentation and group Discussions
3. Presentation and Discussions class

4. CONCLUSION

The results of this program indicate that in presenting the material, lecture feel the revising need to the planned time, because some subjects there is a lack of time, or pretty. About the learning process, in general, students who take the courses that the learning process has been going well. This is supported by the opinions of students about the items that are used in the learning process as follows:

- Learning objectives in each subject can be understood by students,
- The material in each case subject to well understood,
- Media White board, a computer, in focus and the LCD is suitable for use when students discuss and when the lecturer delivering learning objectives and deliver a lecture.
- Process and audit procedures can be clearly understood,
- Media computer and LCD are suitable to demonstrate the fraud action.
- Questions and answers originated from lecturers and students can enhance the understanding of the case material
- Learning environment in learning the methods used are very pleasant.

So that learning can be accomplished more effectively and efficiently, you should:

1. Lecturer as well as donor material should develop professionalism, should also consider the talents and abilities of each student in the learning process
2. The University provides facilities and infrastructure activities of the learning process in line with technological developments, particularly in the permanent focus, as well as the availability of speakers for playback video or song for the development of soft skills.
3. Students as learners always active learning, so that students are able to perform acts rationally and can apply it in the real world, if you do not follow the subject matter will cause it to miss.
4. This learning method should be applied to each class, so that students are familiar with the same method.

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