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2017 Tarbiyah

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The 21st Century Approach in Integrated Education Development

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PROSIDING
INTERNATIONAL SEMINAR ON TARBIYAH
(ISoT2017)

**“Memperkasakan Pendidikan dan Penyelidikan Pendidikan
melalui Kepelbagaian Sosio-Budaya”**

PENERBIT
Pusat Pengurusan dan Penyelidikan,
Kolej Universiti Islam Antarabangsa Selangor,
43000 Bandar Seri Putra, Selangor,
MALAYSIA.
2018

PROSIDING
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PENDAHULUAN

Assalamu`alaikum Warahmatullahi Wabarakatuh

Syukur ke hadrat Allah SWT kerana dengan limpah dan rahmat-Nya, Seminar Antarabangsa berkonsepkan Tarbiyah ini dapat direalisasikan oleh Fakulti Pendidikan, Kolej Universiti Islam Antarabangsa Selangor (KUIS), Persatuan Intelektual Muslim Malaysia (PIMM) dengan kerjasama Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Bukittinggi Indonesia, dan International Seminar on Tarbiyah (ISoT 2017) ini amat signifikan kerana menjadi satu medan yang membincangkan serta menyetengahkan agenda pendidikan kebangsaan dan antarabangsa dengan bertemakan “Memperkasakan Pendidikan dan Penyelidikan Pendidikan melalui Kepelbagaian Sosio-Budaya”. Jutaan penghargaan kepada Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Bukittinggi Indonesia Aceh kerana sudi menjadi penganjur bersama serta tuan rumah kepada International Seminar on Tarbiyah 2017. Syabas dan tahniah juga kepada pihak penganjur dan sekretariat yang terlibat dalam menjayakan ISoT 2017 ini .

Seminar berkonsepkan tarbiyah ini mampu memberi ruang kepada semua pihak menyumbang idea, pengalaman, pemikiran kreatif serta kemahiran bagi menambahbaik pendekatan pendidikan serta menyemak semula konsep pendidikan sedia ada bagi mengembalikan semula roh tarbiyah yang diamalkan oleh Rasulullah SAW. Selain itu, seminar ini juga diharapkan dapat menjadi satu saluran yang efektif bagi para pendidik serta ilmuan dalam menyetengahkan strategi serta penemuan-penemuan baru yang dapat membantu proses pendidikan demi melahirkan insan yang berilmu dan diredhai Allah SWT.

ISoT 2017 ini diharapkan akan menjadi satu wadah yang bermanfaat dan berupaya menambahbaik bukan sahaja proses pengajaran dan pembelajaran, tetapi sistem pendidikan secara keseluruhan kepada yang lebih bersifat holistik, berkesan dan praktikal.

Besarliah harapan saya agar seminar ini dapat memberi cetusan idea yang membina dan impak perbincangan yang praktikal demi memastikan kualiti sistem pendidikan yang berkesan dalam usaha melahirkan generasi yang cemerlang ilmu, keperibadian dan adabnya. Semoga dengan pelaksanaan seminar ini bakal menjadi simbolik kepada kesinambungan kecemerlangan dan kegemilangan prestasi akademik dan sahsiah diri pelajar yang unggul, diberkati dan dirahmati oleh Allah SWT.

SUHANA BINTI MOHAMED LIP

Pengarah,
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BETWEEN GRAMMAR TEACHING AND AFFECTION

VENI ROZA

*IAIN Bukittinggi**veniroz_501@yahoo.com***ABSTRACT**

Grammar teaching is frequently identical with cognitive approach and other adjectives like monotonous, boring, memorizing and irritating as commented by students. For this article, the writer proposes a humanistic teaching in which students are encouraged to make use of their own lives and feelings in the classroom. It concerns about affective variable designed in grammar activities to make students feel good and remember happy times whilst at the same time practicing grammar items. Students might be asked to make sentences with was and were about their favorite things, for example When I was a child my favorite activity was sleeping in the mosque with friends of TPA for didikan subuh or when I was a child my favorite relative was my uncle. By this way, teachers are suggested to be sensitive to the students' affective factors and their positive emotions in a learner-centered setting to stimulate enjoyment and relaxation. The decision to use humanistic style activities will depend on how comfortable teachers and students are about working with real lives and feelings.

Keywords: Grammar Teaching, Affection

A. Introduction

Teaching grammar in EFL context for two decades is mainly colored by cognition fulfillment. The majority of the methods used have dealt with the cognition of learners and neglected the affective dimension of grammatical competence. As quoted by students, the most exhausting and boring classes are grammar classes.

While grammar classes are often associated with tiredness, frustration and lack of concentration, affection and emotion have received little attention in such classes. When students did mistake and errors in their learning process, teachers should pay attention to the students' positive emotions and feelings that they are doing a progress of developing their grammar competence even though they did mistake. It does not mean they

do not get anything when they frequently make errors. Grammar teachers are suggested to take care to the generations of positive emotions and feelings. According to Garret and Young in Visroodi (2015), affection and emotion are terms that have been in the shadows of discussion of foreign language learning, where the primary focus has been on the development of knowledge and the use of new knowledge.

