



The 4th ELITE

International Conference

Department of English Education
Faculty of Education Sciences
UIN Syarif Hidayatullah Jakarta

Proceeding

“Strengthening the Capacity of Research and Practices on English Linguistics, Literature, and Education”



AUDITORIUM HARUN NASUTION, OCTOBER 18-19, 2016



The 4th ELITE 2016
International Conference

Department of English Education Faculty of Educational Sciences
Syarif Hidayatullah State Islamic University of Jakarta

***“Strengthening the Capacity of Research and Practices on English
Linguistics, Literature and Education”***

Copyright © 2016

ISBN: 978-602-6804-08-2

Editors:

Alek

Fahriany

Siti Nurul Azkiyah

Ratna Sari Dewi

Nida Husna

Zaharil An'asy

Desi Nahartini

Neneng Sunengsih

Yazid Hady

Azkia Muharom Albantani

Siti Fitriah

Cover Design:

Yazid Hady

Published by:

FITK PRESS

Faculty of Educational Science (FITK)

UIN Syarif Hidayatullah Jakarta

Jl. Ir. H. Juanda no.95 Ciputat Timur, Tangerang Selatan

Telepon/fax. (021) 7443328

Website: www.fitk-uinjkt.ac.id

@2016

All rights reserved. No part of this leader manual may be reproduced in any manner whatsoever without prior written permission from the publisher, except where noted in the text and in the case of brief quotations embodied in critical articles and reviews.

TABLE OF CONTENT

Welcoming Address from the Rector	ii
Welcoming Address from the Dean	iii
Welcoming Address from the Chair Elite	iv
Table of Content	v-xii
The Effect of National Examination on Students' achievement Motivation at MTs Dien El-Hayat <i>Neneng Yulianingsih</i>	I – 15
Using Retra Self-Assesment in Teaching Speaking <i>Emmi Naja</i>	16 – 25
Students' Perception on Computer Based Test at National Exam (UN) of English (A Case Study of MAN II Jakarta) <i>Sitti Ratna Dewi</i>	26 – 43
The Techniques of English Translation of Surah Al Fajr by Abdullah Yusuf Ali and Marmaduke Pickhtall <i>Sakut Anshori & Ripah</i>	44 – 66
An Analysis of Conversational Implicature and Cooperative Principle in Korean Drama Entitle 'Kill Me, Heal Me' Episode 3 <i>Aisyah Mulyani</i>	67 – 78
Teachers' Updating Status on Whatsapp: The Analysis Of Speech Acts <i>Anwar</i>	79 – 92
Language Interference in ESL/EFL Learning <i>Aridem Vintoni</i>	93 – 101
Translation Procedures Applied by Students in Translating Indonesian Specific Terms into English <i>Nurlaila</i>	101 – 116
The Role of Cultural Shemata in Gillian Gibbons' Arrested in Sudan <i>Kartika Noor Aulia</i>	117 – 129

The Efforts To Civilize English Literacy Through Local Wisdom Of Batak In State Islamic University Of North Sumatra <i>Tien Rafida</i>	557 – 569
Teacher Indirect Feedback On Students' Discussion Text Writing <i>Agus Sufyan</i>	570 – 605
Speech Act And Politeness In Sundanese Language <i>Aip Syaepul Uyun</i>	606 – 618
An Analysis Of Presupposition Used In The Cartoon Movie "Rise Of The Guardian" <i>Eka Dewi Fithrotunnisa</i>	619 – 630
Refusal Speech Act In Female Of Bintang Boarding <i>Siti Fahda Fadila</i>	631 – 639
The Phatic Communion In The Pillars Of The Community Drama Transcription <i>Hamdin & Alek</i>	640 – 654
Beyond Short Story: <i>Discovering The Language Aspects Of A Story</i> <i>Abdul Halim</i>	655 – 663
Awakening The Nation IN Pramoedya Ananta Toer's <i>Footsteps</i> : THE ROLE OF THE NATIVE PRESS IN Nation Building <i>Bahren</i>	664 – 677
The Analysis Of Speech Act Used In “ シューカツ!! キミに内定 (Job Hunting!! Tentative Decision On You)” Comic Script <i>Aftianti Muspitarini</i>	678 – 689
✓ Improving Teaching And Learning Quality Through Enhancing teacher Competence In Designing Teaching And Learning Program <u><i>Huriyah</i></u>	690 – 695
English Subject Need Analysis Of Grade 8 Students In Central Jakarta <i>Siti Fitriah</i>	696 – 702

