



Proceedings

The 1st International Conference on English Language Education (The 1st ICONELE 2018)

Makassar, April 12, 2018

“Providing a Better English Language Education: Getting English Language Teaching into a New Intradisciplinary World”

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**The Department of English Education
Faculty of Education and Teacher Training
Universitas Islam Negeri (UIN) Alauddin Makassar**



PROCEEDINGS

**THE 1ST INTERNATIONAL CONFERENCE
ON ENGLISH LANGUAGE EDUCATION (ICONELE) 2018**

**“Providing a Better English Language Education: Getting English Language Teaching
into a New Intradisciplinary World”**

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Hosted by:

**The Department of English Education
Faculty of Education and Teacher Training**

**Universitas Islam Negeri (UIN) Alauddin
Makassar
2018**

FOREWORD

It is with deep satisfaction that I write this Foreword to the Proceedings of the 1st International Conference on English Education (ICONELE). Congratulations for realizing our dream international conference. Congratulations for making this international event for the first time come to the English Education Department, come to the Faculty of Education and Teacher Training, come to this Islamic campus, Universitas Islam Negeri (UIN) Alauddin Makassar. This is our great achievement due to our togetherness. I fully expect that ICONELE continues to be an academic tradition in the Department of English Education at UIN Alauddin Makassar which effectively functions to bring together outstanding English language researchers, English teachers and lecturers, trainers, policy makers, administrators, textbooks/materials writers, educationists & technologists related to English Language Teaching /Learning /Testing/Administration to attend and to share their expertise and knowledge of English education at ICONELE in the coming years.

The 1st ICONELE organizing committee particularly encourages academic interactions among delegates (guest speakers, presenters, as well as participants) in both a plenary and a parallel session to present and to discuss new and current academic works. Their contributions helped to make the Conference as outstanding as it has been. The contributed papers, from four ICONELE guest speakers, were given by Prof. Drs. H. Burhanuddin Arafah, M.Hum, Ph.D from Universitas Hasanuddin Makassar, Indonesia who spoke about integrating moral values into ELT, by Dr. Xiao Ranfei from Central China Normal University, China who spoke about alternative methods in language teaching, by Prof. Dr. Supyan Hussin from Universitas Kebangsaan Malaysia, Malaysia who spoke about ELT and multimedia, and by Jonnie Linn Hill, Ph.D from Oklahoma State University, USA who spoke about evaluating English in the age of technology. In addition, the 33 selected papers for the ICONELE presentations. Those contributions relatively have contributed the most recent scientific knowledge known in the field of English Language Education specializing in Planning in English Language Education, English Language Teaching, Evaluation in English Language, and English Language Education and Intradisciplinary Approach.

These Proceedings will furnish both national and international language practitioners, researchers, students, and teachers with an excellent English Language Education reference. I trust also that this will be an impetus to stimulate further study and research in all these areas. In a nutshell, the collection of papers is dedicated to students, teachers, and researchers, like yourselves, working to accomplish diverse development goals in English language Education in Indonesia, and in diverse contexts throughout the world. Finally, on behalf of The 1st ICONELE organizing committee, I would like to thank all guest speakers, authors and participants for their contributions, for sharing their bright and inspiring ideas at the conference. My special thanks also goes to editors and the board of reviewers who have given their meticulous attention in screening all the submitted abstracts and eventually selected the abstracts for presentations at this international event.

Gowa, March 30, 2018

Dr. Kaharuddin, M.Hum
Conference Chair

Paper presented at The 1st ICONELE 2018 on April 12, 2018
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THE DEAN'S WELCOME REMARKS

Assalamu 'alaikum wr wb
Good morning,

First of all, I would like to express my appreciation to the people of English Education Department for their hard efforts to make this first International conference come true. I have four words to express my happiness today "Congratulations to you all".

In particular, I would like to extend my gratitude to the conference's guest speakers. Mr. Professor Burhanuddin Arafah from Hasanuddin University Makassar, Ms. Monica Menon from Singapore, Mr. Xiao Renfei from China, and Ms. Jonnie Linn Hill from America. Thank you for taking your time to come here for sharing your expertise in English Language Education. I do believe that your presence at this conference will improve the knowledge of all delegates.

