

LEARNING STRATEGIES

A. What is the difference between teaching and learning?

The definition of teaching and learning is overlapping depending upon where one looks at it from. The process of *teaching* is viewed mostly from the agent, in this case: teacher. Whereas *learning* is mostly viewed from the part of the student who becomes the object of the process of teaching conducted by the teacher.

When “teaching” is regarded as the transfer of knowledge from a person called “teacher” to the student (s) who receive the knowledge, this is called the transmission process. Hence, *transmission curriculum* is founded. It seems to me, this is an old style of instruction in which the teacher banks or saves knowledge at the brains of the student (s).

In regards to this Orlich et.al. comments:

“The act of teaching is always a dynamic interaction of individuals (teachers and teachers, teachers and learners, learners and learners, in which decisions constantly are being made by all concerned. We believe that teaching must be deliberate and planned. (1985:3).

Obviously, according to this definition, the concept of teaching and learning may be overlapping. To make sure that we have a good idea about the two terms, let us look back at the concepts of curriculum for both teaching and learning models are generated from how curriculum looks like. Few experts have little bit different concepts on the curriculum definitions as we can see as follows!

Franklin Bobbit defines it as a series of experiences which children and youth must have by way of attaining --- objectives (1981).

Vernon Anderson has a broader view on the curriculum definition, saying: “*Curriculum is the whole of interacting forces of the total environment.*”

Many experts, however, regard curriculum as a field. Curriculum as a field includes: curriculum theory, development, implementation (that is instruction) and evaluation.

Johnson, on the other hand, restricts the definition to “intended learning outcomes.” And this is actually what is going on with the education system of our Junior High and Senior High Schools in Indonesia in which the success of the study is measured from the passing grades in six subjects: math, Indonesian, English, Physics, biology and chemistry (as the writer watched on newstick of Metro TV).

Beauchamp, however, suggests that a legitimate use of the term curriculum is to refer to a curriculum system. A curriculum in schools is the system within which decisions are made about what curriculum will be and how it will be implemented. And the last but more interesting definition says: curriculum is the relationship between the knower and the known. (Giroux at.al. 198:13). Since the term curriculum is the core of education, it can be interpreted as everything or everyactivity that takes place in the campus or school under the auspices of the school principal or lecturers.

B. The Model of Curriculum

Nana Saodih S. in his paper, *Pengembangan Kurikulum Berbasis Kompetensi di Perguruan Tinggi (2004:2)* distinguished the curriculum models into:

1. **Subject (academic) curriculum.**

This is the model of curriculum which is based on knowledge or science derived from various fields of science or knowledge.

2. **Technological curriculum.**

This model is called Competence Based Curriculum (KBK) which emphasizes the content of curriculum which is a competence or skill on work. In Indonesian education system it is commonly called “Kurikulum Berbasis Kompetensi (KBK). This KBK curriculum has once immensely affected

teachers and educators to implement it but the result is yet to be proved to the public and stakeholders.

3. **Humanistic Curriculum**

This model of curriculum emphasizes the development of the characteristics of the student (s) as the focus of education treatment. One of the learning strategies resulted from this model is Student Active Learning which in Indonesian is called “**Cara Belajar Siswa Aktif**”. Different and special treatments of learning phase must be offered to the gifted students when a school wants to adopt this model of curriculum.

4. **Social Reconstruction Curriculum**

This model of curriculum focuses on the social problems to solve through the cooperative learning strategies. One of the examples is role play strategy in learning foreign languages. Another is how to handle floods in Jakarta. Quantum Learning, I am sure, is still another example of this model.

Meanwhile John P. Miller and Wayne Sellar in their book, Curriculum, perspectives and practice, divide curriculum into three orientations, these are:

a. The Transmission Position to Curriculum

In the transmission position, the function of education is to transmit *facts*, *skills* and *values* to the students. Specifically, this orientation stresses the mastery of traditional school subjects through traditional teaching methodologies, particularly textbook learning (subject orientation); acquisition by students of basic skills and certain cultural values and mores that are necessary in order to function in a society (cultural transmission orientation); and the application of a mechanistic view of human behavior to curriculum planning, whereby student skills are developed through specific instructional strategies (competency- based learning orientation). In this position, there is primarily one way movement to convey to students certain skills, knowledge and values. The philosophical-scientific paradigm for this position

is an atomistic view of nature in which reality is seen in terms of separate, isolated building blocks. Historically, the transmission position is linked with rote learning methods that have been used in schools since colonial times.

b. The Transaction Position

Here the individual is seen as rational and capable in intelligent problem solving. Education is viewed as a dialog between the student and the curriculum in which the student reconstructs knowledge through the dialog process. The central elements in the transaction position are an emphasis on curriculum strategies that facilitate problem solving (cognitive process orientation); application of problem solving skills within social contexts in general and within the context of the democratic process and development of cognitive skills within the academic disciplines.