IMPROVING TEACHING AND LEARNING QUALITY THROUGH ENHANCING TEACHER COMPETENCE IN DESIGNING TEACHING AND LEARNING PROGRAM

Huriyah

State institute for Islamic studies, Syekh Nurjati Cirebon

Email : 61.huriyah@gmail.com

Abstract: The task of teacher is not only transfer of knowledge but also the teacher has the task to design teaching and learning program in the classroom in order to the teaching and learning process gives contribution on the quality of teaching and learning. In teaching and learning process, teacher should allow the learners to learn with playing, asking question, discussing, doing the meaningful something and motivating them to become learning activity to be enjoyable learning. Learners want to learn if learners see learning as an enjoyable experience. Therefore, teacher should have some competencies to design teaching and learning program, for example : teacher should be able to choose and master learning material; teacher should be able to formulate learning objectives; teacher should be able to choose instructional strategies; and teacher should be able to choose the best evaluation. If these components are designed by a teacher, Teaching and learning process will give contribution on the quality of teaching and learning result.

Introduction

One effort to improve the quality of teaching and learning program in the classroom is to improve the quality of teachers as the spearhead that directly deal with learners and to improve the quality of teacher competence in designing Teaching and learning program in the classroom. The efforts to improve the quality of teachers is regulated in the National Education Minister, Number 16, section I of 2007 standard academic qualifications and competence of teachers who apply nationally. The teacher competence standards consist of four core competencies, namely pedagogy, personality, social and professional. The regulation indicates that the rights and obligations of teachers to improve their professional capabilities, because a teacher is a professional in the open society the same with other professions, in which teaching profession in an open society is a competitive profession. Because of a Teacher has a competitive profession, therefore, a teacher should have special competence in order to the teaching and learning process be able to give the quality on learning result. The special competence should be owned by a teacher is the competence in designing teaching and learning program in the classroom.

Discussion

Theory of learning and its application

The theory of learning is influenced by two biggest theories, namely behaviorist psychology based on the theory of skinner (Hadley, 1993) and Cognitive theory.

Behaviorist Theory.

The theory of behaviorist consists of stimulus response theory. In S-R psychology, all behavior is viewed as a response to stimuli, whether the behaviorist is overt (explicit) or covert

Copyright © 2016 | The 4th ELITE International Conference

Faculty of Educational Sciences | Department of English Education | Syarif Hidayatullah State Islamic University of Jakarta

(implicit). According to the theory, behavior happens in causal, associative chains; all learning is thus characterized as associative learning, or habit formation, brought about by the repeated association of a stimulus with a response. So, learning according to this theory is new habit formation process by giving reinforcement, or conditioning. Conditioning involves the strengthening of associations between a stimulus and a response through reinforcement. Learning also is called as changing of behavior. So, behavior is viewed as a response to stimuli. So, teaching and learning process with behaviorist theory can be seen as follows:

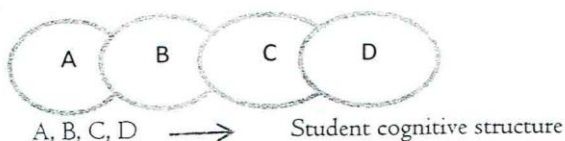


Here are some examples of the application of behaviorist theory as follows:

- I.1. Determine the instructional objectives.
- I.2. Analyze the class environment that involves student entry behavior (or knowledge of student entry).
- I.3. Determine the learning material (main discussion, topic and so forth).
- I.4. Divide the learning material into small parts (sub main discussion, sub topic and so forth).
- I.5. Explain the learning material,
- I.6. Give the stimulus that may be consists of: question (spoken or written question), test, exercise, and tasks.
- I.7. Observe and discuss the response is given.
- I.8. Give reinforcement (may be positive and negative reinforcement).
- I.9. Give new stimulus
- I.10. Observe and discuss the response is given (evaluate the learning result).
- I.11. Give reinforcement and so forth.

Cognitive Theory

The cognitive theory based on cognitive psychology (Gleason, 1998). Cognitive theory emphasizes on knowing rather than responding and is concerned with studying mental processes or mental events. According to this theory that learner as one who acts, constructs, and plans rather than simply receives stimuli from the environment. Therefore, complete understanding of human cognition would require an analysis of strategies used for thinking, understanding and remembering. Learning is called as changing of student comprehension/perception. So, teaching and learning process by using cognitive theory can be seen as follows:



Here are some examples of the application of cognitive theory as follows:

- I.I2. Determine the instructional objectives
- I.I3. Choose learning material
- I.I4. Determine the topics that may be learnt by the student actively (with guided by a teacher).
- I.I5. Determine and plan learning activity that is suitable with the topic and it will be learnt by student (this activity of learning sometimes such as: experiment, problem solving, role play and so forth).
- I.I6. Prepare some questions that be able to motivate student creativity for discussion or asking question.
- I.I7. Evaluate the process of learning and the result of learning.