My special thanks also goes to the presenters of this event who are from different universities in Indonesia, from Sumatra to Merauke. During the conference, you all have opportunity to present your academic works in the panel sessions. It is hoped that your presentations can stimulate useful discussions to expand the participants' horizon on English Language Education.

I also want to say that I am very pleased to see many participants here. Almost 300 participants have registered from different background; students, teachers, lecturers, and researchers who represent their organizations. This high interest really indicates the importance of English Education now.

In my opinion, this International event shows two things, the first: a good academic atmosphere in this faculty and the second: a quality improvement of English education department. We all know that improving the quality of education is not only done by teaching and learning process in the classroom or academic research, but also by hosting an international forum like this. So, I do hope that this event will become an annual event in this department. And I also hope that some other time, the other departments in this faculty can also organize international event like this. For the reasons, this academic event should be supported by all members of academic community in the faculty of education and teacher training at UIN Alauddin.

Finally, as the Dean of the faculty, I would like to say welcome to this international conference in our campus. I am sure you all will have fruitful and rewarding exchanges today. I wish you every success with this important conference and I look forward to learning about the outcome.

Thank you for your attention.

Dr. H. Muhammad Amri, Lc., M.Ag.
The Dean of Faculty of Education and Teacher Training

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TEACHING ENGLISH BASED ON ISLAMIC PUBLIC SCENARIO FOR STUDENT OF MADRASAH IBTIDAIYAH

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Abstract - *Learning English using a public scenario in madrasah Ibtidaiyah students, requires some learning steps, namely: roleplay, quastion and answer technique and learning by doing. The madrasah ibtidaiyah students are finding more efficient if the learning based on the reality in the scenario, because the learning material was impressed and imprinted in their memory for what they have learned. The fun learning scenario based on public Islamic learning throught the reality learning material that was done on madrasah ibtidaiyah students. This learning model is in accordance with the application of thematic curriculum that was applied to the madrasah ibtidaiyah student. The purpose of this lesson is to create comfort and independence to the students, anything what that the student have learned has been done in the community scenario, it could be always be remembered and will be easier to apply and repeat it at any time. This learning using the technique of active learning approach, with the focus of student center learning, dynamic learning and not monoton interaction.*

Keyword: Teaching English, Islamic Public Scenario, Eelemantary School

INTRODUCTION

Based on the Regulation No. 22 of 2006 (BSNP, 2006) on content standards, of English learning in primary schools was more directed to the achievement of spoken language competence, in explicit in the purpose of learning English in primary school as cited below. The main of English Language Learning in SD / MI aims to learners should have the following skills. (1) Developing the limited language-to-language communication competence in the context of the school, and (2) Having awareness of the nature and importance of English to improve the nation's competitiveness in the global society. In order to achieve that goal, which teaching the competence of oral communication, the teacher should be more emphasis on listening and speaking.

Components or aspects of language supporters such as vocabulary, grammar, pronunciation, and intonation, were directly and indirectly incorporated in learning. However, field phenomena indicated a gap between expectations and reality. The result of Ratminingsih (2010) survey proves that the education staff (teacher) owned by elementary school in or MI DDI Seppange Bone, the even shows that the competence of English teacher is still not seen from the educational background. Of the 185 English teachers, 105 people (56.75%) had an English education background, while 80 people (43.25%) were not English-speaking. This data proves that up to 2010, there are still

almost half the number of teachers who teach English does not have sufficient academic requirements.

On the other hand, from the teacher side, the result of informal interview with some teachers in , got information that in their learning more use textbook oriented. The learning routine is done by doing any activities or tasks that are only in textbooks. This can make the learning will be bore. In the meantime, from the experience the researcher provided refresher training on the strategy of teaching English to about 100 English teachers in MI DDI Seppange (2006), the teachers shared their teaching experiences which emphasized the learning vocabulary, because according to them the vocabulary was very important to be able to use English. The argument is well-founded and according to the researcher was true that without adequate vocabulary, no one is able to use the language.

