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Volume 2

“

THE PRAISE FOR AND CRITICISM
OF TEACHING AND EDUCATION, LINGUISTICS,
AND LITERATURE IN THE MODERN ERA

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FOREWORD

Modern era with the tidal waves of globalization brings two polar perspectives which influences people's way of lives. Some welcome this era positively. They may consider modernity as a new phase where activities should be in line with the time advancement. Others, however, view it as threats to traditional harmony. These two opposite stands also affect their view on teaching & education, linguistics, and literature. On the one hand, some practitioners of the respective above fields may converge on their works so as to follow the modernity, and to some extent, the traditional or regional values are faded away. On the other hand, some of them may diverge on their works. They may intend to safeguard the traditional values and consider it as precious heritage. In short, the modern era generates two dichotomies: the praise for and the criticism of all aspects of lives.

With respect to the above thoughts, the **International Conference on Sang Guru 2** has placed its specific topics on language teaching, linguistic and literature in terms of their praises and criticisms. Therefore, the theme of the conference is on: **The Praise and Criticism of Teaching and Education, Linguistics, and Literature in the Modern Era**. The theme is elaborated into sub themes and related topics as follows:

1) *Teaching of Language & Literature*

1. Teaching languages in the modern era
2. Hindrance of being successful learner in the modern era
3. Helping learners with modern devices
4. Developing handicapped learners with modern technology
5. Redefining the teachers' role in the modern era

2) *Linguistics*

1. Minority languages in the modern era
2. Living in multilingual community
3. Identity in relation to the language mastery
4. The status of regional, national and international languages in this era
5. Government's role in maintaining and revitalizing languages

3) *Literature*

1. Children's literary works as the influence of modernity
2. Direction of literary works in the modern era
3. Praise and criticism of modern literature
4. Reshaping literary works in the global era
5. Development of literature theory in the modern era

This conference produces proceedings. This publication is expected to contribute to the development of language teaching, linguistics and literature which will in turn give impacts to the development of social and cultural studies in Indonesia.

The publication of the proceedings is not without any problems and difficulties. Therefore, the committee shares their gratitude to:

1. The Rector of the State University of Surabaya;
2. The Vice Rector for Academic Affairs of the State University of Surabaya;
3. The Deans of all Faculties, the State University of Surabaya;
4. The Vice Deans for Academic Affairs of all Faculties, the State University of Surabaya;
5. The Vice Dean for Administration and Manpower of the Faculty of Languages and Arts;
6. The Faculty Members of Languages and Arts Faculty, the State University of Surabaya;
7. The members of International Committee: *Sang Guru 2*;
8. The Keynote speakers;
9. The paper presenters;
10. The moderators;
11. The participants: teachers, lecturers, researchers, students, and everyone who has joined the conference.

Thank you very much for your support and participation. God bless you all.

Committee

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Teachers' Adjustment for a Better Education in the Modern Era

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Abstract

A modern era is identical with an advanced technology. In a modern world any kinds of work can be accomplished easily with the help of a high technology. Technology develops so rapidly that everybody in any field of work has to adjust it in order to get its advantages for his or her interest. In the world of education, the demand to master technology is undeniable for the teachers in activating the learning activities. The success of any educational system depends on the quality of the teachers which, in turn, depends on the effective reaching-learning process in a classroom. Teachers should be aware of the fact that their role is of demanding. To respond to the needs of modern education, teachers have to take the necessary or appropriate action through adjustment processes. The predicate of teacher as a "Super Educator" should be proved by accommodating the educational advancements through and through. In this article, therefore, the writer wants to explore the possible ways for teachers to adjust with the students' expectation in education in the current era. The domains of discussion of teacher's adjustment may involve the understanding of the modern learners and the appropriate approaches for them.

Keywords: *teachers' adjustment, modern era*

1. Introduction

The modern era is generally defined as the present or recent times. The dictionary of Audio English classified this era under the hyponyms of information age. It refers to a period beginning in the last quarter of the 20th century when information became easily accessible through publications and through the manipulation of information by computers and computer networks. Children living in this period are grown up with technology. They are playing video games, computer games and having any kind of movie at their fingertips, so it would make sense that they are more accustomed to and educated in technology. The impact of this fact there must be some dramatic changes in education policy. Consequently, the teachers whose important roles in gearing students success have to adapt or adjust to this new form of life alongside technology, because life is not going to go backwards. Adjustment is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner. An adjustment can be as simple as changing classrooms to be closer to amenities, or installing a particular type of strategy for a person with high technology. The purpose of adjustment is to make it possible for learners to participate fully. An adjustment in teaching, learning and assessment activity needs to be justifiable and uphold the integrity of the teachers' qualification. There are two guiding principles underlying the context for reasonable adjustment in education — understanding of the modern learners and implementing appropriate approaches for them. These principles are substantially

important to anticipate the wave of changes in the process of teaching and learning which affecting to the students future.

