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2nd ICEL 2014
THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014
Bandar Lampung University, Indonesia
PROCEEDINGS

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

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THE SECOND INTERNATIONAL CONFERENCE
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Organized by:

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

The activities of the International Conference are 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 Second International Conference of Education and Language (2nd ICEL 2014) 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, 20 May 2014

Drs. Harpain, M.A.T., M.M

2nd ICEL 2014 Chairman

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The Second International Conference on
Education and Language (2nd ICEL 2014)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21,22 2014

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Table Of Content

Preface	ii
Steering Committee.....	iii
Table of Content	iv

Keynote Speakers :

1. Recent Trends In Asian ESP – Amporn Sa-ngiamwibool	I-1
2. Improving Teaching And Research Capacity In Indonesia Education Throught Asean Collaboration - Didik Sulistyanto	I-6
3. Foreign Language In Nation Building: A Case Study Of India – Gautam Kumar Jha	I-11
4. The Influence Of Learning Styles, Motivation, And Types Of School On Students’ English Achievement At Junior High Schools In Bandar Lampung – Harpain	I-17
5. Teachers And Students’ Perceptions Of Communicative Competence In English As A Foreign Language In Indonesia – Hery Yufrizal	I-26
6. Enhancing Teaching Capability Through Thailand’s Teacher TV Program - Rapin Chayvimol	I-34
7. Is Cooperative Learning Appropriate Instructional Methodology To Support The Implementation of Curriculum 2013 in indonesia? : Theoretical And Cultural Analysis - Yanuar Dwi Prastyo	I-41

Paper Presenter :

1. The Model Of The Development Of Instructional Material For Enhancing Students’ English Speaking Skills At Elementary Schools In Bandar Lampung - Akhmad Sutiyono	II-1
2. Error Correction And Feedback In Speaking : A Comparative Study Of Teacher (Lecturer) And Student Preferences In Responding Students’ Errors In Speaking At English Education Study Program - Bambang Irfani	II-8
3. Performance Assessment In Teaching EFL Reading In Indonesia: Viewed From First Language (Li) Use To Check Learners’ Comprehension - Candra Jaya	II-19
4. Deaf Education And Teachers Training In Zambia - Chibesa, R. Simbule.....	II-25
5. The Effectiveness Of Using Cooperative Learning Type Number Heads Together (NHT) Improving Reading Comprehansion Of The Students At SMP N 20 Tangerang - Destiani Rahmawati.....	II-30
6. Fostering Collaborative Inquiry Learning Through Cloud-Based Application - Dony Saputra, Dedy Iskandar, Nasril Sany	II-37
7. SIPEBI: A Model Of Cultural Edutainment Web Portal As A Medium For Students’ Self-Directed-Learning And Alternative Assessment - Dony Saputra, Santo Tjhin, Tubagus Zufri	II-43
8. Bacteria Material In The Short Story Based On The Characters Of Punokawan For Biology Learning - Endah Rita Sulistyia Dewi, Prasetyo	II-49
9. Teaching English Based On Character Education At Senior High School Metro - Fenny Thresia	II-53
10. Causes Of Private Tutoring In English: Perspectives Of Saudi Secondary School Students And Their Parents – Ghazi N. Alotaibi.....	II-60

