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**Reviewers:**

1. Tahrún
2. Mulyadi
3. Hj. Missriani
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**The Development of Gender Based-Teaching Material:  
Press and Journalistic Skills**

*By Tahrún, M. Nasir, and Houtman*

PGRI University of Palembang

**Abstract**

This article presents conceptual design of gender based-teaching material for teaching “Press and Journalistic Skill” to the students of Language and literature education department. This conceptual design is the result of the first year research finding of the two years scheduled. The teaching material developed was in the form of textbook. This teaching material was designed to improve students’ skill in press and journalism. To develop this instructional material, the writers used Research and Development method. The result of the research showed that the content of the textbook of press and journalism covers d the scope of communication, the nature, process and components of communication, mass communication and press/jurnalism, journalist, mass media, news, the ethics of journalism, and the press law. This textbook is ended with references.

Key words: teaching material, gender, press, journalistic

**Introduction**

The issue on gender is very crucial to solve. Workshop on the “Policy of National Education” supported by World Bank and Dutch Trust Fund concluded that gender was crucial issue in the development of education in Indonesia. Besides, the research on gender covering in the textbooks showed that there was still gender bias. Based on the statements above, the writers conclude that it is important to promote and build the values of gender equity through textbook used for teaching press and journalistic.

Gender equity building is aimed at creating down-earth gender equity. Besides, it is aimed at promoting a society which obeys one another of different genders. One of the factors to achieve this objective is the instructional material used in the teaching and learning process of press and journalistic skill as a compulsory subject for the students of language and literature education department.

The teaching of press and journalistic skill to the students of language and arts department of *PGRI* university of *Palembang* majoring in education of Indonesian language and literature was focused on the general content of press and journalistics. This teaching material is a textbook content. There was no teaching material and the strategies which concerned with genderism. This evidence is interesting to investigate because in daily life, the profession of journalist is performed not only by male but also by female. Through the research on the teaching material development which take into account the mission of genderism, the writers hope that it will lead the valuable changes in stimulating the students to think creatively, in order to explore the phenomena happening in their environment into written form by considering the side of female journalist.

Based on the ideas above, and the important role of press, the research problem of this research was formulated as follow, “How to develop gender based-teaching material of press and journalistics to increase students’ ability in thinking critically, creatively, dinamically, and productively by making use of social phenomena as the object to explore positively?” Based on this problem, this research is conducted to develop a genre based-textbook and its suplement to increase students’ creative, critical, and dinamyc thinking.

This article discusses the research finding on the development of gender based-teaching material used to improve university students’ skills in press and journalistic. This teaching material was developed in the form of a textbook in which the content covers the teaching materials which view female as a journalist whose creative and critical thinking to explore social phenomena happening in her community without ignoring the values of feminism. Through this textbook, the students are hoped to be more motivated, creative and think productively in investigating the social phenomena by means of press network. Therefore, the main objective of this research is to produce teaching material in the form of a text book to improve students’ skills of press and journalistic. By having such a textbook, there will be three specific targets which can be achieved as stated by Agustien (2006). They are: (1) practical purpose, (2) theoretical purpose, and (3) ideological purpose. The first purpose is that the students have passive and active mastery. Passive mastery is that the students comprehend what is heard and read. Active mastery is that the students are able to speak and write. The second purpose is that the students have knowledge about language used to master the language itseft. The third purpose means that students have cultural attitude, the nation culture of Indonesia. The end of those three purposes is that the students have better understanding on press and journalistics without ignoring gender differences.

### **Press and Journalistic**

The terms of “press” and “journalistic” are the two terms which are closely related to each other. The meaning of those terms is often defined synonymously though they are quite different. Generally, journalistic refers to the process of activities, while press is closely related to the media. From the view point of estimology, the term journalistic derives from the word “journ”

(French word) which means notes or daily report. Simply the term journalistic refers to the activities which is related to taking notes or noting and daily report. On the contrary, the term press as stated in the constitution of press number 40 published in 1999, is defined as a social institution as a means of social communication which conduct journalistic activities covering: searching, obtaining or getting, owning or having, storing, analyzing and presenting information through several forms, such as writing, audio, picture, audio visual, as well as data and graph or other forms by means of printed media, electronic media and other available media. Considering the statement above, journalistic can be concluded as the process of activities to search, investigate, collect, analyze, and present the news so that the society can get the information as quickly as possible. Therefore, in general view, journalistic is defined as an arts and skill (Suhandang, 2004:21).