The strategy or technique was usually used by teachers in teaching tends to be conventional, that is, after teaching the vocabulary repeatedly (drills), the teacher explains the English vocabulary by translating, giving the equivalent in the mother tongue (Indonesian). Utilization of the first language in the first step (L1) when done too often, even dominate was not good or does not help students in mastering the language learning. Therefore, teachers should be able to model the target language well, or more use of English in the classroom.

The Teaching innovation that teachers can do to vary the learning to be more interesting and able to integrate with the skills of oral language, listening and speaking, and aspects of language support can be done through the using of the song, drama, theatrical and Islamic history by using scenario tehcnics. Appropriate the scenario tehcnics to teach English are not much on the market. Moreover, finding some materials that match the theme taught is not easy. Choosing the right material was also not easy, because the scenario material should be adjusted to the theme. So, the use of a song is not just for the fun of students, but more importantly is to teach the language.

Therefore, in this training, teachers in MI DDI Seppange introduced ways to create a special scenario material for learning English, which is in accordance with the theme. This can be pursued through community service, which is related to the results of previous research (Ratminingsih, 2010).

In accordance with the above description, the objectives of the student activities are (1) to improve the knowledge and skills of English teachers in primary schools in making the learning more varied and innovative, (2) to improve the knowledge and skills of English teachers (3) to improve the knowledge and skills of English teachers in making the steps (syntax) of learning through scenario tehcnics, and (4) to improve the skills of English teachers in implementing learning through the materials creations in accordance with the steps (sintak) learning that has been prepared.

Harmer (2007) classifies three age groups of learners, the are children (children), adolescents (adolescents), and adults (adults). Children are a group of learners aged 2 to 14, teenagers are groups of learners between the ages of 12 and 17, and adults are generally aged between 16 and over. Especially for the term children, Harmer classifies two age groups of children, namely young learners are those aged between 5 to 9 years, and very young learners are usually between 2 to 5 years.

McKay (2007: 1) defines young language learners as follows:

“Young language learners are those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling. In the education system of most countries, young learners are children who are in the primary or elementary school. In terms of age, young learners are between the ages of approximately five and twelve.”

In the quotation, McKay asserted that what is meant by learners of children is those who learn English as a foreign language or second language in the first six or seven years of formal schooling and usually taught in primary school. In terms of age, they averaged between 5 and 12 years.

Furthermore, Harmer (2007) argues that the characteristics of children when learning is that they are not only focus on what is taught, but also learn many things at the same time, such as taking information from the surroundings. Seeing, hearing, and touching are as important as the teacher's explanation in the process of understanding. Abstraction of grammatical rules is less effective when taught in children. Children usually respond well to activities that focus on their lives and experiences. However, the attention of children, the willingness to keep attention to one activity is usually short. One of the most important characteristics of children is their ability to be competent speakers of a new language if adequate facilities are provided, and where appropriate language exposure was obtained.

Harmer (2007) further reveals that age is one of the major factors to be considered in making decisions about what is taught and how to teach. People of different ages have different needs, competencies, and cognitive skills. Children are better off getting a foreign language through games, while adults may be better off learning through the use of abstract thoughts. One commonly held belief in relation to age and language learning is that the children learn faster and more effectively than other age groups.

Scott and Ytreberg (2000: 1) assert that children are meant be between 5 and 10 or 11 years old. However, they divide the children into two large groups, namely (1) groups of 5 to 7 years, and (2) groups of 8 to 10 years. Characteristics of children at the age of 5 to 7 years are (1) they can say what is being done, (2) they can tell what has been done or heard, (3) they can plan activities, (4) they can argue, (5) they can use logical reasons, (6) they can use imaginations clearly, (7) they can use varied intonation patterns in the mother tongue, and (8) they can understand human interaction directly. Whereas, the general characteristics of children aged 8 to 10 years are (1) their basic concepts are formed. They have a clear view of the world, (2) they can distinguish between fact and fiction, (3) they always ask, (4) they believe in oral words and the physical world to convey and understand meaning, (5) they can make decisions about what they should learn, (6) they have a clear view of what they like and dislike, (7) they understand the sense of justice that occurs in the classroom, and (8) they can cooperate with and learn from other people.