The Task of Teacher in Teaching and learning and the qualifications for being A Teacher

The task of teacher is not only to educate as a whole, but also a teacher has the task to transfer of knowledge, skills, moral values, character building, custom, attitudes, and transmit to new generations and the cultural heritage of a society. A teacher must have responsibility to carry out curriculum. A teacher also has task to teach subject matter that is suitable with the curriculum (Soekartawi, 1995:17). So that, the subject matter should be designed by a teacher in order to the teaching and learning be able to give the quality on teaching and learning result. Because of a teacher has many tasks, therefore someone who wants to be a teacher, he/she should have some qualifications. A teacher must possess many talents and a variety of personal qualifications. Here are several of the most important qualifications that a teacher should have in order to be successful in his/her career such as intelligence, interest in people, knowledge, and sense of humor (Fuad a. Hamied, 1986: 5.17). these qualifications will be explained as follows.

1. Intelligence

It almost without saying that who wants to become a teacher must be intelligent. Since the quality of performance in all areas is directly dependent upon the quality of teaching. It is very important that a teacher should be intelligence to encourage to teach students. Bright students will not be well served/taught by dull teacher.

2. Knowledge

When pupils are asked to name of their best teacher they include those whose knowledge of their subjects is extensive. It means that a teacher should have broad knowledge. Certainly, it is no longer possible for a teacher to achieve much more than a good general background in must subjects. Nevertheless, the teacher must demonstrate considerable ability and knowledge in the field of their specialization. The teacher must be life long learner if he/she is to keep face with changing and expanding field of knowledge. So, for a Teacher at no time can he/she stop learning or reading and consider his/her Education complete.

3. Interest in People

Teaching is first of all job of human relations. Teachers must be interested in and enjoy their relationships with pupils. Pupils learn little from those who dislike or who are disinterested in them, therefore, those who dislike close personal contract with people should no become teachers. The most successful teachers establish good rapport with each of their pupils, so that learning becomes a cooperative and enjoyable learning. Learner wants to learn if learner sees learning as an enjoyable experience (Hutchinson and Walter, 1994). Learning also

becomes interactive and dynamic, because there is interaction between the pupil and the teacher.

4. Sense of Humor

In teaching and learning there are occasionally situation which will try the patience of the teacher. In much situations the teacher should have a good sense of humor. Teacher must be able to laugh at themselves as well as with the groups but they must not indulge in unkind laughter at their pupils. A good sense of humor helps to improve the quality of learning.

Improving Teaching And Learning Quality Through Enhancing Teacher Competence In Designing Teaching And Learning Program

One of the teacher duties is to develop the quality of teaching and learning result. Various curriculum, and methods have been developed to enhance the quality of teaching and learning. Nevertheless, the result is not felt the maximum in enhancing the quality of teaching and learning. There are some competencies should be owned by a teacher to improve the quality of teaching and learning. Competence as rational performance which satisfactorily meets the objective for a desired condition (Charles E. Johnson. 1984). Therefore competence is showed by teacher performance that can be responsibility in the effort to achieve the goal of learning. Competence is defined as educuacy for a task or as possession of required knowledge, skills, and abilities (Fuad A. Hamied, 1986). It is clear that any mode of instructio aims for competence, for development of well-qualified individuals who possess the required knowledge and skills

The competencies that must be owned by a teacher as stated by National Education Minister, Number I6, section I of 2007 about standard of academic qualifications and competence of teachers involves pedagogy, personality, social and professional competence.

Relation to this, Soedijarto (1993:88) stated that professional competence should be owned by a teacher consists of master learning material, manage teaching and learning program, manage the classroom, use the learning media/resource, master educational bases, manage the interaction of Teaching and Learning, Evaluate student achievement for Teaching and learning need, recognize the function and program of guidance and counseling service, recognize and carry out school administration, understand and interpret research result for teaching and learning needs.

While according to Hisyam Zaini (2002:10) that teaching and learning program should be designed by a teacher consists of four comporents as follows: a teacher should master learning material: formulate instructional objectives, choose learning strategy and choose the best evaluation.

I. Choose learning material

In designing teaching and learning program a teacher has to be able to choose learning material and compose course planning that will be taught for one semester. A teacher should have be creativity and full responsibility to compose course planning involves to look for references, to compose the material channel, to determine the topics and so forth.

2. State Learning objectives

Stating instructional objectives to the instructional process in the following ways: 1) It provides direction for the instructor, and it clearly conveys his/her instructional intent to others; 2) it provides a guide for selecting the subject matter, the teaching methods /strategies, and the

materials to be used during instruction: 3) it provides a guide for constructing test and other instruments for evaluating student achievement (Gronlund, 1990).