Schramm (1974) in his book “Four Theories of the Press” states the concept of press into four theories: the authoritarian, the libertarian, the social responsibility, and the soviet communist theory. These four theories refer to the meaning of press as observer, teacher and forum which express ideas, opinion or views occuring in the society. In line with these theories, Djokomono, the founding father of national press of Indonesia epress his view through news paper to encourage the heroes in combating the Duch colonialism. It indicates that education world can not ignore the huge potential of press, more specifically in language education. Press has given the other different language nuance comparing to that of academic. Press language is real language. It is real as it happens in the community. Therefore, press language (the language used in press as the product of journalistic activities) will be able to be one of the sources of language teaching from the aspects of information given and language aspects. Thus, news paper language as a media of press which informs information using real language can be used as the teaching material of Press and Journalistic Skill subject because news paper language is also known as journalistic language (Hadi ,1997).

There are some ways to increase students’ writing performace in order to developpe their learning outcome in the teaching-learning activities of press and journalistics. Anwar, (1991) states that the teaching of press and journalistics should be directed to the awareness of reading or capturing the phenomena happening in the society by paying attention to the public interest, not individual interest. Therefore, the content of syllabus and teaching material must be in accordance with the objectives and the meaning of press itself. This statement shows that social phenomena which happen in certain community can be the object to explore in the teaching-learning process of press and journalistic skill. By exploring these phenomena, the students are trained to be creative and critical thinkers. By exploring social phenomena as the object of learning actiities, the students can be promoted to be productive thinkers.

**Gender**

The meaning of gender is different from that of sex which mainly refers to physical or biological meaning: male and female. Male is often related to the type of masculine and female often refers to feminine gender. Gender refers to the characteristics embedded in male or female socially and culturally constructed. This difference of gender has caused some problems. Some to mention here are the stereotype of male and female characteristics, gender roles, gender relation, and gender discrimination by male faced by female. Those issues have a lot of implication in social life, culture, and politics and profession including, in this context, the profession of journalist. The profession of journalist is not only done by male but also by female.

Professional journalists need adequate knowledge on journalist profession. To facilitate students in learning press and journalistic skill more comprehensively, they need textbook about press and journalistic. Textbook is one of the important tools for facilitating the process of teaching – learning in the classroom. A textbook or coursebook is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Textbooks have become the primary teaching instrument for most students. Although most textbooks are only published in printed format, many are now available as online electronic books. Early textbooks were used by tutors and teachers, who used the books as instructional aids as well as individuals who taught themselves.

Besides the process of teaching-learning on “Press and Journalistics Skill” as a compulsory subject, the teaching material should cover the content of female journalist. The values or concepts of gender may be implemented through the choice of words, sentences, and illustration. In addition, the ability to think creatively as the highest level of cognitive domain (Anderson, 2001:67—68) should be developed at higher education so that the students are able to explore a certain phenomena which happen in their environment. This is very crucial because the teaching-learning process of “Press and Journalistic Skill” as a compulsory subject at the department of Language and Literature Education will be more meaningful. The process of teaching-learning which can facilitate the development of creative, critical, and inovative thinking will be able to train students in optimizing their thinking potential. This will be more meaningful if the side of gender in optimizing the creativity is considered and implemented in the textbook used. It is the case because the process of creativity of male and female has different sensitivity. However, the evidence showed that the teaching of Press and Journalistic Skill as a compulsory subject has not promoted to the development of creativity, criticality and inovation which involve gender sensitivity.

**Gender in the Textbook of Press and Journalistic**

In gender perspective, female is often labeled a person who likes to make herself physically beautiful. This is usually done in order to attract male. In addition, there are some views which claim that female is only appropriate for certain job, such as secretary, kindergarten teacher, receptionist, and so forth. This is exactly the form of marginalisation of gender. In public sector, for instance, journalist profession, female has more work because she must do all her domestic tasks, the job related to her family, such as cooking for her family, looking after children, and so forth. In familialism ideology, the role of female is as a mother and wife while male is a person who has special rights and authorities.

Considering the ideas above, education is very important tool or instrument to place female as a person who has the the same right as male. This can be implemented in the textbook containing gender-based instructional material for press and journalistic which accommodated gender equity. By gender –based instructional material, the researchers mean the textbook in which the content accommodates gender equity through the choice of words, sentences, language styles, and the illustration. All of those aspects are used to support gender equity.

**Research Method**

The research method used in conducting this study was Research and Development (R&D) method. It is a method of research to produce and validate a product (Borg and Gall, 1983: 772; Sugiyono, 333: 2006). This research was scheduled to finish in two terms during two years. The first year of this research was conducted in 2014. This first term produced a conceptual design of instructional material model proposed to develop, i.e., gender-based instructional/teaching material.

To develop the conceptual model, there were some data collected including, students' and lecturers' needs, theories underpinning the model of gender-based instructional material, and previous related studies. The data obtained were analyzed on the basis of descriptive qualitative perspective. The sample of the study consisted of lecturers who taught press and journalistic skill subject and students of language and literature education department of PGRI University of Palembang.

