

# **Increasing Students' Readiness and Competencies in Learning Process through Intellectual Diary (ID)**

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## **Abstract**

The purpose of this paper is to discuss the advantages of students' intellectual diary (ID) to overcome the major problems of the inadequate competencies of the students in the learning process. For at least 2 years teaches literature subjects in English Education Study Program (EESP), the writer found that most of the students tend to be passive in the classroom. It caused by their lack of motivation to read the material based on the topic discussion, in the meantime the syllabus and teaching material already given to the students. Consequently, as a compulsory, all students should read the teaching material as proved by their ID in handwriting form based on the topic of discussion. The writer adapts this method based on the experiences when studied in UGM. This method increases students' readiness toward subject in the teaching process. The formulations of the ID become a source of information to the students. Thus, students can give their arguments related to the topic because they already studied earlier rather than waiting what will explained by the lecturer. Furthermore, they also could learn individually the material and if they found difficulties they will discuss it in the teaching process. As consequences, it will bring a good impact to the increases of the student language awareness.

**Keywords:** Intellectual Diary, competency, readiness.

## **Introduction**

Teaching process nowadays is focus on the students' participation rather than teacher domination in the class. It was known as "students centre" strategies. In which, most of the students are involved and participate in the classroom. There are many developed universities applied this strategy. In consequence students competencies was also high. They are able to compete in the global scope. They also could become a great thinker, because they are trained well and increased their knowledge while they are in campus.

Why does student need to be more active in the classroom? The answer of this question was implemented to the changes of the single method way of teaching that is lecture or speech. It is because the old way of teaching seems like to treat students as listener only, thus, it cannot develop their critical thinking. This is based on Chikering and Gamson opinions that:

Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it, to their daily lives. They must make what they learn part of themselves. (1987, p.4; Center for Research on Learning and Teaching, p. 85-87)

Statement above clearly stated that students must talk about what they are learning. In order to talk they must read the material first and write about the material that they read. Comprehensively, they also could apply it in their daily lives. But in fact this phenomenon was quite different with the reality.

Based on the writer experiences for at least 2 years taught, most of the students were remains passive in the teaching and learning process. They are unable to give opinion whether in the teaching process or questions and answers session. It possibly caused by the lack of the references in the library or maybe caused by their habit in learning at Senior High School that tends to receive what was explained by the teacher only.

The first problem was quite easy to overcome. The solution could be buy some books related to the subjects taught at the department or study program and put it in the library and ask students to read it. But the second problem was quite difficult to find the solution because it was related to the habit of the students. Moreover, if students are not skilled in reading and lack of motivation to find out the materials, as consequences they will not get the material comprehensively and will not involved in the discussion.

There are some strategies that can be used to increase students' participation in the classroom, one of them proposed by Haynes. He suggested some solution toward problem of the lesson that emphasizes the teacher, not the students. One of his solutions is "Keep them [students] busier than you are [teacher]" (internet).

In the traditional teaching process, usually the teacher/lecturer is only sit or stand at the front of the room, and sometimes speaks and explaining the teaching material in lower voice. Unconsciously, it makes students doze especially who sit at the back of the classroom.

Related to this problem, he suggested making the students busier than the teacher/lecturer. It could be done through give them worksheets, activities, discussions and projects. Meanwhile, the teacher/lecturer will take part as guider and moving from student to student or group to group giving correction, or evaluating, or providing feedback. As a result, everyone in the class takes part and become active to share their opinions and build their critical thinking.

## Discussion

Based on the strategies proposed by Haynes above, the writer do some adjustment based on the problems that faced in teaching at English Education Study Program, Letters and Culture Faculty, State University of Gorontalo. The problems are the students not ready to study and their low motivation in reading and finding theories or materials related to the topic.

In teaching and learning process, the writer usually prepared all of the teaching materials, and course syllabus. Those are discussed and explained in the first meeting of the course. The following is the sample part of the course syllabus of poetry which is composed by teaching team (Malik, Harto, & Muhamad, Farid et.al, 2013 p. 3)

### C. Learning indicators

In poetry class, students must shows motivation and participation in the classroom Thus, students must fulfill the following indicators

1. read all topics in the syllabus based on the meeting
2. write Intellectual Diary/resume individually based on the topic
3. discusses the ID/resume in the classroom
4. compose poem
5. compose an essay about poetry analysis
6. recite poem in the Poetry Out Loud

### D. Course outline

Week/ Dates	Topics	Sub-Topics	Readings
I	1. Introduction meeting  2. Concept of poetry	1.1 Welcoming the class 1.2 Learning Contract  2. Definition of poetry	Abrams, M.H Barnett, Sylvan. et al Kennedy, X.J. Perrine, Laurence
II	Kinds of poetry	1. Ballads 2. Lyrics 3. Ode 4. Haiku 5. Sonnet 6. etc	Abrams, M.H Bugeja, Michael J. Kennedy, X. J Perrine, Laurence
III	Elements of poetry	1. Diction 2. Kinds of Figurative language	Abrams, M.H Bugeja, Michael J.

