

PROCEEDING OF
**INTERNATIONAL COLLOQUIUM ON
LANGUAGE TEACHING METHODS**

Yogyakarta, November, 20, 2013



IPG Kampus Bahasa Melayu



UNIVERSITAS ISLAM NEGERI
SUNAN KALIJAGA
YOGYAKARTA

**Proceedings of International Colloquium on
LANGUAGE TEACHING METHODS**

**CTSD (*Center for Teaching Staff Development*)
UIN Sunan Kalijaga, Indonesia**

in cooperation with

**IPG (*Institut Pendidikan Guru*)
Kampus Bahasa Melayu, Malaysia**

**Proceedings of International Colloquium on
LANGUAGE TEACHING METHODS**

Edited by:

**Hisyam Zaini
Lokman Abd Wahid
Adib Sofia**

**CTSD (*Center for Teaching Staff Development*)
UIN Sunan Kalijaga, Indonesia**

in cooperation with

**IPG (*Institut Pendidikan Guru*)
Kampus Bahasa Melayu, Malaysia**

Proceedings of International Colloquium on **LANGUAGE TEACHING METHODS**

Edited by:
Hisyam Zaini
Lokman Abd Wahid
Adib Sofia

Cover Design: Surgana
Layout: Siti Rokhmah

This book is a publication of
CTSD (*Center for Teaching Staff Development*)
UIN Sunan Kalijaga
Jalan Marsda Adisutjipto, Yogyakarta, 55281, Indonesia
Phone: 62-274-512474
Fax: 62-274-586117
e-mail: ctsduin@yahoo.co.id, website: www.ctsd.or.id

Cetakan Pertama, November 2013
Hak Cipta Dilindungi Undang-Undang
All Rights CTSD 2013

ISBN: 979-026-346-5
9789790263468

Sanksi Pelanggaran Pasal 72 Undang-Undang Nomor 19 Tahun 2002 tentang Hak Cipta

1. Barangsiapa dengan sengaja melanggar dan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam Pasal 2 Ayat (1) atau Pasal 49 Ayat (1) dan Ayat (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan /atau denda paling sedikit Rp. 1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp. 5.000.000.000,00 (Lima miliar rupiah).
2. Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran hak cipta atau hak terkait sebagai dimaksud pada Ayat (1) dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp. 500.000.000,00 (Lima ratus juta rupiah).

International Colloquium on LANGUAGE TEACHING METHODS

UIN Sunan Kalijaga, Indonesia

Joint Chairman : Dr. Hisyam Zaini, M.A.

Deputy of Joint Chairman : Prof. Dr. Bermawy Munthe, M.A.

Coordinator of Colloquium : Adib Sofia, S.S., M.Hum.

IPG Kampus Bahasa Melayu, Malaysia

Joint Chairman : Datin Siti Hanifah bt Madarsa

Deputy of Joint Chairman : Dr. Haji Ali bin Hj Mahmood

Coordinator of Colloquium : Dr. Lokman Abd Wahid

PREFACE FROM DIRECTOR OF CTSD UIN SUNAN KALIJAGA, INDONESIA



Assalamu'alaikum wr.wb
Alhamdulillahrabbi 'alamin. It is a great pleasure for the Centre for Teaching Staff Development, Sunan Kalijaga State Islamic University, Yogyakarta, to have a joint cooperation with Institut Pendidikan Guru (IPG) Malaysia, to hold a colloquium on language teaching methods.

The Centre for Teaching Staff Development (CTSD) is a centre within Sunan Kalijaga State Islamic University, Yogyakarta, which serves in teaching and learning improvement. The centre was established in 1997 as a result of Indonesia-Canada cooperation for the development of Indonesian Islamic Universities. Since its existence, the centre has worked as facilitators for Islamic Universities throughout Indonesia. The centre has a real concern to teaching and learning improvement.

This colloquium is among CTSD's cooperation with international bodies. I hope that this colloquium will bring out fruitful advantages for both sides. I do hope that this kind of cooperation will continue to other activities, such as workshops, seminars, and researches.

In this very special occasion, allow me to welcome all the delegates of IPGs, Malaysia to Yogyakarta, the city of culture. I hope that all delegates and participants, teachers as well as students, can get a benefit from this colloquium. I also do hope that all Malaysian delegates and participants enjoy their stay in Yogyakarta, centre of Javanese culture.

Wassalamu'alaikum wr.wb

**Director of CTSD,
UIN Sunan Kalijaga,
Yogyakarta, Indonesia**



Dr. Hisyam Zaini, M.A.

PREFACE FROM DIRECTOR OF IPG KAMPUS BAHASA MELAYU, MALAYSIA



The International Colloquium of Malay and Indonesian Language Pedagogy with the theme of “Language Pedagogy Developing Intellectual Mind” is a good platform into looking and practicing language teaching in building up the future dynamic generation. This is due to, the teaching of language which involves all the discipline of knowledge, and every day aspects of life as proposed by well-known education figures from various school of thought. This colloquium of pedagogy is applying pedagogy theories to become the best practice in the teaching and learning of language in the class room.

The collaborations between Insitut Pendidikan Guru Kampus Bahasa Melayu with the Center for Teaching Staff Development, University Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia is a good effort for enabling the collaborations of expertise of lecturers from both institutions and the exchange of intellectual abilities among students.

Thank you.

**Director,
IPG Kampus Bahasa Melayu,
Kuala Lumpur, Malaysia**

A handwritten signature in black ink, appearing to be 'Siti Hanifah', written in a cursive style with a long horizontal stroke extending to the right.