11. Local Voices In Creative Writing – Harris Hermansyah Setiajid	II-66
12. Some Theories Of Educational Marketing – Hasbi	II-71
13. Problems In Developing Seminar Course For Biology Education Students – Herawati Susilo	II-81
14. Improving Students’ Speaking Skill Through Audio Visual Media At 4 th Grade Of Labschool Elementary School East Jakarta – Herlina	II-87
15. Teaching Speaking To Young Learners Through Role Play – Iin Inawati	II-97
16. Designing And Developing Learning Apps For Esl Learners – Learners Ismail Fayed, Azidah Abu Ziden	II-106
17. ESP Needs Analysis Based Syllabus Of Economics Faculty Students, Universitas “45” Makassar – Lalu Abdul Khalik.....	II-116
18. The Improvement Of Students' Ability To Learn Cell Biology And Discuss Its Application In Live Through The Implementation Of The Student Team Achievement Divisions (STAD) With Lesson Study (LS) – Marheny Lukitasari, Herawati Susilo	II-128
19. Using Translation As An Activity In Content-Based Instruction – Melinda Roza	II-134
20. Student Teacher’s Reflective Skill: Phenomenology Study About The Experience Of Teaching Practice In Esl Classrooms In A Primary School In Batam – Meri Fuji Siahaan	II-139
21. Students’ Understanding On Cultural Concept: Case Study In Mathematics Department – Muhammad Arief Budiman	II-148
22. The Possibility Of Generalizing Types Of Basic Sentences In Bahasa Indonesia In Relation With The Learning Of Basic Sentence Structure In English – Nana Suciati	II-155
23. Fishbone Strategy In Teaching English In Indonesia: A Tool Organizer For Learning EFL Reading – Nasir	II-160
24. Coaching Model Of Science Teacher Professionalism Through MGMP Teaching Clinic Management – Ngurah Ayu Nyoman Murniati	II-166
25. Exploring The Learning Of Language Through Global Dance And Music: A Theoretical Analysis – Norah Banafi.....	II-170
26. English Teaching Media In Class Implementing Curriculum 2013 – Putra Mahardhika	II-177
27. Language Equation: Enchancing Stories Writing Skill – Sakulkaew Kaewmulkit.....	II-181
28. Indonesian Scientific Writing By Using Communicative Approach – Sobri.....	II-189
29. Indonesian Curriculum Development: Meaning-Based Curriculum And Competency-Based Curriculum In The Context Of Teaching English Subject – Subandi	II-198
30. Distribution Of Daily Use Local Language In Indonesia – Suparman Ibrahim Abdullah, Yunita, Maria C	II-206
31. How To Teach Science For Elementary Gifted Students. A Case Study Done At CGS Cianjur In Indonesia – Surachman Dimiyati, Asnah Said	II-212
32. Critics And Suggestions For GPO In Science Teaching A Free Online Resource For Teachers In Indonesia Implemented By Universitas Terbuka – Surachman Dimiyati, Mujadi	II-216
33. An Investigation Of Thai High School Students’ English Language Learning Problems – ThanThamajaree, Amporn Sa-ngiamwibool.....	II-221

34. Improving Learning Motivation And Cognitive Learning Outcomes Using Blended Earning-Based Guided Inquiry Strategy Through Lesson Study In Genetics – Waris, Herawati Susilo.....	II-226
35. The Effect Of Active Learning Methods Terjun-Tulis-Saji To The Improvement Of Scientific Literacy And Mastery Of Biology Competencies Of Senior High School Students – Wirastini, Komang Ayu, Herawati Susilo, Hadi Suwono	II-232
36. A Three-Dimensional Contextualization Established For An English Language-Learning-&-Teaching To Get Along With In The Classroom – Yan Pei-heng, Yan Jing, Chen Si.....	II-238
37. The Influence Of Physical Fitness Test Towards Students’ Motivation In Learning Physical Education Of Grade XI – Noviana Amelia, Simon Mulia.....	II-245
38. Distinctive Feature Of Phoneme In Savunese Language – Rudolof Jibrael Isu	II-254

ENGLISH TEACHING MEDIA IN CLASS IMPLEMENTING CURRICULUM 2013

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Abstract

As new curriculum proposed by government, Curriculum 2013 is intended to give beneficial impact to learners in Indonesia. In order to give beneficial impact, Curriculum 2013 was proposed by bringing new thoughts. From those thoughts, there is changing concept about teaching media. That is concept about changing single media to multimedia. Media is then considered as the important thing in class. One of the subjects which need media is English. It is because English has skills such as listening, speaking, reading and writing. Consequently, it is appropriate to use various media in class. This study tries to investigate the use of English teaching media in class which implements Curriculum 2013. This study then observed class of English implementing Curriculum 2013. The data were also taken by interviewing the teacher who teaches English in the class implementing Curriculum 2013. At the end, this study may be needed by those having attention on education and curriculum.

Keywords: class of English, Curriculum 2013, English teaching media.