Relation to this, Hamied (1986:4.23) stated that learning objectives commonly are classified according to one of the five kinds of criteria that may be applied in assessing performance

- 1) Cognitive objectives specify knowledge and intellectual abilities or skills that are to be demonstrated by learner;
- 2) Performance objectives require the learner to demonstrate an ability actually to perform some activity. He/she must not only know what should be done, but must demonstrate his ability to do it;
- 3) Consequences objectives are expressed in terms of the result of the learner's actions. The objectives usually are expressed in terms of the accomplishments of the students under direction of the teacher;
- 4) Affective objectives deal with the reality of attitudes, values, beliefs, and relationship;
- 5) Exploratory objectives specify activities that hold promise for significant learning; they require the learner to experience the specific activity.

Based on the explanation above, it can generally be understood that learning objectives are statements which show performance that should be demonstrated by learner after teaching and learning process.

3. Choose the best learning strategy

Romiszowski, ((1984:56) stated that the best strategy depends on the type of knowledge to be taught. There are two basic instructional strategies, namely reception learning and discovery learning. The reception learning is more effective and efficient, while for the other types the discovery learning position is better (Gagne and Briggs : 1974). The two strategies that spring from these process of learning would have the following main steps.

Expositive strategy (for reception learning).

- 1) Present information, this may be achieved through explanation or through practical demonstration.
- 2) Test for reception, recall and understanding. Repeat or rephrase the message if it proves to be necessary.
- 3) Present opportunities for learners to practice.
- 4) Present opportunities for the application of the newly learned information to real situations and problems.

Experiential strategy (for discovery learning)

- 1) Present opportunities to act and observe the consequences of one's actions
- 2) Test for understanding of the cause-effect relationship.
- 3) By questioning or by observing further activity, test for the formation of the general principle underlying the cases presented.
- 4) Present opportunities for the application of the newly learned information in real situations and problem.

4. Choose the best evaluation

Evaluation is as systematic process of determining the extent to which instructional objectives are achieved by people (Gronlund, 1981). There are two functions of evaluation. Firstly, evaluation implies a systematic process, which omits casual uncontrolled observation of pupils. Secondly, evaluation assumes that instructional objectives have been previously identified

Conclusion

Based on the explanation above, it can generally be concluded that a teacher has the task and obligation to improve the quality of teaching and learning. Teaching and learning program will give some contributions on the teaching and learning result if teaching and learning program is designed by a teacher. A Teacher not only understands to the design of teaching and learning program, but also teacher should have many talents, competencies, and many requirements for being a teacher that can make teaching and learning program will be condusive and dynamic, and can make teaching and learning program gives some contributions on the quality of teaching and learning result.

Bibliography

- Gagne, Rm and Briggs, Lj. *Principles of Instructional Design*. New York: Holt, Renehart and Winston, 1974.
- Gleason, Jean Berko, et. al. *Psycholinguistics*. USA: Holt, Renehart and Winston, 1998.
- Gronlund, Norman E. *Stating Behavioral Objectives For Classroom Instruction*. London: CollierMacmillan Publisher, 1990.
- _____. *Measurement and Evaluation in Theory*. New York: Mac Millan, Co, inc, 1991.
- Hadley, Alice Omaggio. *Teaching Language in Context*. USA: Heinle & Heinle Publishers, 1993
- Hamied A, Fuad. *English For Education*. Jakarta: Penerbit Komunika, 1986.
- Hisyam Zaini, dkk. *Desain Pembelajaran di Perguruan Tinggi*. Yogyakarta: CTSD IAIN Sunan Kalijaga, 2002.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia, Nomor I6 Tahun 2007 tentang *Standar Kualifikasi Akademik dan Kompetensi Guru*. Jakarta: Menteri Pendidikan Nasional Tanggal 14 Mei, 2007).
- Romisowski , Aj. *Instruksional Development I:Producing Instruksional Systems*. New York:Nicholas Publishing, 1984.
- Soedijarto. *Menuju Pendidikan Nasional Yang Relevan dan Bermatabat*. Jakarta: Balai Pustaka, 1993.
- Soekartawi, dkk. *Meningkatkan Rancangan Instruksional Untuk Memperbaiki Kualitas Belajar/Mengajar*. Malang: Universitas Brawijaya, 1995.
- Silberman, Mel. *Active Learning. 101 Strategies to Teach Any Subject*. Boston: Allyn and Bacon, 1996.
- Tilaar, HAR. *Managemen Pendidikan Nasional: Kajian Pendidikan Masa Depan*. Bandung: PT Remaja Rosda Karya, 1995



The 4th ELITE

International Conference

Department of English Education
Faculty of Educational Sciences
UIN Syarif Hidayatullah Jakarta

ISBN: 978-602-6804-08-2