Datin Siti Hanifah bt Madarsa

CONTENTS

**PREFACE FROM DIRECTOR OF CTSD UIN SUNAN
KALIJAGA, INDONESIA ~ vii**

**PREFACE FROM DIRECTOR OF IPG KAMPUS BAHASA
MELAYU, MALAYSIA ~ viii**

PART I

1. **“Broken Text” as A Cooperative Learning Strategy for Arabic Language**
Dr. Hisyam Zaini, M.A. ~ 1
2. **Strategy of Instructing Linguistics and Literature**
Prof. Dr. Bermanny Munthe, M.A. ~ 13
3. **Effective Strategy in Indonesian Language Learning for the Speakers of Malay-Patani, Thailand: Solution of Socio-Historical Difference Between Indonesia and Thailand**
Adib Sofia, S.S., M.Hum. ~ 29
4. **Contribution of Psycholinguistics in The Process of Language Learning**
Dr. Irsyadunmas, M. Ag. ~ 43
5. **Some Strategies of Language Teaching: An Application of Active Learning**
Roni Ismail, S.Th., M.SI. ~ 59
6. **Effective Communication Method in Language Learning in The Era of Communication 3.0**
Diab Ajeng Purwani, S.Sos., M.Si. ~ 69
7. **Psychological Method in Language Teaching**
Eva Latipah, S.Ag., M.Si. ~ 83
8. **The Composing of The Arabic Language Learning Goal in The Islamic Universities in Indonesia**
Dr. Mubammad Amin, Lc., M.A. ~ 97

9. **The Developing of Learning Strategy of *Technical Writing by Collaborative Writing* to Improve the Quality of Indonesian Language Subject at PTAIN**
Dr. Aninditya Sri Nugrabeni, M.Pd. ~ 107
10. **Teaching English Vocabulary Using Stick Figures to Students of Muhammadiyah Sleman Elementary School**
Dwi Margo Yumono, S.Pd., M.Hum. ~ 121
11. **Bringing Local and Islamic Values in the English Teaching Method of UIN Sunan Kalijaga**
Witriani, S.S., M.Hum. ~ 135
12. **Paradigmatic Relations of Adjectives Denoting Sensory Perceptions in English and Indonesians**
Jiab Fauziyah, S.S., M.Hum. ~ 143
13. **The Application of Simulation Method in Learning English for University Students**
Uhyati Retno Sari, S.S., M.Hum. ~ 159

PART II

1. **Semantik + Tatabahasa => Wacana Tuntas Penggunaannya dalam Ujaran serta P D P Bahasa Melayu**
Dr. Haji Ali bin Haji Mahmood ~ 171
2. **Bahan Sastra dalam Pembelajaran Konstruktivisme: Satu Alternatif Pemerolehan Kompetensi Bahasa Melayu**
Dr. Lokman Abd Wahid ~ 193
3. **Pengajaran Literasi Bahasa Berkonsepkan Didik Hibur dan Vak**
Dr. Hj. Seman bin Salleh and Rasmin Arni Binti Alias ~ 201
4. **Pedagogi Pendekatan Belajar Melalui Bermain: Pengembangan Si Tommy di Dusun**
Hj. Mohamed Ayob bin Hj. Sukani and Anuar bin Hazmi ~ 207

5. **Prinsip ‘Teaching For Real’ dalam Teknik Drama dan Penggunaan dalam Pengajaran dan Pembelajaran Bahasa Melayu Sekolah Rendah**
Dr. Mohd Haidi Mohd Kasran and Rozeha Harun ~ 217
6. **Penyerapan Pendekatan Didik Hibur Bercerita dalam Pengajaran dan Pembelajaran Bertunjangkan Modul Seni Bahasa KSSR**
Zaleha Bt Mohd Noor, Shabrul Hisyam Abdullah, and Nur Amira Muhamad Asri ~ 223
7. **Pengajaran Bahasa Malaysia Konstruktivisme: Aplikasi Model 5E**
Zainiyah bt Md Zain and Fatimah bt Idris, ~ 229
8. **Aplikasi Facebook dan Sidang Video dalam Pengajaran Intonasi Pantun Bahasa Melayu Sekolah Rendah**
Shamsudin bin Abu Bakar, Khairulanuar bin Ismail, and Abdul Rani bin Hassan ~ 241
9. **Merangsang Minat Membaca Murid-Murid Peringkat Awal Sekolah Rendah Melalui Penggunaan Movie Maker**
Anna bin Haris, Azrizan bt Abu Bakar, and Normaizam bt Hamid ~ 249
10. **Pengajaran dan Pembelajaran Bahasa Melayu Berbantuan Komputer: Aplikasi *Google Hangouts* dan *Google+* dalam Pengajaran Ketaksaan Makna**
Khairulanuar bin Ismail and Noor Azni b. Yahya ~ 263
11. **Pengajaran dan Pembelajaran Bahasa Melayu Berdasarkan Kaedah Peta Minda (I-Think)**
Muhamad Irfan Fakrullah B. Mohamad Noor, Mohamad Afiq B. Mohd Mustafa, and Nurul Syahirah Faten Bt Zolbaini ~ 271
12. **Model Rangsangan Peneguhan Tingkah Laku HADRA dalam Pengajaran dan Pembelajaran Murid Sekolah Rendah**
Radna Wisnavati Muhibab bt Yahya Sawek and Abap bin Awal ~ 279

13. **Teknik GARITIF dalam Penulisan Cerpen**
Hjh Rokaiyah bt Hj Jaya, and Abap bin Awal ~ 287
14. **Kaedah Pengajaran Mnemonik dalam Membantu Murid-Murid Pemulihan Khas,**
Haslinda binti Mohamad Saad and Norliyah binti Sulaiman ~ 293
15. **Strategi Pengajaran Komponen TMK dalam Program Pendidikan Guru Kursus Perguruan Lepas Ijazah**
Dr. Abd Khabar bin Saparani ~ 305
16. **Mengaplikasikan Model Pembelajaran Eksplorasi Bahasa Al-Kahfi zon Interlokasi dalam Pengajaran dan Pembelajaran Bahasa Melayu**
Mubaimi Subaili ~ 325

PART III

1. **Aplikasi Facebook dan Sidang Video dalam Pengajaran Intonasi Pantun Bahasa Melayu Sekolah Rendah**
Mohd Azizæe bin Harun, Zulhafizal bin Daud, and Noor Aishah bt Mohd Zaini ~ 331
2. **Pengajaran Bahasa Malaysia Konstruktivisme : Aplikasi Model 5E**
Zainiyah bt Md Zain and Fatimah bt Idris (Benny bin Rajjun, Cassandra Inggam Estrop, Mubammad Hafiz bin Sukaimi, Nor Nadia Nabilah Binti Mohd Nor Azan, Nur Siti Zahara Binti Abu Bakar, Nurshafieyah Ardinie Lingutan Abdullah, Qurratu' Aini Binti Juma'an) ~ 335
3. **Pengajaran dan Pembelajaran Bahasa Melayu Berbantuan Komputer: Aplikasi *Google Hangouts* dan *Google+* Dalam Pengajaran Ketaksaan Makna**
Mohamad Yusof bin Abdul Latip, Nur Balkis binti Omar, and Siti Aishah binti Halim ~ 347

