



PROCEEDING



SIEC 2014

SILIWANGI INTERNATIONAL
ENGLISH CONFERENCE

“ENGLISH TEACHERS
PROFESSIONAL DEVELOPMENT”

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ENGLISH
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DEPARTMENT
SILIWANGI UNIVERSITY



SIEC
Siliwangi International English Conference

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PROCEEDINGS**

“English Teachers Professional Development”

27th – 28th of November 2014

University of Siliwangi, Tasikmalaya

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PREFACE

Welcome to you all to Siliwangi International English Conference (SIEC) 2014 organised by English Education Department, University of Siliwangi.

The aims of the conference are primarily providing participants with some overview and understanding of the pedagogy and strategies of the teaching and learning of English to develop their professionalism, actualising all aspects in relation to the enhancement of the pedagogy and strategies of the teaching and learning English of English, encouraging teachers of English to grasp for quality in terms of the pedagogy and strategies of the teaching and learning of English in order that they become more professionals.

All presenters issue a wide range of topics related to English Teachers Professional Development including teachers' training development, conducting research in EFL classroom, classroom management in practice, assessing and evaluating language classroom, developing and designing materials, and others. They also share their perspective on successful practices and experiences in addressing the issues in different contexts which are able to actualise educational practises.

The publication of the SIEC Proceedings has taken a long process for a year involving conference planning, screening of presentation abstracts, and the preparation of the Conference Proceedings.

We would like to express our gratitude to the fine work of our contributing presenters upon which the accomplishment of the SIEC 2014 Conference Proceedings depends. We applaud their considerable effort and thank each author for regarding our publication as a venue for sharing their insights.

SIEC 2014 Committee
November 2014

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A PROJECT BASED LEARNING (PBL) THROUGH FIELD TRIP; PROVIDING AN AUTHENTIC LEARNING ATMOSPHERE FOR SPEAKING AND WRITING.

Asis Wahyudi

Maulana Malik Ibrahim State Islamic University, Malang

Abstract

Learning language authentically in the real context is considered the right way in the teaching and learning process. The classroom was designed for teaching speaking. The students were instructed to be able to master English speaking skills. In practice the activity is supported by listening, writing, and speaking. This integration of skills reflect the daily use of language as a means of transaction/communication. Automatically, students are mostly encouraged to speak a lot as well as to listen and write. The Project Based Learning was set in the beginning of semester when students were instructed to have a project, a direct interview with native speakers. Locations were offered to students. Some chose Bali as the destinations of the activities, Bromo, and the rest of students decided to have their own choice for financial consideration and location. Before having a trip, they made some preparations; learning materials from video and books and practicing speaking daily interaction in the classroom and outdoor class with their peers. The real projects were making conversation with native speakers documented through video and report.

INTRODUCTION

Although English is considered as the first foreign language in Indonesia and is learned since the early level of education, the result of learning has not reached the expectation. According Schallert and Kleiman (in Wenden, 1991:13), college students lack such skills even after years of schooling because teachers are very often much more active in the learning process than are the students. While this may result in very effective teaching strategies, those teaching behaviors do not necessarily help students gain independence by developing effective comprehension-monitoring strategies of their own. Good teachers are those who provide optimal condition for learning in the classroom.

Teachers are trying to find a better ways to teach their students to obtain the maximal outcome. One of skills in English. It becomes major attention for communication. According to Brown (2007: 322) the benchmark of the successful language acquisition is almost always the demonstration of an ability to

accomplish pragmatic goals through interactive discourse with other speakers of the language. The principles of encouraging to use authentic language in meaningful context and capitalize on the natural link between speaking and listening are need considering. Two skills are naturally integrated.

THEORETICAL BASIS

One strategy that is popular in the learning process is project based learning. According to Patton (2012) it deals with the students' activity in designing, planning, and carrying out an extended project that results in a publicly-exhibited output such as a product, publication, or presentation.