Historically, the transaction position can be traced to the Enlightenment and its impact on such American thinkers as Benjamin Franklin and Thomas Jefferson who argued for a curriculum that would develop the student's intellectual abilities.

c. The Transformation Position

This transformation position focuses on *personal* and *social change*, encompassing three specific orientations: teaching students skills that promote *personal* and *social* transformation (humanistic and social change orientations); a vision of social change as a movement toward harmony with the environment rather than as an effort to exert control over it, and the attribution of a spiritual dimension to the environment, in which the ecological system is viewed with respect and reverence (transpersonal orientation). The paradigm for transformation position is an ecologically interdependent conception of nature that emphasizes the interrelatedness of phenomena.

Historically, the transformation position is linked to two different strands of thought. One is romantic element, which can be traced to Rousseau's thinking and is also found in the work of Froebel, Tolstoy, A.S. neil and John Holt. According to Giroux et.al. "*These educators have argued that the child is essentially good and that education should allow the inner nature of the child to unfold with minimum interference.*" (1985:8). The second strand is found in the social change orientation, which argues that education must take a more critical view of the role of schools in society so that schools do not just mirror dominant economic interests and that schools must be on the cutting edge of social and political change. Today, the work of educators such as Michael apple and Friere's work in brazil reflect this orientation. This position embodies what Huxley (1970) called "the perennial philosophy the idea that all phenomenon are part of an interconnected whole. Socially, this position is identified with a cultural tendency that advocated decentralized, pluralistic political networks, "*small is beautiful*" economics and holistic medicine.

d. Various Teaching Strategies

Joyce and Weil in their book, *Models of Teaching* (1996:11) open their chapter 2 by asking a question. "***Where Do Models of Teaching Come From?***" Soon they also gave the answer by saying, "***The core of the teaching process is the arrangement of environments within which the students can interact and study how to learn.***" (Dewey in Joyce's 1996). This is in line with what Rose and J. Nicholl say in their book, *Accelerated Learning for the 21st Century*, "*We will argue that in a time of such rapid change, the first priority is to teach our children how to learn and how to think*". Only with these two "super skills" can you cope with change and complexity and become economically independent – and employable in the 21st Century." (1997:2).

A model of teaching is a description of a learning environment. The descriptions have many uses, ranging from:

1. planning curriculum,
2. courses,
3. units and lessons to
4. designing instructional materials books and workbooks, multimedia programs, and computer – assisted learning programs.

Joyce and Weil also described their idea on learning models as follows: “Models of teaching are reality models of learning. As we help students acquire information, ideas, skills, values, ways of thinking and means of expressing themselves, we are also teaching them how to learn.

In fact, the most important long-term outcome of instruction may be the students increased capabilities to learn more easily and effectively in the future, both because of the knowledge and skill they have acquired and because they have mastered learning processes. (1996:7).

The fact that teaching and learning are overlapping is actually answered by Joyce and Weil in commenting on the title of the book they have written. “Every once in a while I think we should have called the book Models of Learning. Then, I remember that real teaching is teaching kids how to learn. So I guess the title is all right. Marsha Weil to Bruce Joyce, January 1974. (Joyce 1996:3)

This quotation is sufficiently reasonable to support the writer in discussing both the teaching and learning strategies overlappingly. Since, teaching and learning are not separated from the teacher’s classroom, it is not wrong when the writer starts from the models of teaching which, in turn, may produce the strategies of teaching and learning.

Bruce Joyce and Marshal Weil have classified the models of teaching into (4) four families as follows:

1. The Social Family

The social family capitalizes on our nature as social creatures to further learning and to expand our ability to relate productively to one another. The models range from the simple processes of organizing students to work together to elaborate models that teach democratic social organization and the analysis of major social problems and critical social values and issues. Three examples of these are: learning with partners the simplest form of which is cooperative learning. This strategy organizes students to help one another respond to the cognitive and social tasks of the information – processing models of teaching. Cooperative learning is strongly believed to positively affect academic learning, social development. Robert E. Slavin in his book, *Cooperative Learning*, comments:

“Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. One of the most important reasons that cooperative learning methods were developed is that educators and social scientists have long known about detrimental effects of competition as it is usually used in the classroom.”
(1995:3)

Second is *Role playing* which is usually designed to help students understand and develop their social values. Role playing of problematic situations is used to open up discussions of values and how they operate in our daily lives. The model permits values to be studied as a core of the growing self-the place where social norms and personal identity and sense of meaning come together.