4. **Keberkesanan Penggunaan Akronim “WAK” Dalam Membantu Murid Membina Ayat Gambar Tunggal Tahun Empat Amanah Di Sekolah Kebangsaan Gong Manak, Pasir Puteh, Kelantan**
Nur Azwani Bt Mohd Sezali, Nur Syubadah Bt Che Aminulddin, and Muhammad Fatbi B Mohamed Yusoff ~ 351
5. **Pengajaran dan Pembelajaran Bahasa Melayu Berdasarkan Kaedah Peta Minda (I-Think)**
Mubamad Irfan Fakrullah B. Mohamad Noor, Mohamad Afiq B. Mohd Mustafa, and Nurul Syahirah Faten Bt Zolbaini ~ 359
6. **Meningkatkan Kemahiran Merangka dan Menulis Karangan Bahagian B- Tahun 4 dengan Lebih Cepat Menggunakan Peta Alir (Flow Map) “I-Think”**
Mohamad Faiẓ Syarafuddin bin Asoban, and Mohamad Fikri Hafiz bin Ramzi ~ 365
7. **Eksplorasi Bahasa**
Atika Bt Hassan, Auldrey Ak Kanchin, Azalea Ak Chulin, Dyg Noordi Bt Abg Junaidi, Faezah Bt Saliman, Fairelyn Ak Wilson Banyui, Grace Enchau Ak Minggat, Hafiyah bt Arni, Helen Chia Ak Legai, Juriab bt Musrikkh, Mageret Lo, Ruby Amellina Ak Janika, Sharifah Athirah bt Wan Abu Bakar, and Ting Chek Ming ~ 373
8. **Pengajaran dan Pembelajaran Menggunakan Teknik Mr Rebatif**
Atika Bt Hassan, Auldrey Ak Kanchin, Azalea Ak Chulin, Dyg Noordi Bt Abg Junaidi, Faezah Bt Saliman, Fairelyn Ak Wilson Banyui, Grace Enchau Ak Minggat, Hafiyah bt Arni, Helen Chia Ak Legai, Juriab bt Musrikkh, Mageret Lo, Ruby Amellina Ak Janika, Sharifah Athirah bt Wan Abu Bakar, and Ting Chek Ming. ~ 375
9. **Strategi Pengajaran Mnemonik dalam Membantu Murid-Murid Pemulihan Khas**
Nadiab binti Mohamad Sani (Fatin Mazzyyah binti Othman, Nurul Atiqah binti Mustaffa, Noorbazlina binti Abd. Hamid, Hatifah binti Mat Diab, Nooraisyah binti Mohd Rasli, Nurul ‘Aqilab binti Mohd Tahir, Nurul Afiqah binti Tabir) ~ 377

10. Teknik Mnemonik dalam Pengajaran Tatabahasa

Atika Bt Hassan, Audrey Ak Kanchin, Azalea Ak Chulin, Dyg Noordi Bt Abg Junaidi, Faezah Bt Saliman, Fairelyn Ak Wilson Banyui, Grace Enchau Ak Minggat, Hafiyah bt Arni, Helen Chia Ak Legai, Juriab bt Musrikkh, Mageret Lo, Ruby Amellina Ak Janika, Sharifah Athirah bt Wan Abu Bakar, and Ting Chek Ming. ~ 381

PSYCHOLOGICAL METHOD IN LANGUAGE TEACHING

Eva Latipah, S.Ag., M.Si.

*Center for Teaching Staff Development
UIN Sunan Kalijaga, Yogyakarta, Indonesia*

Abstract

Language – whether written or oral – is one of the most frequently used tools in daily communication, because a language shows the self identity of a nation, and it also becomes a vital tool in getting knowledge. For that reason, language is very important. Someone is so close to the language so he frequently thinks that there is no need for him to deepen and learn it further. Consequently, as the language user, he is lack of skills in using language. One that determines the high-low of practicing languages is the method of language teaching. There are a lot of methods that can be used in the language teaching, one of which is psychological method. The language teaching by psychological method is a method that considers the psychological conditions of the learners in the language learning. Such conditions are: how the language development of someone is, what kind of issues that is developing related to the language development, and how the trend in language is.

Keywords: The Importance of Language, Method of psychology, Language Teaching.

A. Introduction

One tool that is greatly frequently used in daily communication is language, whether oral or written. Someone is so close to the language so he frequently thinks that there is no need for him to deepen and learn it further. Consequently, as the language user, he is lack of skills in using language. (Felicia, 2001: 1).

The non-standard and very practical oral communication makes someone not thorough in using language. The difficulty emerges when he is going to use written language or more standard and regular language. When he is required to use language for more directional interest and particular purpose, someone tends to be rigid, halting, mix the standard with non standard language, or mix the standard language with foreign terms. Whereas, language is flexible

and manipulative. Someone can manipulate language for particular interest and goal.

Some reasons why someone needs to learn language completely will be analyzed in the following. First, a language shows a nation. An expression that use two elements or two main words, are language and nation. From the two elements it can be concluded three meanings: someone's character can be seen from the way he speaks, someone's courtesy shows the origin he comes from, and the perfect language shows the high civilization of the nation as the owner of the language.

Second, knowledge. To get the knowledge someone has to learn language. Since his childhood someone has been studying it from basic level (Elementary School/*Madrasah Ibtidaiyah*), intermediate level (Junior High School/*Madrasah Tsanawiyah*), upper level (Senior High School/*Madrasah Aliyah*) up to Universities; the knowledge being taught cannot be separated from the language usage.

Based on the above analysis, language is very important to be learnt by the whole society. However, how is the effective way in language teaching? The following analysis will explain how psychological method in language teaching is. Therefore this will explain how the language development is, what influences the language development, how the trend in the language development is (development of vocabularies, syntax, listening ability, oral communication skill, meta-linguistic consciousness).

B. Language Development

Using language effectively is a very complex hard effort. Someone has to know thousands of word and put the words in proper order. Someone must be able to utter, with clear articulation, vocal sound like 'au' and 'ui', and consonant sound like 'kah', 'lah', 'ter', 'struk'. To be the real effective communicator, someone must follow a number of social regulations. For example, someone should respond other people's greetings, like 'how are you' with his own greetings like 'fine, and you're fine, too, aren't you?', and someone should let his partner of talks to finish his sentence before he himself starts to talk.

In this case, an educator (lecturer, teacher) needs to know the linguistic and skill knowledge owned by the university students of different aged group. Thus someone can compose a realistic expectation of their performance.