In the learning indicators, stated that students must shows motivation and participation in the classroom by read all topics in the syllabus based on the meeting and they must write intellectual diary (ID) individually based on the topic. They also must presents and discusses the ID in the classroom. In order to have a same perception it would be better to explain the term of "ID".

#### What is Intellectual Diary (ID)

Intellectual diary is a kind of writing that contains theory, explanation, and ideas or personal opinion related to the topic being read. It is quite similar to resume or summary. ID is one of the kinds of strategies that can be used to enforced students to read the teaching material. It was proven effective in increasing student's readiness in the classroom. It is based on the writer personal experiences when studied at American Studies program at Faculty of Cultural Sciences Gadjah Mada University.

The first impression of the writer toward classmates is they are very clever because in the classroom they show a high participation, they even can arguing the lecture as long as they have another theory that they know. After doing an observation to find out what makes them so clever, the writer found that their curiosity was bigger. They try to find out all theories, and read all books. The facilities internet to search materials and books in the library support them to read and learn comfortably. It caused by they have to write an ID as a compulsory to enter the class. The main rule of the class is bringing your ID in the class, or the lecture will ask you to go out the class.

Because of the conditions, students became aware and think that reading was very important to support their study. The writer also could participate in the classroom because of composing ID. It help us to be the first who read the material.

#### The Implementation of ID

At the first time of implementing this strategy, most of the students' found difficulties to compose ID. But it was explained that the form could be similar to resume or summary or it can be analogous with "azimat" a small paper that used to cheating because it contains key answer of the examination or materials. Student could write a simple one, but they must make sure that their ID can help them to understand the teaching material. The ID usually in handwriting form, so students not only search the materials from internet and copied the text needed but also they could involved the their body especially hand and brain. Common problem of writing ID argued by the student is the limitation of books and references. It was anticipated by giving those references and books in pdf (portable digital format) files. Their job is only to read the books without afraid of wasting money.

The main purpose of ID is to make the students ready to learn. They read the materials earlier thus it can help them to discuss or to presents the theory in front of the class. The writers always suggest them to read, because through reading the competencies will increase. Besides, by making ID they are prepared themselves to the test especially about theory. After collecting and discussing their Ids usually it is given back to the students in order they read again and refresh their memory.

In order to give example, the following is sample of ID of students at EESP.

Name : Fidyawati M. Biahimo  
NIM : 321 412 132

No. :

### Historical Development of Prose

#### \*. Novel

Novel was emerged in the early 18<sup>th</sup> century (1700). In this time novel was mainly consumed by middle class people (designed only for them). The theme are travel literature, diaries, annuals of piety and instruction criminal biographies. This era was characterized by the existence of book club and circulating library.

#### • 1700<sup>th</sup>

- Daniel Defoe. His famous novel is "Robinson Crusoe" 1719
- Samuel Richardson. His famous novel are "Pamela" (1740) and "Clarissa Harlowe" (1747-1749). These novels were developed through a series of novel letters.
- Laurence Sterne who produces "Tristram Shandy". This novel is an attempt to render life at the moment that is being lived. The structure of this novel is based on John Locke's theory which says that association of ideas in the mind is an illogical process.
- Jonathan Swift - "Gulliver's travel"

#### • 1800 British Novelists and their works

- a. Jane Austen - "Pride and prejudice", Sense and sensibility, Emma.
- b. Charlotte Bronte - "Jane Eyre"
- c. Emily Bronte - "Wuthering Heights."

They are sisters and typical Victorian novelist.

- d. E. M. Foster is a novelist who was influenced by this situation. His first novel 'where angel Fear to tread' (1905) brings us the story about his view value of the British society at the time.

180 mm x 257 mm

KIKY

It is the ID of one of the students of prose subject and the topic about Historical development of prose. From the total IDs collected, the lecturer chooses the best IDs based on its content and its completeness. After that, the ID should be presents or discussed in the classroom.

Because of students writes their own ID by using different books and different perception, the ideas in ID will be vary. So, they could discuss each other and explain their own ideas. The increases of students readiness means that they prepared well before the course begin. They also try to find out more reference thus it will enrich their writing. Meanwhile, the increase of competencies was the latest effect of reading all materials.

Furthermore, to measure the ability and the students' competencies could be get from their mid semester test or in their final test. If their answers shows significance increases it indicated that they success in the learning process. Based on the experience, the score of students mostly shows significance increases.

## Conclusion

This simple paper is explaining the importance of students ID based on subject. By using ID as a strategy to increase students' readiness and competencies, brings the students trained to

the importance of reading. Gradually, they will love reading and it helps them in composing their *skripsi*. Additionally, the teaching and learning process in the classroom will be active and involved all of the students in the classroom.

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