

LAPORAN PENGABDIAN KEPADA MASYARAKAT



“SEMINAR & WORKSHOP ON IMPROVING TEACHER’S TEACHING COMPETENCE
IN INDUSTRY 4.0 REVOLUTION ERA”

UNTUK GURU-GURU SDN 026602 DI KOTA BINJAI SELATAN

DILAKSANAKAN OLEH :

DOSEN DOSEN PASCA SARJANA MAGISTER PENDIDIKAN BAHASA INGGRIS:

1. PROF. DR. SONDANG MANIK, M. HUM
2. DR. ERIKA SINAMBELA, M. HUM
3. DR. ARSEN NAHUM PASARIBU, M. HUM

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

UNIVERSITAS HKBP NOMMENSEN

MEDAN

NOVEMBER 2018

Daftar isi laporan Pengabdian Masyarakat Dosen FBS – Prodi Bahasa Inggris
SDN 026602 Binjal Selatan , 8-10 November 2018

1	Nama : Prof.Dr.Sondang Manik M.Hum Judul : Education and Industry 4.0	
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PROGRAM PASCASARJANA

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SURAT PENUGASAN

No: 369 /PPs/D/XI/2018

Direktur Pasca Sarjana dengan ini menugaskan nama- nama dosen Fakultas Pasca sarjana dibawah ini:

No	Nama	Topik/ Judul Pengabdian
1	Prof. Dr Sondang Manik, M.Hum	Education and Industry 4.0
2	Dr. Erika Sinambela, M. Hum	Teaching English as a foreign Language
3	Dr. Arsen Pasaribu, M.Hum	Improving Students English speaking Skills

Untuk melaksanakan pengabdian dan penyuluhan kepada guru-guru bahasa inggris di binjai dengan lokasi pengabdian di SDN 026602 Binjai Selatan, Jln. Letjen Jamin Ginting Tanah Seribu Binjai yang akan dilaksanakan pada hari kamis samapai dengan sabtu, tanggal 8-10 November 2018.

Ditetapkan : Medan
Pada Tanggal : 1 November 2018

Direktur,

Dr. Pantas H. Silaban, SE., M.B.A

PROPOSAL PENGABDIAN KEPADA MASYARAKAT
"TEACHING ENGLISH AS A FOREIGN LANGUAGE "



Oleh:

Dr. Erika Sinambela, M.Hum

NIDN: 0125086001

Pasca Sarjana Magister Pendidikan Bahasa Inggris

UNIVERSITAS HKBP NOMMENSEN

MEDAN

2018

Teaching English as a second or foreign language

Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. TEFL can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work, or permanently). TEFL teachers may be native or non-native speakers of English.

Other acronyms for TEFL are TESL (Teaching English as a Second Language), TESOL (Teaching English to Speakers of Other Languages), and ESL (English as a second language, a term typically used in English-speaking countries, and more often referring to the learning than the teaching).

Teaching English as a second language (TESL) refers to teaching English to students whose first language is not English, usually offered in a region where English *is* the dominant language and natural English language immersion situations are apt to be *plentiful*.

The teaching profession has historically used different names for TEFL and TESL; however, the more generic term teaching English to speakers of other languages (TESOL) is increasingly used to describe the profession. Both native speakers and non-native speakers successfully train to be English language teachers. In order to teach English as a Second Language to English Language Learners, or ELL's, one must pass a written and oral test in English to demonstrate proficiency.

The use of these various terms has led to confusion about the training options for both prospective students and for employers. Because there is no global standard for the training of English language teacher, it is important to look beyond the actual acronym/title to the components of the training program. Short term certificate programs that do not have an academic affiliation resulting in credits or degrees (such as CELTA or other non-credit programs) can be a good launching pad for beginning positions internationally, but they will generally not provide sufficient training for a career (unless a person already has substantial experience and a degree in a closely related field). People interested in pursuing a career as an English language teacher should invest in credit-bearing programs that result in a university recognized certificate or degree program (MA/TESOL, MA/Applied Linguistics) particularly if one wants to work in higher education. Because of the confusing certification situation, employers now generally look for a certificate that reflects at least 100 hours of instruction in order to determine if the candidate has sufficient preparation to begin teaching English. Institutions with higher standards will require applicants to possess a master's degree for employment.

People wishing to teach in the K-12 public school system in the United States will need a state-teacher certification at a minimum and an ELL Endorsement (or other state qualification) to be qualified to teach ELL.

When choosing a graduate program, it is important to determine if the program is designed to prepare students to teach in K-12 settings OR in adult education settings. Most programs are designed for one or the other, but not both.

In California, teachers may become certified as *California Teachers of English Learners* (CTEL).