C. Issues in Linguistic Development

Environment plays an important role in linguistic development. Someone can learn a language only if people around him use the language regularly in conversation. The richer someone hears languages – which means more word diversity and more complicated of syntactic structure that are used by the surrounding people – more rapidly his vocabulary develops (Hoff, 2003: 19). Nevertheless, children do not only absorb languages spoken around them. They seem to use what they have heard to construct their understanding on the languages, included the knowledge of word meanings, conventions that rule how to combine words into a meaningful sentence, etc. (Cairns, 1996: 24). Thus, in the linguistic development, it can be seen a construction of knowledge as being described by Piaget.

A big number of scientists in development field have agreed that heredity, in particular limitation, is also involved in linguistic development. Humans have ability to master languages much more complex than an species in this planet. Nevertheless, the factors being genetically inherited still become the source of controversy. At least children inherit some key predispositions, such as, an interest on human sound and an ability to hear the the different sound of a very soft conversation – which enable the language learning happen (Kuhl, 2004: 67). A number of scientists also believe that the genetical factor being inherited to the humans in the form of the language acquisition device, a specific mechanism of language learning, which enables babies and toddlers to master various language complexity in a very short time. On the contrary, a number of other scientists believe that children learn languages as they learn other things about their environment and culture; by detecting and using regular inputs from their social environment (Saffran, 2003: 23).

The research proofs show the existence of the mechanism of language learning, which takes roles at least in some aspects of the language learning (Siegler & Alibali, 2005: 66). Children from the whole culture learn language very rapidly and master the complex syntactic structures although the structures are not so important for effective communication. Besides, children who have mental retardation show clear difference in the linguistic development, depending on the types of retardation they have (Harris, dkk., 1997: 45), whether down syndrome or Williams syndrome. Someone having both disabilities generally has IQ ranging score of 2% of the lowest in their age group. Someone having the down syndrome symptom has the obstacle of learning language consistently because of their

cognitive development. Whereas someone having ‘only’ Williams syndrome has so good language skill that they are frequently misinterpreted as someone with normal intellectual ability. The different language skills between the group of down syndrome sufferer and that of William syndrome sufferer may happen if there is a mechanism that specifically direct to the linguistic development independently – apart from other aspects of cognitive development.

Another source of proofs that support the possibility of heredity role in linguistic problem is the sensitive periods, which is a period when someone gets big benefit from his introduction to his first language. For example, someone will master some verbs of tenses more easily and learn how to pronounce the words punctually when he is immersed in that language during the first five to ten years of life (Bortfeld & Whitehurst, 2001: 34). Such sensitive periods might reflect the “best periods of learning languages” which is planted in a biological system; or that is only a result of brain tendency to adapt rapidly to any auditory environment he has met in his early periods of life (Kuhl, 2004: 102).

D. Trend in Linguistic Development

Most children are consistently immersed in language-rich environment. In such condition, the children start to utter the words they recognize at about one year old. Afterwards they start to combine those words at two years old. During Kindergarten period, they start to be able to compose longer and more complex sentences. When they start to enter school (at five or six years old), they use language similar to the adult use it. The language skill will keep on developed and become mature during the childhood and the adolescence. For example, the linguistic ability in the different grade levels is presented in Table 1.

Table 1Trend of Development-Examples of Linguistic Characteristics and Abilities in Different Grade Levels

Grade Levels	Characteristic according to Ages	Strategy being used
K-2	<ul style="list-style-type: none"> •Knowledge about 8000-14000 words at 6 years old. •Difficulties in understanding complex sentences. 	<ul style="list-style-type: none"> •Read some story books according to the group of age. •Give corrective feedback when the students use words that indicate

	<ul style="list-style-type: none"> •Overdependence on word order and context •Shallow understanding on 'being a good listener' •Literal understanding on message and demand •Increase of ability to tell a story. •Mastery of most of sounds, difficulty to pronounce r, difficulty to pronounce diftong (<i>amboi, imbau, hariman,</i> etc.) •Inappropriate usage of suffix •Understanding of basic etiquette in conversation (like: alternately talking, answering question) •Reluctance to start a conversation with adults 	<p>inaccurate understanding</p> <ul style="list-style-type: none"> •Train the listening skill •Give questions successively to make assure that they have understood the important messages accurately. •Ask the students to compose a narration of events they have experienced.
3-5	<ul style="list-style-type: none"> •Increase of understanding of adverbs of time. •Occasional confusion about the correct time to use pronoun. •Incomplete knowledge of the degree of courtesy of a word. •Increase of consciousness on the true or false grammar of a sentence. •Mastery of pronunciation of the whole sound in mother tongue is reached at nine years old. •Ability to do the long conversation about concrete topics. 	<ul style="list-style-type: none"> •Teach various levels of courtesy of a word. •Start to give subject of parts of conversation. •Use group discussion as a media to deepen the academic material. •Ask the students to make a short story that must be presented in oral or written. •When you meet a problem of articulation (pronunciation) on the final grade of Elementary School students, contact a pathologist of speaking-language.

	<ul style="list-style-type: none"> • Increase of skill to consider the listener's early knowledge during the conversation. • Story construction having plot and causality. • Linguistic creativity and 'reverse word' game. 	<ul style="list-style-type: none"> • Use joke in rhyme by utilizing the words having double meanings and homonym (different words but having similar sound).
6-8	<ul style="list-style-type: none"> • Knowledge about 50000 words at twelve years old. • Increase of consciousness on terminologies used in various academic disciplines. • Confusion on the right time to use conjunctions. • Ability to understand complex sentences. • Emergence of ability to understand beyond literal interpretation. • Emergence of ability to do the long conversation about abstract topics. • Growth of significant meta-linguistic consciousness. 	<ul style="list-style-type: none"> • Give a reading task that introducing new vocabularies. • Introduce some terminologies being used by the experts in various academic disciplines. • Implement structured debates to explore controversial issues. • Present proverbs and ask the students to guess the meaning of the proverbs. • Explore the word and language substance as an entity in and from itself.
	<ul style="list-style-type: none"> • Knowledge about 8000 words. • Mastery of many vocabularies that specifically related to various academic disciplines. • Syntactic improvement. • Mastery of many vocabularies that specifically alternate to various academic disciplines. 	<ul style="list-style-type: none"> • Consistently use terminology related to various academic disciplines. • Distinguish abstract words having similarity • Surf complex syntactic structures. • Encourage understanding of basic meaning and message in poem and fiction. • When the students have

	<ul style="list-style-type: none"> • Ability to understand figurative language (like metaphor, proverbs, hyperbole) 	different dialect from standard Indonesian language, encourage them to use that dialect in informal conversation and paper or creative scientific writing. But encourage the students to use Indonesian language well and correctly in formal situations.
--	--	---

D.1. Development of Vocabularies

One real change in the children's language during the years of school is the development of vocabularies (see Table 1). The children learn some words through the teaching of vocabularies directly at school, but they probably learn more by concluding the meaning of context when they listen to or read those words (Thelen & Smith, 1998:15).