Stripping et all (2009) mention that effective project-based learning has the following characteristics: leads students to investigate important ideas and questions, is framed around an inquiry process, is differentiated according to student needs and interests, is driven by student independent production and presentation rather than teacher delivery of information,requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content, connects to real world and authentic problems and issues. Johnson (2002) also stated that in relation to making meaningful connection, the learner should connect the content of an academic subject with their own experience. By doing that they discover meaning and meaning gives them a reason for learning.

With those characteristics in mind, teachers can plan learning experiences that result in in-depth understanding of important ideas in the content. Because students are driving the learning, they can draw upon their strengths and create projects that incorporate their own interests, native language, cultural background, abilities and preference for using different types of media.

English Language Learners, in particular, thrive in a project-based learning environment because projects give them the opportunity to learn with others through peer-to-peer exchange, to develop their academic vocabularies through conversation, to use their own strengths and cultural backgrounds, and to accelerate their language acquisition at the same time that they are learning about

topics of interest. Project-based learning requires the production of authentic (oral and written) language from ELLs.

IMPLEMENTATION OF PROJECT BASED LEARNING IN SPEAKING

Course Description

Name of course	: English Conversation
Age of students	: 18-20 years old
Language level	: Intermediate
Length of time per meeting	: 2 hours in the classroom plus daily consultation before and after class and break time.
Additional Information	: English is a compulsory subject. The students have learned it around 6 years. The subject belongs to General Course.

Project Description

The students are expected to have real practice with native speakers at the end of the semester. For the preparation of the conversation, they learn and practice basic skills and knowledge of conversation with their classmates, especially introducing self, introducing someone, asking opinion and making opinion, asking and giving information, describing objects, and other necessary expressions used during actual daily conversation. Two weeks before real conversation with foreign tourists, the students make a role play with their classmates in pairs, one student becomes a foreign tourist and another becomes local person. The activity is done in turn. The following week, they do conversation in different situation, one local person talks with a group of foreign tourists and a group of local people talks with one or a couple of foreign tourists. After doing some rehearsals, the students are quite ready to do the real project, having a simple conversation with native speakers. The students are permitted to choose the location they intend to for interviewing the native speakers. In the activity, they should use skills and knowledge they have already learned and practiced. They should also record their conversation and video and make some

pictures as complementary activities. The record should be carefully checked by the students and written in folio paper to be submitted to the lecturer.

1. Read the guidance book of conversation and watch the video.
2. Listen to lecture, write the important details, and remember the sample given by the lectures.
3. Make group of two and practice the dialogues, then make a bigger group and practice in different setting and situation.
4. Review some discussion of the dialogs by their peers, for the whole, the lecturers give evaluation and suggestion and improve the understanding and practice.
5. "Hunt" tourists, the students are permitted to have Conversation with the tourists.
6. The result of conversation is recorded in the form of audiovisual recording to submit to the lecturer plus the transcript.
7. The lecturer analyzes the project and makes evaluation.

Goals to be achieved

1. After reading their guidance book and watching the video of conversation in English, students will be able to understand the vocabularies, phrases, and expressions used in making daily conversation.
2. Listening to the lecturer will give them additional information, expressions, and examples to write and then to memorize. The students can also confirm to make sure the expressions they have not been quite sure in using this.
3. Doing role play in the classroom with different partner and the size of participants will give the students a useful practice to be more adaptive and more spontaneous in making conversation.
4. Doing peer corrections after some rehearsals will be able to help students know their weaknesses and as a tool to improve their performances/progress.
5. Students will have real life experiences to use their English to the most right people that is native speaker.

6. Students will be able to use their creativity in making transcript by critically listening to the record of their interview, and present/submit their interview to the lecturer.
7. By evaluating the students' project, the lecturer can measure the speaking skills of the students (public speaking).