Grammar has received many misconceptions. Some think that grammar is just accuracy while grammar means using language accurately, meaningfully, and appropriately. Some said grammar should be abandoned in language teaching since students can acquire it naturally without explicit teaching. It may be true for the context of second language learners where they got sufficient exposure in daily use of language. Some said that grammar inevitable part in language teaching. Another misunderstanding is that there is always one correct answer without considering the context and circumstances under which sentence has been used Larsen-Freeman, 2003).

To argue the drawback of relying merely on the cognitive aspect of grammar, the write proposes a concept of affection or humanistic teaching. Grammar activities designed under humanistic can be carried out in the classroom by considering teaching material and method which suits with students' interest. For example whenever grammar teacher wants to teach simple past related to the use of *was* and *were*, students can be invited to create sentences about their favorite food or person when they were still children. Teacher elicits information which they keep in mind as sweet memory and so forth. In fact, in the field sentences produced were static like *I went to market yesterday*. Teacher can also gave feedback like, *Good! You went to the market to buy your favorite food and snack*.

The decision to use humanistic style activities in grammar class will depend on how comfortable teacher and students about working with real

lives and feelings. In one side it looks like silly to talk about personal experience into class feel. However, using students themselves as the topic may help them to absorb grammar as it were through peripheral vision.

B. Theoretical Review

1. Humanistic Approach

Humanistic approach belongs to one of the teaching models by Joyce and Weil (2007). It is categorized as personal models which deal with the individual and selfhood. The emphasis of these models is on developing an individual into an integrated, confident and competent personality. They attempt to help students understand themselves and their goals, and to develop the means for educating themselves. Many of the personal models of teaching have been developed by counselors, therapists and other persons interested in stimulating individual's creativity and self-expression including learning foreign language.

The idea of Joyce and Weil is supported by Harmer who says one issue that has preoccupied educators in many disciplines is students' response to their learning experiences and how this makes them feel about themselves. The psychologist Abraham Maslow in Harmer suggests that self-esteem was a necessary deficiency need which had to be met before cognitive or aesthetic needs could be engaged with. This idea that the learners' state of mind, his or her personal response to the activity of learning is central to success or failure in language learning has greatly influenced teaching methods and materials.

If the child feels good about him or herself then that is a positive start. Feeling good about oneself would involve an understanding of one's strengths and weaknesses, and a belief in one's ability to improve. Learning is not an end in itself; It is the means to progress towards the pinnacle of self-development, which Maslow terms 'Self-actualisation'. A child learns

because he or she is inwardly driven, and derives his or her reward from the sense of achievement that having learned something affords. This would differ from the behaviourist view that would expect extrinsic rewards to be more effective. Extrinsic rewards are rewards from the outside world, e.g. praise, money, gold stars, etc. Intrinsic rewards are rewards from within oneself, rather like a satisfaction of a need. This accords with the humanistic approach, where education is really about creating a need within the child, or instilling within the child self-motivation. Behaviourism is about rewards from others. Humanism is about rewarding yourself.

Much of a humanist teacher's effort would be put into developing a child's self-esteem. It would be important for children to feel good about themselves (high self-esteem), and to feel that they can set and achieve appropriate goals (high self-efficacy). This form of education is known as child-centred, and is typified by the child taking responsibility for their education and owning their learning. The behaviourists might advocate positive reinforcement such as praise, and punishment in the form of negative criticism. Both praise and blame are rejected by the humanists. Children can become addicted to praise, and put much effort into receiving praise from their teachers. Such children will often work for the praise, and not work if their efforts go unnoticed. This is so unlike an interested adult surfing through the internet, who derives satisfaction from learning something new, even though nobody is around to witness this acquisition of knowledge. If education is preparing the child for adult life, it would seem the humanist approach is the correct one.

The humanist teacher is a facilitator, not a disseminator, of knowledge. Participatory and discovery methods would be favored instead of traditional didacticism (i.e. learn parrot-fashion everything the teacher says). As well as the child's academic needs the humanistic teacher is concerned with the child's affective (or emotional) needs. Feeling and thinking are very much interlinked. Feeling positive about oneself facilitates learning.

2. Grammar Teaching and Humanistic Teaching

One of affecting factors in learning grammar is affective domain. This domain refers to emotions or feeling. It is an emotional side of human and it may be side by side with cognitive domain. The affective domain of human affects both feeling self and about others. This domain plays a significant role upon second or foreign language learners in the sense of the ability to use acceptable language structure during communication.

Moreover, humanistic teaching concerns about affective variables influenced the designers of methods. In humanistic teaching, students are encouraged to make use of their own lives and feelings in the classroom through certain activities. These activities are designed to make students feel good and remember happy times whilst at the same time practicing grammar items. Grammar teachers should always be aware of the roles different variables like style preferences, age, gender, motivation, emotions, attitude and developmental readiness of the students play in grammar instruction while choosing and integrating different grammar techniques.