One's knowledge of meanings of words (semantic) is not absolute. Occasionally the early understanding of children is blurring and inaccurate. One mistake frequently happens is the under generalization (the oversimplifying generalization), which happens when the meaning attached to a word is too limited/narrow. For example, when a child of six years old is asked about the definition of animal, he will answer that animal has a head, a tail, foot, eyes, a nose, ears, and lots of fur. This is experienced by most children at that age. They often limit the meaning of animal only on mammals, like dogs and horses, and insist that fishes, birds, and insects, are not animals (Carey, 1985). Besides, there is also frequently the mistake of overgeneralization (the overestimate generalization). This occurs, for example, when the meaning attached to a word is too wide, so the word is occasionally used in the incorrect time.

Along with the growing of age, experience, and teaching being received, the students keep on improving their understanding of words. Besides, a lot of definitions that formerly are understood concretely become more abstract. For example, when someone is four years old, he defines the summer as a season when rains hardly ever fall and the climate is very hot. When he is in the Junior High School (after being able to think abstractly and study the summer in science subject), he can define the summer as the relative slant of the earth towards the sun (the more abstract idea).

In particular limitations, an educator needs to adjust the material of teaching and the reading material with the students' vocabularies. Nevertheless, the educator should not limit the teaching only on words being known by the students. One way to encourage the semantic development of the students is by teaching new vocabularies with their definitions directly. For example, the teacher asks the students to define various new vocabularies in their own sentences and use new terms in various contexts. The teacher should correct each misconception being expressed in the students' utterance. The educator also should encourage the students to *read*. *Reading*, and *reading*: children and teenagers learn a lot of new words by reading activity (Stanovich, 2000: 92).

D.2. Development of Syntax

The syntactic rules enable the educator to put various words to be sentences having the correct grammar. The syntactic rules are very complex, but in most cases the teacher does not realize those rules (Ellis, 1994: 87). When starting to enter the school, children have mastered a lot of syntactic linkage. The understanding and using of complex constructions (like passive voice, a sentence that is followed by some clauses) has developed for the years of Elementary School, the softer syntactic aspects emerge in Junior High School and Senior High School. When being in Junior High School, they use more complex syntax in writing than in the conversation (Owens, 1996: 101).

During in Senior High School, mostly the development of syntax happens because of the formal language teaching – may be subjects of literature, language composition, and foreign language (Maratsos, 1998:96). This means that a teacher should continue the teaching and practicing of grammar and composition during the periods of Senior High School. The students tend to reach the improvement in speaking and writing abilities when they get a lot of opportunities to express their ideas in oral or written, and when they receive the direct feedback of ambiguity and the errors of grammar in their utterance and writing.

D.3. Development of Listening Ability

The students' ability in understanding what they hear is influenced by their knowledge of vocabularies and syntax. For example, the children's understanding of what is called 'listening carefully' seemingly change for the years of Elementary School. In the

early period of Elementary School the children consider themselves as the good listeners if they have sit down silently without interrupting the teacher. After eleven years they understand that 'listening carefully' involves the understanding of what being said (McDevitt, et.al., 1990: 43). Besides, the Elementary School children have different belief about what should be done when they do not understand what the teacher says. Lots of children believe that it is not right to ask for clarification from the teacher. It is probably because they have ever been scolded when asking question at school or at home (McDevitt, 1990: 77). Such a belief is often found in a cultural environment which teaches that it is not polite if a child starts a conversation with an adult. This greatly occurs in the communities of Asia and Mexico-America (Grant & Gomez, 2001: 27).

The children's understanding of what they hear frequently is influenced by the context where they listen to those words. By using various contextual-nonverbal signals the children might know that what is said in a situation is different from the real meaning. For examples, they might not realize that when a teacher said 'whose jacket is lying on the floor?', he really asks the owner of the jacket to take and place it in the right place. Unfortunately, the very young children sometimes rely too much on the context so they do not listen carefully and understand the oral message accurately. They might hear what they think is intended, based on their assumption of the teacher's intention; instead of understanding what is really intended (Donaldson, 1978: 26). Thus, it is important not only to ask the students whether they understand what they hear, but also check out their understanding by asking them to express it in their own words.

When the children grow older, they become less depending on the context to understand other people's message. Along with the increasing of their ability to conduct abstract reasoning, they become more capable to understand a message beyond its literal meaning (Owens, 1996: 76). On the contrary, the students of early period of Elementary School understand the words literally, like interpreting a proverb 'our eyes are bigger than our stomach'. They have not been able to compose a generalization from the proverbs like 'the neighbour's grass always looks more green' or 'once rowing two and three islands exceeded'.

D.4. Development of Oral Communication Skill

During the periods of Kindergarten and early Elementary School, a lot of children have difficulties in pronouncing the sound like *r* and *ny* (see Table 1). When being eight or nine years old, most

of the students have mastered the sounds of mother tongue. If the pronunciation difficulties keep continued after those periods, it needs to have a consultation with a doctor of speaking pathology expert about the strategies of improving or healing it. Nevertheless, the correct pronunciation might not be the only one that should be communicated effectively by the students. They also must consider the characteristics of people who receive their messages (such as age, knowledge, point of view). The very young children sometimes utter the words without considering the listener's point of view (Piaget called this as *egocentric talks*). Even the last grade of Elementary School students also sometimes fail to consider the information that is owned by the listener when involving in a conversation (McDevitt & Ford, 1987: 17). When the students' utterance cannot be understood, the teacher must make them realize about it, by asking them who they do not recognize, and by showing the confusion when they tell ambiguous events or ideas.

A component of effective oral communication is **pragmatics**, that is the social conventions which direct the correct oral interaction with others. Pragmatics covers not only rules of ethics, alternately speaking in a conversation, saying goodbye before leaving, and many others, but it also covers the strategies of starting and ending the conversation, changing the subject of conversation, telling stories, and debating effectively. The children keep on improving their knowledge of pragmatics through the years in elementary school (Owens, 1996: 37). The observation result shows that this will keep going on until the periods of Junior High School and Senior High School, or even until the Universities. When someone has not mastering particular social conventions yet, like frequently interrupting or changing the subject of conversation without any prior warning, the other people might consider his behavior annoying or odd. Thus, the lack of pragmatics skills greatly obstructs the student's relationship with his friends. The teacher needs to observe the pragmatic skills of his learners when they interact with him or their friends and give guiding practice in every skill that they have not mastered yet.