Teaching techniques

Reading

TEFL (Teaching English as a Foreign Language) that uses literature aimed at children and teenagers is rising in popularity. Youth-oriented literature offers simpler material ("simplified readers" are produced by major publishers), and often provides a more conversational style than literature for adults. Children's literature in particular sometimes provides subtle cues to pronunciation, through rhyming and other word play. One method for using these books is the multiple-pass technique. The instructor reads the book, pausing often to explain certain words and concepts. On the second pass, the instructor reads the book completely through without stopping. Textbooks contain a variety of literature like poetry, stories, essays, plays etc. through which certain linguistic items are taught.

Reading aloud to students who are learning English as a foreign language is a highly effective strategy to assist them in learning the basic rules and understandings of the process of reading. When teachers read aloud to their students, they simply model fluency and comprehension, while also adding visual support, periodic paraphrasing, and extension. When choosing an appropriate text for the student, both the vocabulary and concepts of the text that may be new to the student need to be considered. To make sure they get definite understanding of the text, engaging the students during reading will assist them with making connections between what is being read and the new vocabulary.

Communicative language teaching

Communicative language teaching (CLT) emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Japan, Taiwan, and Europe. In India CBSE (Central Board of Secondary Education) has adopted this approach in its affiliated schools.

The task-based language learning approach to CLT has gained ground in recent years. Proponents believe CLT is important for developing and improving speaking, writing, listening, and reading skills, and that it prevents students' merely listening passively to the teacher without interaction. Dogme is a similar communicative approach that encourages teaching without published textbooks, instead focusing on conversational communication among the learners and the teacher.

Blended learning

Blended learning is a combination of face-to-face teaching and online interactions (also known as computer-assisted language learning), achieved through a virtual learning environment (VLE).

VLEs have been a major growth point in the English Language Teaching (ELT) industry over the last five years. There are two types:

Externally hosted platforms that a school or institution exports content to (e.g., the proprietary Web Course Tools, or the open source Moodle)

Content-supplied, course-managed learning platforms (e.g. the *Macmillan English Campus*)

The former provides pre-designed structures and tools, while the latter supports course-building by the language school—teachers can blend existing courses with games, activities, listening exercises, and grammar reference units contained online. This supports classroom, self-study or remote practice (for example in an internet café). Kendriya Vidyalaya Sangathan in India has launched a web portal ECTLT where learners can learn English and other subject online and interact with their own teachers of KVS across the country.

Online classroom

Advances in technology have made it possible to get a TEFL qualification online. Students can enroll in online classes that are accredited by organizations such as the British Council or Cambridge ESOL. It should be noted that there is no single overarching accreditation body for TEFL however private for profit companies have been known to invent accreditation affiliates and use them to cheat the customer.^[7] Study materials are divided into modules. Students take one or multiple tests per study module. Support is handled by tutors, who can be reached via email. After successfully finishing the last module the student is granted a certificate. It comes in digital form or can be shipped to the student's address. Getting such a certificate can be beneficial

Qualifications for TEFL teachers

Qualification requirements vary considerably from country to country and among employers within the same country. In many institutions it is possible to teach without a degree or teaching certificate. Some institutions will consider it necessary to be a native speaker with an MA TESOL. A university degree in English language and literature can also be of value, as indeed can any specialist degree. Other institutions consider a proof of English proficiency, a University degree and a basic teaching qualification to be more than sufficient. However, the level of academic qualification need not be the most important qualification, as many schools will be more interested in your interpersonal skills. For trainers wishing to enter the academic field, publications can be as important as qualifications, especially if they relate to English use in your field. Where there is a high demand for teachers and no statutory requirements, employers may accept otherwise unqualified candidates. Each country is different, and acceptance depends on demand for English teachers and the teacher's previous teaching and life experiences.

Absensi Kehadiran Peserta Workshop

Nama	Dr. Erika Sinambela, M.Hum
Judul	Teaching English as a Second or Foreign Language
Hari/Pukul	Kamis 8 November 2018
Tempat	Gedung SDN 026602 Binjai Selatan, Jl. Letjen Jamin Ginting, Tanah Seribu Binjai

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4	LIA ARMINA		
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8	NOVITA RIANI		
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10	SUMIATUN		
11	Netty Alfiani SPd		
12	Malgunzide		
13	SUGIHARTI, S. Pd		
14	Effi Maharani Saragih		
15	Ganda RIO PUTRA		

16. SRI ASRIATI
17. Juliana br Sitpu
18. Titin SUNDARI
19. Kanti NF
20. Nely Afriza
21. Devi Agustis
22. Nuryanto

Binjai, 8 November 2018
Kepala Sekolah



Absensi Kehadiran Peserta Workshop

Nama	Dr. Erika Sinambela, M.Hum
Judul	Teaching English as a Second or Foreign Language
Hari/Pukul	Jumat 9 November 2018
Tempat	Gedung SDN 026602 Binjai Selatan, Jl. Letjen Jamin Ginting. Tanah Seribu Binjai