Reasons Implementing the Project

Since the students are taking English conversation, it will be meaningful if the students practice the skills they have got from their class to the actual conversation outside their classroom to the real users; English native speakers. This project will give them real life experiences that greatly rather different with the situation in the classroom. The contextual real life conversation and interaction will give students broader impact in their life especially how to understand, behave, and interact with English native speakers. Secondly, the students can get knowledge from other people (native speakers) by involving in conversation, such as sharing condition in native speakers' country, popular events in abroad, education abroad, or even technology and culture. This can lead to a good understanding between two countries (the interviewer's country and the interviewee's country) and will create a good friendship and working partnership for better future's relationship. This conversation project with native speakers will also allow the students explore their skills and ability related to public speaking; namely speaking voice quality including volume, pitch, voice quality, articulation, timing, and vocal variety. Another skill that students should explore in conversation with native speakers is body language including posture, gestures, body movements, facial expressions, and eye contact. Last, the students share their experiences with their classmates and lecturers in the classroom by presenting their pictures or video through multimedia; LCD and audio sets.

Benefits from the Projects for the Lecturer

By scrutinizing the result of conversation with native speakers presented through video and audio recording, Lecturer can determine the skills and knowledge of students that do not appear in the classroom, i.e. conversation in the

real context; ability to explore the students' potential in term of speaking and acting while interacting with society spontaneously without pressure. This will also give information to me about differences communication in the classroom and conversation in the real context. Finally Lecturer can give feedback to his students to give opinion about their project.

Students' challenges that may appear

1. Students will have more extra time to learn lot vocabularies for anticipation in the conversation with native speakers. For the less able students this project could make them rather worried not able to speak.
2. The students have extra time to do a lot of rehearsals until they are sure they are ready and confident to have conversation with native speakers.
3. The students may get difficulty to find right place to meet native speakers.
4. The students may be afraid or shy to greet the native speakers and nervous in the conversation with the people whose have different culture and behavior.
5. The weather may hinder the students' agenda.

Addressing the challenges.

1. Lecturer will give them enough time allotment until they feel confident to have real conversation.
2. Before having real conversation, Lecturer will give the students enough time to do rehearsals with their classmates and he encourages them to do rehearsals at home too.
3. Lecturer will encourage students to ask to the tourist information center about place where they can meet native speakers.
4. Lecturer will give the students consultation time to listen to students' problems and complain and discuss to solve the problems together.
5. The project is not done in one day so the students can manage their agenda to the right place, right time, and right weather.

Schedule Implementing the Projects

Day	Duration	Agenda
1	90 minutes	Watch short video dealing with conversation with native

		speakers Listen and take a note to a lecture about making conversation with native speakers Doing Question and answer about making conversation with the native speakers
2	90 minutes	In pairs, the students practice to be a tourist and local people. The students make comments and improvement
3	90 minutes	The students make some variation to do role play to a bigger group of tourists and a bigger group of local people. The students give comments, suggestion, and improvement.
4	90 minutes	The students make a necessary rehearsal and last preparation
5	-	The students practice conversation in the real context
6	-	The students practice conversation in the real context
7	-	The students practice conversation in the real context
8	-	The students check the result of interview Manage the video Making script
9.	90 minutes	The students present their practicum in the classroom The students submit their video and script to the lecturer
10.	90 minutes	The students present their practicum in the classroom The students submit their video and script to the lecturer
11	90 minutes	The students make some <i>Reflection</i> on the activities they have done

Assessing the Projects.

1. Lecturer will assess the script, audio recording, and video recording in terms of the content, speaking voice, and body language.
2. Lecturer will also assess the presentation in the classroom.

CONCLUSION

It is noted that the students will acquire the target language better if the teaching and learning process is set in the real context. It is very important that assignment in the speaking class is given in the form of project based learning. In this situation, students work in group to solve the problem of learning together. By conducting field trips, it means that the students will experience the authentic learning community. The right context will give students real life activities that are very useful for them in their life. It would be meaningful and the target language would be achieved.

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