From all the above description, it can be concluded that the elementary school students such as madrasah ibtidaiyah student belong to the children, which by Harmer (2007) called children or young learners, aged between 6 years till 12 years are

studying in the school for 6 years (McKay, 2007), and by Scott and Ytreberg (2000) categorized in the second group.

Paul (2003) argues that in the theory of multiple intelligence, children have different intelligences. Certainly children may be more intelligent in one way, while others are more intelligent in the other. The teacher's job is to finding the strengths of each child and build those forces. Paul adds that was in building strength, a particular child may be a best learning by drawing or playing, while the other child is best suited to learning by listening or singing a song. With this concept of multiple intelligence, the teacher is expected to further vary the learning, because students who are taught have *different intelligence*.

Moon (2000) explains that children who learn English as a second language or a foreign language at school have learned a language, and when they enter the classroom they will bring experience in previous languages, which can help them learn and learn English every time. Teachers should be able to utilize and build on these abilities and characteristics especially to the learning situation of English as a foreign language, children will be totally dependent only on the school environment as their materials input. Thus, teachers are usually the only source that plays a very important role in child language learning. In addition, children do not learn in one way, but use a variety of ways. They can only use such means, if teachers develop an appropriate learning environment, a learning environment that provides sufficient exposure that provides meaningful input, gives them the freedom to take risks and research, making them willing to use language to communicate with teachers as well as with friends, and get feedback from the learning process.

From the exposure of Moon (2000) and Paul (2003) above, it can be concluded that teachers are as an important learning resource in learning English be as a second language or foreign language, therefore teachers should be able to develop various ways or techniques appropriate in learning so that children enjoy learning, to build the strengths of the student.

Scenario materials have been a part of human life ever since they realized his life. Through songs, people can get fun, entertainment, and even learn the language. Related to this, Schoepp posited that the material has become part of human experience. The material has become an integral part of human language experience (Schoepp, 2008).

In some learning, using song as a scenario materials can be practice. Griffith (1992: 3) states: "Songs refer to pieces of music that have words". Flattum (2008) confirms the song as a combination of melody and lyrics coupled with harmony, rhythm or bit. The song has a structure that usually consists of repetitions of poetry and chorus. Based on some of the above definitions, it can be concluded that the song is a combination of music consisting of melody and lyrics or a composition of words and music, which has harmony, rhythm, and bit and has a structure in the form of repetitions of poetry and chorus, which can be accompanied with musical instruments or without instruments.

English language teaching experts as a foreign language recognize that the song has great benefits in learning. Shtakser (2012) states that there are several reasons why music and songs are used in foreign language learning. The main reason is that music and songs can create a good learning atmosphere in the classroom. Students feel the song as an entertaining part rather than a task, so learning the vocabulary through the song gives the heart pleasure and eliminates boredom. Brewster, et al. (2007) emphasize that the song is an ideal strategy for learning the language, because in the song there are repetitions of vocabulary and the structure of language and rhythm that can increase their interest in learning. Malley (quoted by Murphey, 1993) points out two main benefits of using music and songs in language learning, which are easily memorized songs and highly motivating learners. Meanwhile, Murphey adds that old music and songs are stored in the memory, and can be part of us and easy to use in the classroom.

In more detail Murphey (1993: 3) suggests several reasons why teachers need to use the song as a teaching instrument, as follows:

"Song appears to precede and aid the development of language in young children, works on our short and long term memory, may strongly activate the repetition mechanism of the language acquisition device, is more motivating than other texts, relaxing, short, self-contained texts, recordings, and films that is easy to handle in a lesson."

In the above quote Murphey asserts that the song directs and helps the development of the language of children, can work on short-term and long-term memory, activate the mechanism of repetition of language acquisition tools, more motivating than other text, relaxes, and is usually short and contains easy-to-use text in the lesson. Grixly (1992: 4) classifies six (6) categories of advantage in the use of songs and music in language classes, namely (1) Classroom atmosphere, consist of songs and music used to provide relaxed situations to students, and a fun class atmosphere, (2) Language (3) Cultural input, a song and music (especially pop music) is a reflection of the author at a particular time and place, in which it provides cultural recognition, (4) Text, (5) Supplement, is the song is used as a complement to the textbook, and (6) Teaching and Student interest, the song can be used to teach conversation, vocabulary, grammatical structure, pronunciation, pattern practice, and memory stabilization, and can provide a special attraction for students.