2. The Modern Learners = Generation Z

The present school learners are quite different from the previous ones in terms of their characteristics and learning style as well. They are often categorized into the new generation the 21st century. They are also known as the Net-Generation or iGeneration, because they were surrounded by digital technologies from a young age. Computers, the Internet, online games and mobile phones are as normal to them as television was to past Generation. These children have a much higher need for technology-based stimulation than previous generations, leading to a disinterested attitude to traditional methods of education. The comfort level of technology for many teachers is relatively low, compared with that of their students.

To label the new generation, Hancock (2012) has presented demographic change in terms of the generational classification into "Baby boomers" (pre-1965), "Generation X" (1965 – 1980), "Generation Y" (1981-1999) and "Generation Z" (2000-now). He made the point that Generation Y, previously researched as being today's students, has now become today's teachers. The same classification was also given by Lancaster and Stillman (2002) in Reilly (2012). They provided a historical perspective of Gen Z by dividing the last 70 years into four distinct generations.

1. *The Baby Boomer generation* (1946– 1964). This large generation was due to the many soldiers who returned home after World War II and started families. More people were born in this twenty-year period than at any other time in United States history.
2. *Generation X* (1965–1980). This generation was much smaller than the Boomer generation. Gen Xers have been generally characterized as hard working, independent, and skeptical.
3. *Generation Y* (1981–1999). This generation came into being during the last two decades of the 20th century. Its members are identified as confident and technologically advanced, and they come with a sense of entitlement.
4. *Generation Z* (2000–present). This name refers to those born since 2000, a group that has received little attention in the literature thus far.

3. The Characteristics of Generation Z

Based on the classification of generation above, thus the discussion will focus on describing the characteristics and learning style of the Generation Z. This knowledge will function to show who they are and how they differ from the former generations. By knowing them well will affect the students' ways of learning. Barcelon (2010) has identified generations Y and Z have both been growing to maturity in the age of the computer. Both have embraced the opportunities provided by an explosion in technology which has created the environment for much of their learning and development. Therefore, the details of the characteristics of generation Z can be identified as follows:

Tech Savvy. Members of Generation Z have never known life without personal computers, mobile phones, gaming systems, MP3 players and the Internet. They are true

"digital natives," comfortable with e-mail, texting and computer applications. They are also able to grasp and master advances in technology more quickly than previous generations. Unfortunately, technology has also contributed to this generation's lack of interest in playing outdoors, resulting in a sedentary lifestyle that may lead to obesity.

Social. Social networking sites and instant messaging were common as Generation Z grew up, so they have little concern for privacy and no problem sharing even the most intimate details of their lives with virtual strangers. Cell phones, instant messages and e-mail make communication immediate. As a result, a member of Generation Z is very collaborative and creative. When they get to be working age, they will change the workplace dramatically in terms of style and expectations.

Multitasking. Generation Z is so comfortable with technology, it stands to reason they are also born multitaskers. They can text, read, watch, talk and eat all at the same time, a talent that stuns adults. Any answer they need to find, any news they need to know and any person they need to talk to is just a click away. With all of these answers and information so it is easy to access. With this preference toward multitasking comes a dark side, which mental health experts are calling "acquired attention deficit disorder." While they are able to complete many tasks at once, each task gets divided attention, and the generation is losing the ability to focus and analyze more lengthy, complex information.

Speedy. A short attention span, perhaps brought on by the tendency to multitask, also requires information to be delivered in rapid, short bursts if it is to be understood. Generation Z thrives on instant gratification. With this has made us harder to teach, so teachers turn to more technologically advanced forms of teaching. We're all adapting to this new form of life alongside technology, because society isn't going to go backwards. We've come so far and now people need to cope with these advantages, while still keeping our work ethic in check. With developing technology we have lost the patience and work ethic that older generations had. Now the next step is finding a way for both of these to coexist.

Therefore, it has been clear enough for the teachers to understand that the characteristics of generation Z is much more different from the proceedings generation. In the teaching, teachers should hold principle that young children do not come to the language classroom empty handed. They bring with them an all ready well establish set of instinct and characteristic which will help them to learn language better (Halliwel,1992).

4. Learning Styles of Generation Z

As there are many changes that the technology brings to today's learners, it will effect on the formation of students learning style. The followings are the learning style of generation Z students in which the English teachers should understand to educate them appropriately.