D.5. Development of Metalinguistic Consciousness

During the periods of school, the students occasionally play with words. For examples when they recite the poem, sing the song, launch the joke, play words (*puns*), and many others (Owens, 1996: 39). The language games like that are almost always useful. For examples, a poem helps the students to find a relation between sound

and alphabet, and a joke and word game help them to understand words and phrases which frequently have more than one meaning (Bradley & Bryant, 1991: 41). In the latter case, the students develop **metalinguistic consciousness**, which is an ability to think of the language substance itself.

The metalinguistic consciousness seemingly develops slowly as the time goes by. Through the years of Elementary School, the students are gradually able to determine when a sentence can be received grammatically and when cannot be (Bowey, 1986:22). When the children move to the last years of Elementary School and during the period of Junior High School, they become more conscious of various functions of words in the sentences (noun, verb, adjective, etc.), most are the result of formal teaching about the parts of speech. The Senior High School students increase the metalinguistic consciousness higher when they study the substance of non literal meaning of proverbs, symbolism in poem and literature, and many others.

E. Conclusion

Based on the above analysis, it can be concluded that psychological method in the language learning can be carried out by concerning one's psychological considerations in teaching language, such as: how the linguistic development is, what kinds of issue that influence the linguistic development and how the trend in the linguistic development is (development of vocabularies, development of syntax, development of listening ability, development of oral communication skill, development of metalinguistic consciousness). By considering those psychological aspects, the language teaching can run effectively and efficiently. In other words, by considering the psychological aspect, the teacher actually has taught the language in condition where the learners are ready to receive the material. With that readiness, the learners will have high concentration and will receive any information in their brains well.

BIBLIOGRAPHY

- Bortfeld, H. & Whitehurst, G.J. (2001). Sensitive periods in first language acquisition. In D.B. Bailey, Jr., J. T. Bruer, F.J. Symons, & J.W. Lichtman (Eds.), *Critical thinking about critical periods* (pp. 173-192). Baltimore: Brookes.
- Bowey, J. (1986). Syntactic awareness and verbal performance from preschool to fifth grade. *Journal of Psycholinguistic Research*, 15, 285-308.
- Bradley, L., & Bryant, P.E. (1991). Phonological skills before and after learning to read. In S.A. Brady & D.P. Shankweiler (Eds.). *Phonological processes in literacy*. Mahwah, NJ: Erlbaum.
- Cairns, H. S. (1996). *The acquisition of language* (2nd ed.). Austin, TX: Pro-Ed.
- Carey, S. (1985). *Conceptual change in childhood*. Cambridge, MA: MIT Press.
- Donaldson, M. (1978). *Children's minds*. New York: Norton.
- Ellis, N.C. (Ed.). (1994). *Implicit and explicit learning of languages*. London: Academic Press.
- Felicia dalam Latipah, E., (2011). *Pengantar Psikologi Pendidikan*. Yogyakarta: Insan Madani.
- Grant, C.A., & Gomez, M.L. (2001). *Campus and classroom: Making schooling multicultural* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Harris, M. (1997). *Language experience and early language development: From input to uptake*. Hove, England: Erlbaum.
- Hoff-Ginsberg, E. (2003). *Language development*. Pacific Grove, CA: Brooks/Cole.
- Kuhl, J. (2004). How do people know? *Psychological Science*, 12, 1-8.
- Maratsos, M. (1998). Some problems in grammatical acquisition. In W. Damon (Series Ed.), D. Kuhn, & R.S. Siegler (Vol. Eds.). *Handbook of child psychology: Vol. 2. Cognition, perception, and language* (5th ed.). New York: Wiley.
- McDevitt, T.M. & Ford, M.E. (1987). Process in young children's communicative functioning and development. In M.E. Ford & D.H. Ford (Eds.). *Humans as self-constructing living systems: Putting the framework to work*. Mahwah, NJ: Erlbaum.

- McDevitt, T.M., Spivey, N., Sheehan, E.P., Lennon, R. & Story, R. (1990). Children's beliefs about listening: is it enough to be still and quiet? *Child Development, 61*: 713-721.
- Owens, R.E. Jr. (1996). *Language development* (4th ed.). Boston: Allyn and Bacon.
- Saffran, (2003) dalam Latipah, E., (2011). *Pengantar Psikologi Pendidikan*. Yogyakarta: Insan Madani.
- Siegler, R.S. & Alibali (2005). The development of intelligence. In R.J. Sternberg (Ed.). *Handbook of human intelligence*. Cambridge, England: Cambridge University Press.
- Stanovich, K.E. (2000). *Progress in understanding reading: Scientific foundations and new frontiers*. New York: Guilford Press.
- Thelen, E., & Smith, L.B. (1998). Dynamic systems theories. In W. Damon (Series Ed.) & R.M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development*. (5th ed.). New York: Wiley.

APPENDIX 1

PRESENTER FROM UIN SUNAN KALIJAGA, YOGYAKARTA INDONESIA

A. LECTURES AND TEAM OF CTSD

1. Dr. Hisyam Zaini, M.A.



Head of CTSD (*Center for Teaching Staff Development*); A doctorate and lecturer in Sociolinguistics at Faculty of *Adab* and Cultural Science UIN Sunan Kalijaga; a graduate of *Leeds University*; getting trainings on *Higher Education Course Design* from *McGill University*, Canada and *Queensland University of Technology* and *Monash University*; Australia, and since 1996 giving training on *Course Design* and *Quality Assurance*; e-mail: hiszaini66@yahoo.com.au.

2. Prof. Dr. Bermawiy Munthe, M.A.



Former Head of CTSD (*Center for Teaching Staff Development*); A Professor in Literature at Faculty of *Adab* and Cultural Science UIN Sunan Kalijaga; a graduate of *McGill University*; getting training on *Higher Education Course Design* from *McGill University*, Canada and *Queensland University of Technology* and *Monash University*, Australia; and since 1996 giving training on *Course Design* and *Faculty Developer*. e-mail: bermawymunthe@yahoo.com.

