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وَبَشِّرِ الصَّالِحِينَ إِذْ إِذَا ابْتِغَاءَ مِلَّةِ رَبِّكَ

MALAYSIA



# 2<sup>nd</sup> 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)



# PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**2<sup>nd</sup> ICEL 2014**

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20 -22 MAY 2013



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 (2<sup>nd</sup> 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**

*2<sup>nd</sup> ICEL 2014 Chairman*

## PROCEEDINGS

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

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# TEACHING LEARNING METHOD DEVELOPMENT WITH THE ASSIGNMENT TO OUTLINE PORTIONS OF THE TEXTBOOK

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## Abstract

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 has decreased. The purpose on this paper is how to develop teaching learning method with assignment to outline portions of the textbook improve interest and motivation for effecting the passing rates in the class.

*Keywords:* Teaching Learning Method, Assignment

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## 1. INTRODUCTION

Based on my experience during lecturing the passing rate of the student is more and more increasing but on the other hand knowledge of the student has decrease. It cause by low standard for passing rate and sometime lecture performance valuation indicator is the passing rate. Higher passing rate means higher performance. Sometimes many friend of mine talking about the lacking of knowledge of the students and we are as a lecture have to work hard and harder every time. The research is focus on audit subject.

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. 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 assignment to outline portions of the textbook, direct observation and the use of props, and software containing material that is packed with interesting and easily understood by students.

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't give a clear picture, and very dependent on the conditions when delivering teaching material.

## 2. LITERATURE REVIEW

### 2.1. Assignment to outline portions of the textbook.

Students today are not often taught study skills that can help them with the densest of college textbooks. As a result, students have picked up habits that work against them instead of for them in studying textbooks. This assignment help clarify one method of helping students simplify and learn even the densest of material. In fact, if followed through, this method of textbook studying will actually be a time saver.

### 2.2. Definition of Assignment to outline portions of the textbook

There are many steps for doing assignment to outline the textbook

#### 1. Read is the introduction to the textbook.

If it is a book that takes a detailed look at a particular topic, the introduction will summarize the author's argument and present an outline of the book. If the textbook is a general introductory text, the introduction will serve to tell you how the author is going to approach the topic.

**2. Think for a moment how authors write.**

Mostly authors begin with a detailed outline of major headings and subheadings that they plan to cover in each chapter of their book, every heading and subheading in a textbook corresponds to the outline that the professor or author used to write the textbook.

**3. Broken down into these headings and subheadings.**

Students can begin to approach each chapter in a systematic fashion that will give them an organized set of notes regarding each chapter.

**4. Some preparation will go a long way.**

Do not allow yourself to be interrupted. We often think that we can multitask and study without full concentration. But if students are going to tackle any subject seriously, they need to give it your full attention. Focus and you will be rewarded.

**5. Read the entire chapter.**

Two objectives in doing is to get a sense of the *purpose* of the chapter. Ask yourself: what is the author trying to convey in the chapter overall? Second, how does the author build the information or argument in the chapter?

**6. Take notes.**

Notes do not mean taking every word down verbatim. The art of note taking involves discerning what is important. The first thing to write down is: what is the main point or argument that the author is conveying in the chapter? Do this in no more than three sentences. Then ask yourself how does the author begin to make the point? This is where the major headings and subheadings help. Under each heading are paragraphs that make up the section of the chapter.

**7. List two things independently.**

The first are major theoretical concepts and properties key to understanding any technical elements of the chapter. The second is key terminology with corresponding definitions.

**8. Set entire of notes on that chapter.**

Get your study guide ready to do what you need to do, which is to *study* the material. Studying means that you understanding the material in the chapter and that you have memorized the key information needed to be able to show you have a mastery of the material. You need to learn the terminology before you can communicate. The only way to learn that language is to dive in and begin dealing with that material.

**9. Assemble them in order to form your study guide.**

While your friends and colleagues are scrambling to reread material the night before the exam, you just need to sit back and begin memorizing your notes for the examination. Your textbook notes your study guide along with your lecture notes.

**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 Passing Rate 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:



Table 1: Success Indicators and Targets

Indicators	Baseline	Target
Passing Rate	40%	70%
Summarizing	40%	70%
Take a notes	50%	70%
Assembly a study guide	45%	70%

The next step is to test and implementing for approximately one (1) semester, the academic year 2012/2013 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.

### 3.1. 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 20012/2013. Observation or monitoring performed in conjunction with the implementation. At this stage the teacher records all events observed in classes and provide questionnaire and Participant Form. Giving the questionnaire was conducted to determine the level of achievement of learning where, for example the absorption of the material taught students, classroom situations, behaviors and attitudes of students, adequacy of time planned to present the material

### 3.2. Learning Process

Implementation of the learning is done by carrying out what has been planned, which uses an assignment for outline the text book, preparing syllabus, determine methods and media, making lecturing 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 Program Study of Management, STAN Indonesia Mandiri School of Economics academic year 2012/2013 in first semester. Try out done in mid semester academic year 2012/2013. The implementation of learning begins with the teacher explaining the general instructional objectives and implementation of learning those presented in the syllabus and GBPP attached.

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

Table 2:Soft Skill Dimensions

ABILITY	Scoring (Percentage)				
	Excellent	Good	Fair	Less	Much Less
	91-100	76-90	61-75	51-60	<51
	5	4	3	2	1
<b>Before Process</b>					
<i>Summarizing</i>		20%	80%		
<i>Take a notes</i>		15%	85%		
<i>Assembly a study guide</i>	5%	10%	70%	15%	
<b>After Process</b>					
<i>Summarizing</i>	10%	20%	70%		
<i>Take a notes</i>	10%	30%	60%		
<i>Assembly a study guide</i>	10%	25%	60%	5%	

Based on table above shows that after following the program participants the ability of summarizing 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 summarizing.

#### 4. CONCLUSION

The results of this program indicate that in presenting the material, lecturers feel the need to revise 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 Institution 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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