1. Learn from Experimentation. They prefer learning by doing rather than being told what to do or reading static books. These students are able to intuitively use a variety of IT devices & browse the Internet. They like to tinker with the up-to-date electronic gadgets, such as iPods, MP3 players, and cell phones. These students like that because they can touch and play with these devices. They also like to explore the Internet to learn something new, to make new friends, to make your own photo album, or to learn a new

tool for blogging and more. They enjoy learning through self-discovery and taking the initiative to learn new tools.

2. *Prefer visual learning.* Due to the prevalence of technology in their lives as they developed, the Net Generation feels comfortable in the media-rich environment, surrounded by different kinds of digital devices such as computers, LCD projectors, PDAs, iPods, MP4 and iPhones. Living in this multimedia environment, the Net generations exposes themselves to the interactive computer games and movies, whether they are at home or at school. TV and computers provide rich visual effects which have resulted in them becoming more accustomed to receiving input in this mode. When the Net Generation looks for information online, not only will they try different search engines (like Google and Yahoo), but they also search for interactive materials from YouTube.com.

3. *Like to work in groups.* The Net Generation enjoys working on teams with peers, using collaborative tools like Google Apps. In general, these students are more likely to prefer learning in a supportive environment with teamwork. An activity, such as a Wiki project that can be undertaken with their instructors and peers is probably preferred by the Net Generation more than an individual assignment. This learning characteristic fits Vygotsky's zone of proximal growth theory. The Net Generations like to build up their learning by working with peers, because the slower learners are supported by the fast learners, and they learn by scaffolding the knowledge from each other. If learning is taken as to be an individual task without support from peers, more students will be left behind. As a result, the Net Generation fits Vygotsky's scaffolding theory, because most of them like to work in groups with their classmates. They gain confidence and support when cooperating with peers, and they scaffold knowledge together. Learning is not only for the individual. There is nothing to be ashamed of if you do not understand when you first learn something new; rather, they like to share their experiences in groups. Google has developed many innovative applications to create a good working environment for these learners.

4. *Have short attention spans and multi-task well.* The media-rich environment that the Net Generation has become accustomed to appears to have shortened their attention span. If you ask them to work on the same thing for hours, it would probably overwhelm or frustrate them. They will probably enjoy the activities more if they can get several things done simultaneously, because they can usually shift attention rapidly from one task to another. They are generally able to multi-task better than their parents and can split their attention between different activities. Thus, an instructor should not be surprised by seeing a student listening to music, surfing the Internet, and talking to friends on the phone while doing homework. These diverse activities are all part of the Net Generations' daily lives.

5. *Edutainment.* The word "Edutainment" is a combination of two words: education and entertainment, which refers to educational entertainment or entertaining education. Content of product provides user with specific skills development or reinforcement learning within an entertainment setting. Think about what happen when education is combined with entertainment. According to Wikipedia, "Edutainment typically seeks to instruct or socialize its audience by embedding lessons in some familiar form of

entertainment: television programs, computer and video games, films, music, websites, multimedia software, etc." Compared to the older generations' perspectives towards education, the Net Generation believes that learning has nothing to do with teachers' authority. Instead, learning is considered interactive and involves fun activities. They prefer teachers infusing games and activities into the curricula.

5. The Appropriate Approaches for Adjusting Generation Z

Technology use in class is too often regarded a good thing in itself, but it is not – it needs to be used alongside a coherent new methodology. It is not enough just to have and use available technology – teachers must also have knowledge and wisdom to use it. However, there seems reluctance among many educators to move away from traditional teaching methods. A radical departure from a system that has worked well for a very long time is difficult to change. Some teachers might object to this call to change. It is probably fair to say that many prefer to stay on their current course because it is familiar and has reaped some benefits. This attitude is unfortunate because for learning to occur, teachers need to update their teaching strategies. They need to adopt more technology-based tasks, include visual content, and provide the opportunity to be physically active in the classroom. If students are not given ample opportunities to practice and receive feedback, then the classroom experience wanes in comparison with learners' personal lives. The relationship between teacher and student becomes more tenuous, and student interest in learning drops. (Barcelon, 2013). Teachers who keep in their conventional manner will be far from the success because it is believed that the success of any educational system depends on the quality of the teachers. Therefore, according to Świtala (2012) the teacher, as an element (an important link) of a specific school system, should be aware of the tasks that he/she is supposed to fulfil depending on the individual levels and stages of education. Teachers should know their rights and their obligations.