3. Adib Sofia, S.S., M.Hum.



Deputy Head of CTSD (*Center for Teaching Staff Development*); A Doctoral Candidate in Filology in Gadjah Mada University (where studying to attain the First Degree and the Second Degree); a lecturer in Filology and Hermeneutics at Faculty of *Ushuluddin* and Islamic Thoughts in UIN Sunan Kalijaga; an activist in women empowerment organization; a productive writer and researcher; concerning with the teaching of BIPA (Indonesian Language for Foreign Speakers); e-mail: afi_sofia@yahoo.com.

4. Dr. Irsyadunnas, M.Ag.



Trainer in CTSD (*Center for Teaching Staff Development*); A Doctorate in *Tafsir* dan *Tafsir* Science at Postgraduate School of UIN Syarif Hidayatullah Jakarta; a lecturer at Faculty of *Da'wah* and Communication, UIN Sunan Kalijaga; a researcher, a productive writer, and activist on social empowerment, and centers for women studies; e-mail: irsyad_buya@yahoo.co.id.

5. Roni Ismail, S.Th.I, M.SI.



Trainer in CTSD (*Center for Teaching Staff Development*); a lecturer in Religious Psychology and Religious Comparison at Faculty of *Ushuluddin* and Islamic Thoughts, UIN Sunan Kalijaga; a productive writer, a researcher, and an activist on social community; e-mail: roni.ismail@uin-suka.ac.id, atau roismail80@yahoo.com

6. Diah Ajeng Purwani, S.Sos., M.Si.



Trainer in CTSD (*Center for Teaching Staff Development*); an expert in public relations Faculty of Social Science and Humanities UIN Sunan Kalijaga; a researcher; frequently giving various trainings in *branding*, Public Relations and integrated marketing communication;

e-mail: ajeng_purwani@yahoo.com

7. Eva Latipah, S.Ag., M.Si.



Trainer in CTSD (*Center for Teaching Staff Development*); A Doctoral Candidate in Psychological Science in Gadjah Mada University; a lecturer in Psychology of Education at Faculty of *Tarbiyah* Science and Teaching UIN Sunan Kalijaga; a writer in psychological field and psychological method of research; and a research in learning psychology, religious

psychology, and learning strategy; e-mail: evalatipah@yahoo.co.id.

B. LECTURERS

1. Dr. Muhammad Amin, Lc, M.A.



Former Head of Centers of Language, Culture, and Religion (PBBA) and a lecturer in Religious Sociology at Faculty of *Ushuluddin* and Islamic Thoughts UIN Sunan Kalijaga; a graduate of *al-Azhar University*, Kairo dan UIN Syarif Hidayatullah, Jakarta; a researcher, a writer, and an activist on social organization; e-mail:

aminযোগ্যা@yahoo.com.

2. Dr. Aninditya Nugraheni, M.Pd.



Head of Division of BIPA (Indonesian Language for Foreign Speakers) Centers of Language Development, UIN Sunan Kalijaga; attaining a doctorate in 27 years old; a lecturer in Indonesian Language Education at Faculty of *Tarbiyah* Science and Teaching; a graduate of University of Sebelas Maret

Surakarta; active in many workshop, a productive writer, a researcher, and a consultant in education field, especially in linguistics. e-mail: anin.suka@gmail.com.

3. Dwi Margo Yuwono, S.Pd., M.Hum.



A lecturer in English Department UIN Sunan Kalijaga; concerning with Linguistics, Translation, Language Teaching; ever translating a collection of French short story by Jean Paul Sartre and "*Traktat Toleransi*" Book by Voltaire; [dwimargo@yahoo.com](mailto:dwymargo@yahoo.com).

4. Witriani, S.S., M.Hum.



Former Head of English Division, Centers of Language, Culture, and Religion (PBBA) UIN Sunan Kalijaga; a lecturer in Faculty of *Adab* and Cultural Science; a Doctoral Candidate in Gadjah Mada University; a productive researcher and writer; and an activist in aktivis social community; e-mail: witri_ind@yahoo.com

5. Jiah Fauziah, S.S., M.Hum.



Head of English Division, Centers of Language, Culture, and Religion (PBBA) UIN Sunan Kalijaga; a lecturer in English Department at Faculty of *Adab* and Cultural Science; an expert in linguistics; a researcher, a writer; e-mail: jfauziah@yahoo.co.id

6. Ulyati Retno Sari, S.S., M.Hum.



Former Head of English Division, Centers of Language, Culture, and Religion (PBBA) UIN Sunan Kalijaga (2006-2007); a teacher at PBBA UIN Sunan Kalijaga (2004-now); a lecturer at Faculty of *Adab* and Cultural Science (2005-now); a researcher, a writer, and an activist on social community; e-mail: ursari@yahoo.com.

APPENDIX II

PRESENTERS FROM IPG KAMPUS BAHASA MELAYU, MALAYSIA

A. IPG KBM	
1.	Lokman Abd Wahid
2.	Zainiyah Md. Zain
3.	Fatimah Idris
4.	Ayub Sukarni
5.	Abd Khahar Saprani
6.	Haslinda Mohamad Saad
7.	Norliyah Sulaiman
8.	Anuar b Hazmi
9.	Wan Zuraida Wan Hassan
10.	Siti Nooryuslillahwati Md Johan
11.	Dr. Ali Hj. Mahmood
B. IPG IPOH	
1.	Khairul Anuar b. Ismail
2.	Shamsudin Abu Bakar
3.	Abdul Rani Hassan
4.	Noor Azni b. Yahya
C. IPG TUN ABD RAZAK	
1.	Hajah Rokaiyah binti Haji Jaya
2.	Mohd. Pauzi bin Mohd. Yusof
3.	Muhaimi bin Suhaili
4.	Radna Wismawati Muhibah binti Yahya Sawek
5.	Nur izzatul Syahirah Tan Abdullah
D. IPG KAMPUS SULTAN MIZAN	
1.	Anua bin Haris
2.	Normaizam bt Hamid
3.	Wan Kamsiah bt Wan Ahmad
4.	Dr. Mohd Haidi b. Kasran
E. IPG KAMPUS KOTA BHARU	
1.	Zaleha Binti Mohd Noor
F. IPG KAMPUS BAHASA ANTARABANGSA	
1.	Dr. Seman Bin Salleh