No	Nama	Hp	Tanda tangan
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2	Mauliani		
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11	SUMINTUN		
12	SRI ASTUTI		
13	ADITA RYANI		
14	LIA ARMINA		
15	Ganah Rio Putra		

16. JULIANA BR GITEPU

17. Titin SUNDARI

18. Karhla NF

20. Nely Afriza

21. Devi Agustina

22. Huryanto

Binjai, 9 November 2018

Kepala Sekolah

Netty Alfiani, S.Pd



PEMERINTAH KOTA BINJAI
DINAS PENDIDIKAN
SD NEGERI 026602 KEC. BINJAI SELATAN

Alamat : JAMIN GINTING KEL. TANAH SERIBU KEC. BINJAI SELATAN KODE POS 20726



SURAT KETERANGAN
Nomor: 422. 52/SDN/BS/11/2018

Saya yang bertanda tangan dibawah ini:

Nama : Netty Alfiani, S.Pd
NIP : 196809062006042006
Jabatan : Ka SDN 026602 Binjai Selatan

Dengan ini Menerangkan bahwa :

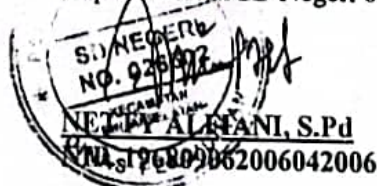
1. Nama : Prof. Dr. Sondang Manik.,M.Hum.
Pekerjaan : Dosen FBS (Fakultas Bahasa Dan Seni) UHN
2. Nama : Dr. Erika Sinambela,M.Hum.
Pekerjaan : Dosen FBS (Fakultas Bahasa Dan Seni) UHN
3. Nama : Dr. Arsen Pasaribu.,M.Hum.
Pekerjaan : Dosen FBS (Fakultas Bahasa Dan Seni) UHN
4. Nama : Dr. Ferry Panjaitan.,S.E,M.Si
Pekerjaan : Dosen Fakultas Ekonomi UHN

Telah melaksanakan pengabdian masyarakat dengan memberikan “ Workshop on Improving Teacher’s Teacher Competence in Industry 4.0 Revolution Era” yang dilaksanakan pada :

Hari : Kamis,08 Nopember 2018 dan Jumat, 09 Nopember 2018
Tempat : SD Negeri 026602 Binjai Selatan
Jalan Let Jend Jamin Ginting Kel. Tanah Seribu Kec. Binjai Selatan

Demikianlah surat Keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Binjai, November 2018
Kepala Sekolah SD Negeri 026602 Binjai





PASCA SARJANA UNIVERSITAS HKBP NOMMENSEN MEDAN

Memberi penghargaan kepada

Dr. Erika Sinambela, M.Hum

Telah berpartisipasi penuh sebagai

NARASUMBER

pada

**"Seminar & Workshop on Improving Teachers' Teaching Competence
in Industry 4.0 Revolution Era"**

**Yang Diadakan pada Tanggal 08-10 November 2018 untuk guru-guru SD
di Kota Binjai Selatan - SUMUT**

Binjai, 12 November 2018

Direktur Pasca Sarjana UHN

Dr. Pantas.H. Silaban, MBA

Ketua Panitia
Kep Sek SDN 026602

Netty Ginting, S.Pd

Schedule Kegiatan
"Wokrshop on Education in Industry 4.0"
Peningkatan Kompetensi Guru-Guru SDN 026602 - Binjai
8-10 November 2018

No	Hari/Tanggal	Pembicara	Judul	Jai
1	Kamis, 8-11-2018	Prof. Dr. Sondang Manik, M.Hum	Education in Industry	2
		Workshop	Membuat Paket Pengajaran Untuk dibuat dalam perangkat	4
2	Kamis, 8-11-2018	Dr. Erika Sinambela., M.Hum	Teaching English as a Foreign Language	2
		Workshop	Membuat lesson plan pada pengajaran Tenses	4
3	Jumat, 9-11-2018	Dr. Arsen Pasaribu., M.Hum	Class Action Research	2
		Workshop	Membuat Proposal	5
4	Jumat, 9-11-2018	Dr. Ferry Panjaitan., S.E, M.Si	Education Management	2
		Workshop	Penyusunan paket pembelajaran siswa	4
5	Sabtu, 10-11-2018	Prof. Dr. Binur Panjaitan., M.Si	Peningkatan Kompetensi penulisan pada jurnal ilmiah	2
		Workshop	Menulis Abstrak, dan Pendahuluan	5
TOTAL				31



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PROGRAM PASCASARJANA

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Ditetapkan : Medan
Pada Tanggal : 1 November 2018
Direktur,

Dr.Pantas H. Silaban, SE., M.B.A