As said earlier, contemporary educational reform has resulted in a period of significant change for teachers. To respond to the needs of modern education, teachers have to take the necessary or appropriate action through adjustment processes. Students now see their teachers modelling effective, productive use of technology and students perceive that teachers are "...engaging in their world." Eduviews (2008) spotlights that Teachers who generally are committed to their students, enjoy their work, and are devoted to their profession and their content areas have to adapt to the 21st century students who come to school with very different sets of experiences and expectations than their 20th century counterparts. These tech-savvy, multi-media, multi-tasking digital natives navigate everyday life far differently than many of their digital immigrant teachers. Connecting with them, relating to them, and motivating them now require teachers who are open to new ways of teaching and supporting students. The following are the possible ways teachers can take as an alternative to tackle students of Gen Ziers' expectation by changing their roles.

- a. Teachers in modern classrooms are no longer lecturers, they are facilitators, their main task is to set the goals and organize the learning process accordingly.

- b. In the past teachers used to follow syllabus which was compulsory for them. Nowadays, teachers may make up a syllabus of their own and have independence to choose the teaching material. Szűcs (2009).
- c. Learners as knowledge maker should be facilitated with classroom as think-tanks.
- d. In the context of language teachers, Richard (2006) has views that in the past time Method seen as key successful teaching, Top down approaches to teaching, Prescriptivism in teaching, School and institution still installing language lab, Teaching and learning took place in the classroom,, The teacher was the primary sources of input, Teaching largely book and paper-based. Nowadays, teacher should implement Post method era, Communicative approaches, Bottom up approaches to teaching, Exploratory and reflective approaching to teaching, Language lab converted to a multimedia center, Video and computer a common teaching and learning resources, Learning occurs inside and outside the classroom, Classroom are connected to one another and to the world, E-mail connects with other students anywhere in the world, and Teachers and students use the World Wide Web as a teaching/learning resource.

Practically teacher can adopt some trick from internet into the classroom. Here are some ideas for using Google Docs in the classroom:

- a. Individual Work: If each student has his or her own account, they can work on assignments online, giving you, the teacher, the opportunity to see the work in progress. Not only does this eliminate the excuse of the "dog ate my homework," but you can leave comments on documents, giving ideas, corrections, and helpful pointers. In the end, the student's Google doc notebook becomes an easily accessible record of their work on a subject.
- b. Paired or Group Work: Since students can also work in pairs or teams and any document can be shared with various levels of participation, from read only to ability to edit, you can create group research opportunities. Also note that under the "Share" button each Google document has various settings for privacy, from public to only visible to those who the owner has allowed. Parents can get involved as viewers if you wish.
- c. Multimedia: Don't let the Doc part of the service let you forget that there are also presentations, drawings, forms, and spread sheets. As a part of a final assignment students can prepare a presentation online that can be shared with other classes and the school. Using a "form" students can create online quizzes for each other. And the various ways of displaying information lends the service to all subjects.

In addition, to activate the class with presence of internet, Allen (2013) proposes some tips for integrating the Internet into the classroom.

- a. You may want to ask your students to avoid using Wikipedia. Or you may want to investigate Wikipedia yourself and check relevant articles to the research project itself for accuracy. And keep in mind that you yourself can make changes to Wikipedia articles and help update accurate information. There are other Internet resources available as well for research, such as Encyclopaedia Britannica Online.

- b. Create an internet-based project. Think about a collaborate website that the class can create together. They can post creative works or publish science fair results. This example, Mona Lisa Smiling, is a great classroom effort, and can serve as a template for your classroom project.
- c. Teach students to use the internet efficiently. Set time limits, and try to limit the amount of time that students spend wandering on the world wide web. You can also teach them time saving techniques, such as using bookmarks.
- d. Try using online lessons. Many are animated and provided excellent supplemental learning. Prepare quizzes based on those supplemental exercises, those videos the students use outside the class, to help support learning inside the classroom

6. Conclusion and Recommendation

The technological change has influenced new platforms for enhancing teaching and learning. The technology is also giving rise to new forms of social networking. Students who belong to digital generation today are learning a great deal in non-formal contexts, and it is possible to put the contents of textbooks into a tablet PC. These changes call for a new type of teaching force. This necessarily implies new modes of teacher preparation and new enabling conditions in schools to help teachers to tackle the complex challenges of facilitating student learning. The teachers' skill to adjust with the technological change is one of the most important factors contributing to student achievement. The most direct and effective way of raising instructional quality in modern era is to improve the knowledge and pedagogical skills of in-service teachers and to ensure that the organizational conditions under which teachers work promote effective instruction and focus on student learning outcomes.

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