1. INTRODUCTION

Education as a process has passed many changes from time to time. Like the other countries, in Indonesia, education is considered as a necessary thing in forming national identity. Therefore, education cannot be separated from a device to manage the education itself. It is known as curriculum. Su (2012) states that curriculum can be seen as a means of achieving specific educational goals and objectives. Curriculum is then necessary in order to reach educational goals and objectives. However, another necessary thing is the revision of curriculum. It is because the revision will perfect the previous curriculum.

In Indonesia nowadays, curriculum have experienced many changes, such as Curriculum 1984, Curriculum 1994, School Based Curriculum (KTSP), and the most recently one, Curriculum 2013. The change of curriculum also brings changes to the learning system applied in schools. Curriculum 2013 is basically proposed in order to face globalization in the next era. It can be seen from *Rasional Pengembangan Kurikulum 2013* existing in the Appendix of Regulation of the Minister of Education and Culture, number 68 in 2013. It is also said that globalization will change the social lifestyle from agrarian and traditional commerce and trade to modern industrial society. External challenges are also associated with changes in world economic power, influence and impact of technology and science and also quality, investment, and transformation of education, (Appendix of Regulation of Culture and Education Minister number 68, 2013). Based on those statements, curriculum 2013 is indirectly expected to create human who can compete globalization.

Besides relating to globalization, Curriculum 2013 also tries to perfect new mindset of education. It is stated in the Completion of Mindset, Appendix of Regulation of Culture and Education Minister number 68, 2013. The mindset is shown as follows:

Table 1 . Completion of Curriculum 2013 Mindset

1	The pattern of teacher-centered learning should be learner -centered learning. Learners should have the choices of materials to have similar competence.
2	One -way pattern learning (teacher - student interaction) should be interactive learning (interaction among teacher - student - society - environment nature , source / other media)
3	The pattern of isolated learning should be learning networks (learners can gain knowledge from anyone and from anywhere that can be reached and obtained via Internet)
4	The pattern of passive learning should be active learning - seeking (learning is strengthened by approach of science as learning models)
5	The pattern of individual learning should be group (team-based learning)
6	The pattern of single media should be multimedia-based learning
7	The pattern of mass -based learning into the needs of customers (users) to promote the development of specific potential of every learner
8	The pattern of mono discipline should be multi disciplines
9	The pattern of passive learning should be critical learning

According to those mindsets, there is mindset that will be investigated in this study. It is the changes of single media into multimedia -based learning. It is taken since English has 4 skills that require precise and various media to be used in the classroom. Mayer (2009: 5) uses term multimedia instruction and defines it as presentation involving words and pictures that are intended to foster learning. Meanwhile, according to Neo and Neo (2001), multimedia is defined as the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. Simply, multimedia is the combination of text, image, sound and video as instructional tool used in order to develop the learning process into practical learning.

The application of curriculum may not run successfully due to problems that may be experienced in applying them. Curriculum 2013 which has only been applied approximately a year may also have problems. This is because changes in curriculum require the adaptation process. The problems in Curriculum 2013 possibly occur in applying the mindset of education in which one of them is teaching media. Therefore, this study tries to find out the use of media in the classroom that has implemented curriculum 2013, especially class of English. At the end, it is possible to answer whether the use of media in class of English implementing 2013 has matched with the expectation of Curriculum 2013 or not.

2. METHODOLOGY

This study is a descriptive qualitative. In finding the data, this study observed class of English implementing Curriculum 2013 in SMPN 2 Bandar Lampung. Beside observing media used in the class, this study also interviewed the teacher of English. Therefore, the study tried to combine two data collecting techniques by triangulation since it is used in order to get more valid data.

3. RESULTS AND DISCUSSION

Based on the observation and interview, there were some facts about media existing in the class. Not only media used in the class, this study also found the role of teacher in creating media to be used in class. The findings then explain as follows:

3.1. Pictures domination

From all kinds of media, picture may be the easy one to be got. Since picture can be got from any sources, it is not difficult for teacher to find it. They can copy from their books or find it in the internet. For the case in SMPN 2 Bandar Lampung, picture dominated the use of media in the class since the teacher was possible to get many pictures in her book. She also had not to copy the pictures since the students had the book. Consequently, she easily asked her students to see the pictures if she wanted to use the pictures as her media in teaching.