Meanwhile, Paul (2003: 58) asserted:

"Songs add a whole dimension to children's classes, and make it easier for the children to remember words and patterns and natural chunks of language. Songs can add feeling and rhythm to language practice that might otherwise be flat, help children remember things more easily, and draw children more deeply into a lesson."

The above quote reveals that the song adds an overall dimension to the class and makes it easier for children to remember words and patterns and chunks of language. Songs can add flavor and rhythm to the usually flat language exercises, help them remember things more easily, and engage them more deeply on the lessons. From all the above opinions, it can be concluded that the song has many benefits to teach the language more fun that can make it easier for students to remember the language,

language and natural bits of language, and can involve their feelings more deeply on the lesson. Various benefits of the song in general can be seen from several sources, namely linguistic, psychological / affective, cognitive, and social.

Brewster, et al. (2007) suggests several types of scenario materials and chants that contain various language features can be used for different purposes. Mol (2012) adds that are several materials of scenario that can be used in the classroom, such as children's poetry, contemporary pop music, and songs specifically written to teach English. Although this latter type of scenario materials is sometimes criticized for lack of authenticity and lack of musical appeal, it is believed that the songs can be motivational, modern, contain good music, and have special appeal to the learner.

In previous Ratminingsih (2010) research, the type of materials concict of Islamic education them used was a specially created song (scripted songs) to teach English in the fourth grade adapted to the themes that appear in the local content curriculum for the fourth grade elementary school. The results show that the materials can improve students' English listening skills. Based on this emperis study, the community service is implemented as an effort to improve the competence and creativity of teachers in teaching English with more innovative strategies.

Brewster et al. (2007: 168) describes a flexible step-by-step framework of learning in scenario materials, as follows: (1) Preparing context (explaining purpose, background information); (2) vocabulary is taught first by using images, action, realia, puppets, focus questions, etc. (3) Teacher plays a tape or sings or carries a song so that students can listen, show understanding, introduce themselves to rhythm, tone, etc. (4) (5) Taking into account students' understanding of pronunciation, for example by identifying patterns of intonation, pressure on words, or syllables, etc. (6) Encouraging students to listen, repeat, and practice by reading, telling story, singing and learning to sing or poetry . Encourage students to use action, mimic, drama and others. Exercises are done several times, (7) Provide a written recording of text: students can adapt or write their own versions, listen and complete empty, listening and composing text; students look at moments of written phrases, then arrange them in sequence, listening and choose, the students have a bunch of words from the two mixed songs, and when they listen to the song, they separate the rows into two groups, match the drawing with the row, illustrate the poem, create a collage to form a context, such as the atmosphere on the beach, etc. . In the implementation of learning with the song, the seven basic steps should be a general guide for teachers to be directed and maximized learning.

METODOLOGY IN IMPLEMENTATION OF DEVOTION

Participants who became the strategic target audience of this activity were English teachers at the elementary school in MI DDI Seppange, mainly in rural schools with a target of 25 teachers. There are two significant reasons why rural teachers are preferred, ie (1) rural teachers lack access to professional development through inservice training, by joining seminars, workshops, or the like to a LPTK (such as Undiksha or other institutions), for various reasons, such as distance, cost, etc., and (2) rural teachers, according to survey results (Ratminingsih, 2010), many still lack adequate English teaching background. The method chosen in carrying out this activity

is training especially for English teachers in elementary schools located in the region. Sukasada District, located in the countryside. They will be given training in the use of special creations of the materials as an effort to make learning English more varied and innovative, so the quality of English language education in target schools can be improved.

Because English teachers already have experience teaching English, then the design of activities in the form of in-service training. The steps of the activities to be undertaken as follows: (a) The seeding of information, a theoretical basis for some innovative learning strategies, which can be used to vary the learning of English; (c) Model giving examples of special creeds (scripted or deskript) of theme-based English learning, (d) giving practical guidance on how to create songs and teaching steps using any materials (e) The practice of creating theme-based drama in groups and designing learning steps, (f) The practice of organizing learning by using the song of creation in accordance with the steps that have been designed.