Many researchers have done studies related to affective factors in various contexts of English teaching and learning. Koosha, Ketabi and Kassaian (2011) investigated connection between self-esteem, age and gender in oral communication. They found that there was a significant relationship between age and speaking skill; there was a reverse relationship between age and speaking; there was not relationship between gender and speaking skills. Two years later, Aregu studied the effects of self-efficacy, self-esteem and gender on performances of speaking task among sophomores. The study exhibited male students exceeded female students in all variables. Milivojevic (2014) examined effect between language speaking with self-esteem, self-efficacy, anxiety, confidence and stress within secondary language speakers. He found there were significant differences on

the outcomes of beginners which show the least self-esteem, confidence, self-efficacy and more anxiety while the advanced show the most self-esteem and so forth. In conclusion, there are many factors influencing the learning process, one element that cannot be neglected is affective domain of students.

Considering that the students are the center of the learning process, learning preference is included which refers to personnel learning strengths and weaknesses, and different approaches or ways of learning. Many educators believe that learners have clear preferences for how they go about learning new material and that teaching to these preferred styles will increase educational success. There are three kinds according Reid in Fu (2005: 1) visual learning like reading and studying charts, 2) auditory learning like listening to lecturers, audiotapes and 3) kinesthetic learning like experiential learning that is total physical involvement with a learning situation. Students' learning preferences needs to take into account by the teachers in order to achieve learning objectives.

Moreover, Considering another students' affective side, it is crucial that they be properly motivated to learn, that they follow the course not because they have to take it due to some external factor, the curriculum, but also because they really want to. In fact, intrinsic motivation, coming from within the individual, is viewed as "especially important for encouraging success" (Harmer, 2003, p. 51). It was also added that "the chances of success will be greatly enhanced if the students come to love the process." (p. 51).

3. Expressing of Wishes under Humanistic Approach

The English word "wish" is used when the speaker wants reality to be different than it actually is. *Wish* is followed by a noun clause using past

tense verb forms. The following pairs of examples express “true” statements about the past, present, and future, and how you would express a desire for the opposite (the wish) to be true. Wish can also be expressed in conditional sentences. Conditional sentences express a particular “condition” and the “result” of that condition. The conditional clause begins with *if*, while the result clause begins with *will*, *would*, or *would have*. Non-native English speakers can find conditional sentence challenging because English has specific rules depending on what type of condition you are expressing. The verb tenses and forms that can be used change depending on whether the condition being expressed is true or untrue and whether it occurs in the past, present, or future.

Unreal Conditions in the Present or Future

Unreal (imaginary) Condition or <i>If</i> Clause	Imaginary Result or Main Clause	Meaning
If he had time, simple past	he could take a long vacation. would/could/might + VERB	He doesn't have time. (present)
If I were you, simple past	I would plan the picnic for Sunday. would/could/might + VERB	I'm not you. (present)
If a hurricane hit the town, simple past	it would destroy everything. would/could/might + VERB	A hurricane will probably not hit the town. (future)
If she joined a travel club, simple past	she might not feel so lonely. would/could/might + VERB	She has not joined a travel club yet. (future)

To apply this approach in teaching Wishes, the first; the teacher as one of the “sources of motivation” plays a very important role in the classroom to help enhance the students’ intrinsic motivation by guiding them to see the benefit of learning grammar, to arouse their curiosity to learn it and to put into practice what they learn. This is to be accompanied by the teacher’s personal interest and enthusiasm towards the topic, the students’ learning process, while trying to promote a favorable learning environment,

which is expected to be able to affect the students' attitude towards the subject and the learning process.

The second, the teacher may design various grammar activities which can make them feel relaxed and active. The students are not just to listen to lectures, but to be actively engaged in various kinds of activities: brief reading, brain storming, group discussion, presentation, class discussion, individual work and group projects. Besides, new concepts are introduced on the foundation of known basis, what the students have known or experienced. The students are elicited to make use of their own lives and feelings in the classroom about wishes. For instance, a student who lives in the dorm produces sentences: *I wish my were here to visit me; if she were here, I would be very happy and I would ask her to go round Jam Gadang. I wish she stayed longer.* In fact, it is only a dream.

The third, it concerns about affective variable designed in grammar activities to make students feel good and remember happy times whilst at the same time practicing grammar items. Students might be asked to make sentences with *what would you do, If you met your idols?* By this way, teachers are suggested to be sensitive to the students' affective factors and their positive emotions in a learner-centered setting to stimulate enjoyment and relaxation. The decision to use humanistic style activities will depend on how comfortable teachers and students are about working with real lives and feelings since not all students feel want to engage with activity about personal experience to be class feel.

E. Conclusion

Learning grammar in EFL context is not an easy-peasy. Grammar teacher needs to consider students' emotion and feeling during learning process. They need to be motivated to study and treated under their learning

preferences, hobbies, favorite things and even about their heart. By doing these, it seems that grammar class runs lively and fun.

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