The second term of this research will be conducted in 2015 as the continuation of the first finding of this research. Substantially, the second term of this study is focused on the validation of the teaching material proposed, i.e., the draft of the teaching material in the form of a textbook which has been developed on the basis of gender approach. This textbook will be validated to know the quality of the textbook based on the five aspects: the curriculum implemented experts' judgment, students' creative thinking ability, and lecturer's ability in implementing the product.



### **Finding and Discussion**

Based on the result of data analysis, the draft of genre - based teaching material about Press and Journalistic covers ten scopes or topic to learn. They are the purposes of communication, the scopes of communication, the meaning, the process, and the elements of communication, mass communication and press/journalistic, journalist, mass media, news, journalistic language, journalistic ethics, and press law. The concepts or values of gender are implemented through embedding them through out the content of the material of the chapters. Sistematically, those topics are arranged into a ten-chapter textbook of press and journalistic skill as follow.

Chapter one presents the objectives of communication. This chapter is presented to give the students information about the purposes of communicatioan in their daily life. People as a social living things need communication in order to socialize them selves to others. Communication as stated by Schramm (1974) is viewed from the two sides of perspectives, sender and receiver when the communication is taking place.

Chapter two discusses the areas or scopes of communication focusing on human communication as proposed by Cangara (2003:14) who states how a person communicates something by using language or certain symbols to others. In this chapter, the students will learn some examples of communication human communication events. In addition, the students will learn four types of communication as the focus of this chapter. They are verbal communication, non verbal communication, direct communication and indirect communication. All of them are important for human life because without communication, life is nothing (Sendjaja, 2001: 2).

Chapter three presents the meaning, the process and the elements of communication. Through this chapter, the students will learn the nature of communication as a means of communicating ideas or message proposed by some expert, such as Onong Uchyana (2001:8), forms and function of communication proposed by Effendy (2001) and Knap (1978) . Of course, in communicating ideas or meaning, it needs process. How the process of communication is presented in this chapter. Finally, in this chapter, the students will learn five elements involving in the communication.

Chapter four presents mass commuication and press/journalistic.in this chapter, the students will learn the nature of mass communications or mass media communications, its characteristics, one-way communication, institutionalized communicator or organized communicator, the concept of press and journalistic, and the hystory of press and journalistic.

Chapter five of this proposed textbook discusses journalist. In *Bahasa Indonesia*, it is called *wartawan* meaning a person whose job is to search or investigate information for news, the basic characteristics of journalist such as commitment, comprehending public problrm or issues, and understanding the culture of the people as the source of information.

Chapter six presents mass media. In this chapter, the students will learn a little bit history and the condition of mass media. Besides, they will learn press management, how press should be managed. This deals with how the process of presenting information into news through mass media.

Chapter seven presents news. More specifically, this chapter discusses the concept or the nature of news, the main elements of news, the values of news, and types of news. Some types of news which are presented in this chapter are news of feature, in-depth reporting, and investigation reporting. Finally, this chapter presents tips for writing news, and photo description.

Chapter eight discusses journalistic language. This chapter talks about journalistic language as creative language. This language is also called press language (Sudaryanto, 1995:125). As stated by Anwar (1991:75), press language is language used by journalists to explore their journalistic work in mass media. Based on the function journalistic language has two functions, ideational function and textual function (Halliday, 1972:113). This chapter also talks about the norm of journalistic language used in peace journalism as stated by McGoldrick and Lynch, (2000:114). Finally, this chapter discusses the basic principles of journalistic language.

Chapter nine presents the ethics of journalistic. In this chapter, the students will learn the written norms of what journalists must do in terms of their attitudes, behaviour, and regulation for publishing. In addition, this chapter discusses why ethical code of journalistic is important. Finally, the practical guide for implementing the ethics of journalistic is discussed in this chapter.

The final chapter of this proposed textbook is chapter ten. This chapter talks about the importance of press law. In this chapter, the students will learn the importance of comprehending the law by which they know the regulation of press and journalistic regulation. It is important to present this topic because the pressure of press freedom comes to be stronger and stronger. It means that the stronger pressure of press freedom is the more important to have the press law. Finally, through reading this chapter, the students can learn the development and innovation of press law and its regulation in standard journalistic.

### **Conclusion**

The first term of this research produced the draft of a textbook entitled *Keterampilan Pers dan Jurnalistik Berwawasan Gender*. This textbook is proposed to be used by the students and lecturers of Language and Literature Education Department. The concept of gender in this textbook are embedded into the content of the teaching material through the choice of words, sentences, language styles, and illustration. Conceptually, through reading this proposed draft textbook, the students will learn ten big topics. They are (a) why doing communication, (b) communication areas, (c) meaning, process and components of communication, (d) mass communication and press/journalistic, (e) journalist, (f) mass media, (g) news, (h) journalistic

language, (i) journalistic ethics, and (j) press law. Those topics are arranged systematically into ten chapters.

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