DISCUSSION AND RESULT

To improve the knowledge and skills of English teachers in primary schools in making the learning more varied and innovative, they are given information related to the concepts (1) The Essence of English Language Learning for Children in Primary Schools, (2) The Innovative Innovation of Learning , (3) Strategies for Innovative Learning for Children, (4) Learning Strategy with scenario materials, (5) Types of Song Learning Strategies, (6) Example of Learning with Special Creation activity, (7) Learning Steps with Creation.

In the seeding of information consisting of the seven components above, the teachers were given comprehensive training materials on the nature of learning English for children different from adult learning. The success of learning for children is highly dependent on how teachers package learning by taking into account aspects such as children's intellectual development, limited children's attention, varying inputs, attention to affective factors that motivate children to learn, and introducing an authentic and meaningful language.

Associated with the nature of instructional innovation, teachers are given information about the nature of instructional innovation, and why it is necessary to innovate learning. Teachers are also introduced to the concept of quality learning, which was oriented learning (productive, active, creative, effective and efficient, and fun) that focus more on student centered activities. The centered student-centered learning is related to CTL-based learning (Contextual Teaching and Learning) introduced by Johnson (2005).

In relation to the seeding of information on innovative Learning Strategies for children, teachers are given examples of innovative learning strategies that can be used to teach English for children related to the language skills that consist of a listening strategy, speaking, reading, and writing. Specific information focused on learning strategies with scenario materials. Teachers are given the concept of the essence of the learning materials, the benefits of using of the materials, the types of materials that can be used to teach English for children, such as children's poetry, children's songs,

contemporary pop songs, and special creations of the clues and game. Then followed by giving examples of special creation of the resource persons (Ratminingsih, 2010) as well as the steps and models of worksheets given to students in teaching and learning activities.

All information obtained by teachers was used as a reference to create a media and determine learning steps. After being given the material used as a reference in the creation of the materials, and given examples of special creations by the resource persons, the teachers of 25 people are grouped into 5 groups, and each group is given the task to create some materials creation in accordance with the theme and class and semester who were taught in elementary school. The time it takes to create a materials is 1 hour (60 minutes).

In the process of making a learning materials, the teacher can construct the lyrics first, then determine the appropriate tone and rhythm or vice versa. Each group then constructed an English of using the tone or rhythm of English and Bahasa Indonesia songs familiar to the children, such as the Rainbow-Rainbow song, Up-Ride to the Top of the Mountain, My Round Hat, Are You Sleeping, and See My Garden. Each of these groups makes new song lyrics using English language tailored to a predefined theme. For example, the song View Kebunku was chosen by group 1 to teach the Animals theme, then the song created is as follows:

Chicken, cow, and pig, Those are pet animals
Lion, snake, and tiger, Those are wild animals
Dolphin, shark, and fish, Those are sea animals
You know all of them, All kinds of animals

To improve the knowledge and skills of English teachers in making the steps (syntax) of learning through Islamic scenario, teachers are given some examples of learning steps that can be developed based on a given materials likes story and history or the community environment, and / or an emphasis on language skills and linguistic aspects. When teachers want to emphasize learning on speech skills after students listen to a learning materials, then the learning step will focus on activities that refer to those skills.

After being given examples of learning steps, each group designed their own learning steps according to the created creations. For example, teachers in group 1 who teach the Animals theme in grade 4 semester 2 produce the following learning steps. (1) The teacher introduces the song about Animals, (2) The teacher repeats the materials in speaking and asking each others. ot the students to make some group and practicing their english through the drama, quastion and answer or singing along the group, (3) The teacher asks the students to group the names of some terms around them likes animal, trees, place, the name of the prophet, castle, the ritualitation of the muslim prayer and (4) work on students. After each group has finished constructing the materials leraning as well as designing the learning steps, the representatives of each group are then asked to perform by practicing the way of teaching English using the materials of learning creation in accordance with the pre-arranged learning steps.

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