2. The Information-Processing Family (Learning to Think by Thinking)

A variety of models can increase students ability to seek and master information, organize it, build and test hypotheses and apply what they are learning in their reading and writing and their exploration of themselves and the world about them. This family includes. Thinking inductively which begins with concept

formation and proceeds to the development of generalization, hypotheses and inferences about causation.

Another is attaining concepts, that is helpful to the students who learn categories and study how to learn and apply them. The model also provides teachers with an alternative to induction, enabling them to control data sets and help students develop precise knowledge of concepts.

Still another example of this family is *memorization*. Recent research on memorization, especially on the use of *link words* to facilitate associations, has produced some dramatic effects on the rate at which students can acquire information and concepts.

The last one is synetics, that is the ability to go beyond the known and synthesize fresh ideas and solutions is called the ultimate information processing skill.

3. The Personal Family

These models focus on the development of integrated feeling, thinking self-the personal identity. They shape the environment around the capacity for self-education and need to develop self-awareness and understanding. They comprise: Nondirective Teaching (The Learner at the Center).

Carl Roger says the teacher operates from a counselling stance, helping the students understand themselves, clarify their goals and accept responsibility for the growth and the direction of their lives.

Another member of this group is concept of self. The ultimate evidence of whether education has been effective is in the reciprocal relationships of educated people with their world-contributing to it and profiting from it. For this purpose a framework for examining the growing self and modelling for students a self-actualizing way of life can be designed.

4. The Behavioral Systems Family

Founded by B.F. Skinner a large number of approaches to learning have been developed, each taking advantage of the human being's ability to modify behavior in response to tasks and feedback. These models are used in a wide variety of applications, from teaching information, concepts and skills to increasing comfort and relaxation, decreasing phobias, changing habits and learning to control one's behavior. Some examples, pertaining to this group include Mastery Learning and Programed Instruction. Often these systems organize material to be learned in relatively small, sequenced, instructional "modules" presented to the students with assessments of learning attached to them. These *mastery learning* and *program instruction* systems have wide applicability in academic curriculum areas.

Another example is ***Direct Instruction*** which involves a straightforward use of tasks and feedback to help students mastery academic content.

The next one is learning from simulations. These are commonly developed in industrial, military, athletic and educational settings. Computer – based simulations are readily adding to curricular options in elementary and secondary schools.

5. Other Learning Strategies

The first strategy of learning is proposed by Colin Rose and Malcolm J. Nicholl called, ***Accelerated Learning for 21st Century (1997)***. This model was based on the assumption saying it is no accident that when words are combined with music or with pictures, or when words are delivered with emotion, they are easier and faster to learn. Accelerated Learning capitalizes on this fact (1997:35). Further Rose & Nichol say: "In essence, it recognizes that each of us has individual preferred way of learning that suits us best. When you learn the techniques that exactly match your personal learning style, you will be learning in the way that is most natural for you." (1997:19)

The commonest steps made in this strategy are called M.A.S.T.E.R. (Motivating your mind, Acquiring information, Searching out the meaning, Triggering out the memory, Exhibiting what you know and Reflect how you have learnt).

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A paper Presented at the International Conference
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Oleh :

Odo Fadloeli

**FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN INDONESIA
BANDUNG
2008 - 2009**

FOREWORD

This piece of writing entitled. “The Sound Features as one of the Basic Linguistic Equipments for Teachers, Teaching Oral Skill” is presented on the seminar of professorship held by the FPBS (Faculty of Language and Arts Education) UPI – Bandung 18 October, 2008. Upon the acceptance of this paper, the writer is obliged to express his deepest thanks to:

1. Prof. Dr. H. Fuad Abdul Hamied, M.A., (group peer I)
2. Prof. Dr. H. Chaedar Alwasillah, M.A. (group peer II)
3. Prof. Dr. H. Aminudin Aziz, M.A., (group peer III)

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The content of this paper may be unsatisfactory due to the writer’s novice linguistic competence and lack of experience in the field concerned. He, however, is committed to his ideals and career to pursue his professorship for the sake of himself, family and insitution to keep up with nation development and that of the world.

In the end the writer wishes to convey his Dean and the Rector for their invaluable supervision and guidance on the professorship project.

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The writer