APPENDIX III

TEACHING MODEL PRESENTERS FROM UIN SUNAN KALIJAGA INDONESIA

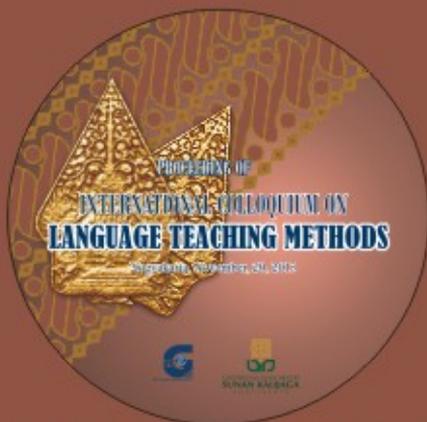
A. ABROAD STUDENTS	
1.	Miss. Glnaz Feyza Kildir (Turki)
2.	Miss. Arzada Asankarieva (Kirgistan)
3.	Miss. Sasithorn Semsamai (Bangkok)
4.	Mr. Apisit Asae (Songkla)
5.	Mr. Amran Hayisamoh (Patani)
6.	Miss. Masitoh Purong (Patani)
B. INDONESIA STUDENTS	
1.	Zayyinah Shalihah
2.	Nur Sofiah
3.	Muhammad Anshori
4.	Fathur Razi
5.	Abdul Latif
6.	Ulyatul Inayah
7.	Umi Zakiyah
8.	Fathimah Nur
9.	Ardianto
10.	Selma Meila Puspita
11.	Ratni Wiyani
12.	Anggityas Sekarinasih
13.	Setyawati Dewi
14.	Siti Aprilia
15.	Dedik Dwi Prihatmoko
16.	Asep Mu'mar Fauzi
17.	Hadi Wijaya
18.	Chabib Ludfiansyah
19.	Anis Yuliana

APPENDIX IV

TEACHING MODEL PRESENTERS FROM IPG KAMPUS BAHASA MELAYU, MALAYSIA

A. IPG KBM	
1.	Muhamad Hafiz Bin Sukaimi
2.	Benny Bin Rajjun
3.	Nur Siti Zahara Binti Abu Bakar
4.	Qurratu 'Aini Binti Jumaan
5.	Nor Nadia Nabilah Binti Mohd Nor Azan
6.	Cassandra Inggam Estrop
7.	Nurshafieyah Ardinie Lingutan Abdullah
8.	Hatifah Binti Mat Dian
9.	Nadiah Binti Muhamad Sani
10.	Nur Afiqah Binti Tahir
11.	Nurul 'Aqilah Binti Mohd Tahir
12.	Norhazlina Binti Abdul Hamid
13.	Nooraisyah Binti Mohd Rasdi
14.	Fatin Maziyah Binti Othman
15.	Nurul Atikah Binti Mustaffa
16.	Baharudin Bin Abdul Latif
17.	Latifah Binti Hamzah
18.	Azlina Binti Md.Soon
B. IPG KAMPUS IPOH	
1.	Mohd Azizee b Harun
2.	Mohammad Yusof bin Abd Latip
3.	Noor Aishah bt Mohd Zaini
4.	Nur Balkis bt Omar
5.	Siti Aishah bt Halim
6.	Zulhafizal bin Daud
C. IPG KAMPUS TUN ABD RAZAK	
1.	Atika binti Hassan
2.	Audrey Anak Kanchin
3.	Azalea Chulin
4.	Dyg Noordi binti Abg Junaidi

5.	Faezah binti Saliman
6.	Fairelyn Anak Wilson Banyui
7.	Grace Enchau Ak Minggat
8.	Hafiyah binti Arni
9.	Helen Chia Ak Legai
10.	Juriah binti Musrikh
11.	Mageret Lo
12.	Ruby Amellina Ak Janika
13.	Sharifah Athirah binti Haji Wan Abu Bakar
14.	Ting Chek Ming
15.	Hamidah binti Tuah
16.	Nadia Natasha binti Kamarudin
17.	Napsiah binti Mantali
18.	Aminah binti Bolhassan
19.	Chang Nyuk Ching
20.	Bong Kai Kim
D. IPG KAMPUS SULTAN MIZAN	
1.	Muhamad Irfan Fakhrullah b. Mohamad Noor
2.	Mohamad Faiz Syarafuddin b. Asohan
3.	Muhammad Fathi b. Mohamed Yusoff
4.	Mohamad Afiq b. Mohd Mustafa
5.	Mohd Fikri Hafiz b. Ramzi
6.	Nurul Syahirah Faten bt Zolhaini
7.	Nur Syuhadah bt Che Aminulddin
8.	Nur Azwani bt Mohd Sezali
E. IPG KAMPUS KOTA BHARU	
1.	Laili Azimah Binti Awaludin
2.	Nur Amira Binti Muhamad Asri
3.	Muhammad Zakhir Bin Ayub
4.	Shahrul Hisyam Bin Abdullah
F. IPG KAMPUS BAHASA ANTARABANGSA	
1.	Razmin Arni Binti Alias



This colloquium is among CTSD's cooperation with international bodies. I hope that this colloquium will bring out fruitful advantages for both sides. I do hope that this kind of cooperation will continue to other activities, such as workshops, seminars, and researches.

In this very special occasion, allow me to welcome all the delegates of IPGs, Malaysia to Yogyakarta, the city of culture. I hope that all delegates and participants, teachers as well as students, can get a benefit from this colloquium. I also do hope that all Malaysian delegates and participants enjoy their stay in Yogyakarta, centre of Javanese culture.

Dr. Hisyam Zaini, M.A.

Director of CTSD, UIN Sunan Kalijaga, Yogyakarta, Indonesia



The International Colloquium of Malay and Indonesian Language Pedagogy with the theme of "Language Pedagogy Developing Intellectual Mind" is a good platform into looking and practising language teaching in building up the future dynamic generation. This is due to, the teaching of language which involves all the discipline of knowledge, and every day aspects of life as proposed by well-known education figures from various school of thought.

This colloquium of pedagogy is applying pedagogy theories to become the best practise in the teaching and learning of language in the class room.

The collaborations between Insititut Pendidikan Guru Kampus Bahasa Melayu with the Center for Teaching Staff Development, University Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia is a good effort for enabling the collaborations of expertise of lecturers from both institutions and the exchange of intellectual abilities among students.

Datin Siti Hanifah bt Madarsa,

Director, IPG Kampus Bahasa Melayu, Kuala Lumpur, Malaysia

This Book is a Publication of
Center for Teaching Staff Development (CTSD)
UIN Sunan Kalijaga Yogyakarta

ISBN 979-026-346-5