The dominance of picture used in teaching language is not surprise since Coppen (1974) states that the most method is for the teacher to ask questions and to provide the picture or any other visual materials as a clue to the answer. It shows that pictures or visual materials are able to help teachers to ask questions to their students. It then creates interaction needed by the teachers in order to control the class. However, another important thing found in this study is that in this era, pictures still dominate the media used by the teacher of English.

While pictures dominated the media used by the teacher, audio media was less frequently used by the teacher. From the interview, the teacher said that the facility was the problem. She considered that it was difficult to find the cassette which can be used to play the audio. In order to overcome it, she sometimes used her own voice. Actually, it was a good idea. However, by using her own voice, the students will not be accustomed to the voice of native speakers. When the students are accustomed to listening the conversation of native speakers, it will make them know how to pronounce words. Therefore, it is better for teachers to use audio spoken by native.

Another kind of multimedia is video. In this era, it is not difficult to find out any kind of video. However, in this study, the teacher rarely used video as the media. The inability to use computer became the main problem of the teacher. Although most teachers seem to have problems in facing technology, technology may help teachers in improving their knowledge. Kim (2011) states that multimedia cases have potential to improve preservice teachers' technology uses by developing their situated understanding of theories as applied in real classroom situations. In this study, the teacher did not try to find the video as the media. However, she asked her students to find out the media and learn by themselves. The example was when the lesson in the class was about procedure text. The teacher had willingness to use video in order to show the students about how to make some recipes. Since the teacher was not able to find the video, she then let her students to find their own videos in internet. Surely, she asked the students to find the video about how to make some recipes such as noodle, fried chicken or the other recipes. After the students got their own video, the teacher took one as the example. She then explained the lesson by using video.

From the explanation about the media used in the class, in general the teacher had used the media such as pictures, sound, and video. However, some of them had not been optimized. It can be seen from the finding showing that the teacher just used her own voice in listening.

3.2 Teacher as a key

By seeing the result of the teacher about how she tricked the video as the media. It indirectly shows that teachers should have ability to prepare the media which will be used in the class. Gage (1979) conceived professional qualification of a modern teacher as that of having to develop and utilize 'the science of the art of teaching', meaning that the teacher must have sufficient repertoire of knowledge and skills, experiences and insights, the artistic creativity from which to draw hunches to enable planning and creation of unique learning environment and experiences which are necessary for each particular lesson and group of learners. This statement and also the fact found in this study about the teacher show that teachers should plan and develop their media without depend on the existing media such as pictures from their book.

The teachers as someone planning and creating media surely hold a key in determining the media which will be used. Besides determining the media, they also determine the content of the media. This is the unique process found in this study. Curriculum 2013 brings and puts education of character (*pendidikan berkarakter*) as main point. Due to it, the teacher taught the students not only about knowledge, but also about attitude. This study then found that the teacher tried to include the education of character in the media. It can be seen from the media which related to the religion. When the teacher was asked about it, she answered that she was trying to teach attitude through the media.

Besides finding that fact above, this study also found that sometimes the teacher did not have passion in creating the media. It is found in the interviewing while the teacher said that she used media when she really wanted to create it. When she did not create it, she would not use media in the class. Sometimes, she just gave the exercise to the students. This situation was possibly caused by some factors. Benson and Odera (2013) in their study said that teachers did not use instructional media during teaching because of lack of planning. This statement was not wrong, but for this study, the teacher did not use media since she did not have passion in creating the media. Therefore, when teachers do not use media in the class, it can be caused since they lack of planning or even they do not have passion in planning the media.

4. CONCLUSION

The implementation of multimedia in school implementing curriculum 2013 is not easy. There are some factors influencing the implementation of multimedia. Those factors are the facility of the school, the creativity of the teachers to create media and teacher's passion in planning the media. This study found that the teacher has used some media in teaching and learning process. However, there are also some media which have not been optimized such as audio and sounds. Since multimedia is the combination of visual, audio, and text, this study has to say that the class has not implemented multimedia as expected in

curriculum 2013. In order to reach the expectation of curriculum 2013 about the use of multimedia, it is necessary to build the creativity of the teachers and also the knowledge of the teachers about technology.

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