

C22 Proceedings



INTERNATIONAL CONFERENCE ICEL 2013

The First International Conference on
Education and Language (ICEL)

28,29,30 January 2013

Bandar Lampung University (UBL)
Indonesia



In
Cooperations
With

Indonesia



UNIVERSITY OF
WOLLONGONG

Australia



India



INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
بندرا لامپونج

Malaysia

Faculty of Teacher Training and Education (FKIP)
English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

THE FIRST INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

ICEL 2013

28 -30 January 2013



Organized by:

Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
Bandar Lampung, Indonesia

Phone: +62 721 36 666 25, Fax: +62 721 701 467

www.ubl.ac.id

PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
ICEL 2013 Chairman

PROCEEDINGS

The First International Conference on Education and Language
(ICEL 2013)

BANDAR LAMPUNG UNIVERSITY

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

Steering Committee

Executive Advisors

M. Yusuf S. Barusman

Andala Rama Putra Barusman

Chairman

Mustofa Usman

Co-Chairman

Harpain

Baginda Simaibang

Secretary

Yanuar Dwi Prasetyo

Treasurer

Tissa Zadya

Technical Committee Team

Tissa Zadya

Nadia Dalimunthe

Yanuar Dwi Prasetyo

Bery Salatar

Zainal Abidin

International Advisory Board

Mustofa Usman, Indonesia
Garry Hoban, NSW Australia
S. Mohanraj, India
Ken Cruickshank, NSW Australia
Baverly Derewianka, NSW Australia
Ahmad F. Ismail, Malaysia
Hery Yufrizal, Indonesia

M. Yusuf S. Barusman, Indonesia
Jan Wright, NSW Australia
Harpain, Indonesia
Hon Wie Leong, Singapore
Raihan B. Othman, Malaysia
Andala R. P. Barusman, Indonesia
Khomsahrial Romli, Indonesia
Mohamad Sahari Nordin, Malaysia

Jayashree Mohanraj, India
Ujang Suparman, Indonesia
Ahmad HP, Indonesia
Baginda Simaibang, Indonesia
Nuraihan Mat Daud, Malaysia
Udin Syarifuddin W, Indonesia
Undang Rosyidin, Indonesia

Organizing Committee

Chair Person
Tissa Zadya

Vice Chair Person
Baginda Simaibang

Secretary
Yanuar Dwi Prasetyo

Treasure
Samsul Bahri
Dian Agustina

Special Events
Bery Salatar
Nadia Dalimunthe
Siti Rahma Wati
Dina Ika Wahyuningsih
Kefas Ajie
Fajar Ryantika

Transportation and Accommodation
Irawati

Publication and Documentation
Indriarti Gultom, MM.
Dina Ika Wahyuningsih
Noning Verawati
Masitoh
Rifandy Ritonga

Consumption
Yulfriwini
Ni Sayu Kade Lena Widyawati
Miryanti Ferialia
Novita
Cornellius Vilardi
M. Agusman Ajjijaya
I Gede Ryan Ekki .P.
Qory Fahrnunisa ,F.

Facility and Decoration
Zainal Abidin
Sudarto
Tri Suhartono
Sukamto
Suprpto

Table Of Content

Preface.....	ii
Steering Committee	iii
International Advisory Board.....	iii
Organizing Committee.....	iv
Table of Content	v
Paper Presenter :	
32. Learning English Through Linguistic And Musical Intelligences - Nila Sari.....	230-236
33. An Action Research On Metacognitive Strategies To Teach Listening – Ni'matu Tasriyah	237-243
34. The Strategies Of English Pragmatic Competence Of Pre-School Aged Children - Nur Arifah Drahati	244-251
35. Effective Teaching Learning In Marketing Management Studies – Nur Hayati.....	252-257
36. The Role Of Articulatory Phonetics In Improving Listening For The First- Year Students Of English At Stiba Saraswati Denpasar - Denok.....	258-264
37. The cross-cultural issues in the process of teaching English as a second language - Potemkina Victoria	265-268
38. Ideas Of Carrying Out Character Education In Speaking 1 Class- Putu Ayu Prabawati Sudana.....	269-275
39. Students' Coherence Development In Learning English A Case Study In Writing Class At English Department Year 2009-2008 In FKIP UHN Pematang Siantar - Reina Adelina Sipahutar	276-283
40. English Course Design For Students Of Non-English Departments - Hompuraja Frans Susesco Saragih.....	284-295
41. Relationship Pattern Of S1 PGSD Students' Learning Readiness And Academic Integration For Distance Education Management In Remote Islands – Suhartono	296-302
42. Intergrating The English Language Teaching And Learning Process With Soft Skills – Sunardi.....	303-310
43. Scenario Of Mathematic Learning Based On Bruner At School – SuprptoManurung.....	311-315
44. Understanding Some Aspects Of Discourse Acquisition In NNs Setting - Tagor Pangaribuan	316-325
45. Culture Based Learning To Respond Lineslide Disaster - Ucu Rahayu.....	326-331
46. Designing Management Education Framework Using IWA-2 Approaches - Agus Sukoco	332-338
47. Distance Learning Implementation Strategies For High School In Indonesia - Ahmad Cucus.....	339-344
48. Implementation Of Science Practical Work At Faculty Of Teacher Raining And Educational Science, Universitas Terbuka, Indonesia - Amalia Sapriati	345-350
49. Communicative Approach In Language Teaching: A Method To Improve Students' Interpersonal Skills-Ana Elvia Jakfar.....	351-355

50. Intergrating The English Language Teaching And Learning Process With Soft Skills - Azwar Abbas	356-371
51. The Correlation Study Between Debate Mastery And Writing Ability Of Jogja Debating Forums' Members In Year 2012 - Furqanul Hakim	372-374
52. Multi Media For Receptive And Productive Second And Foreign Language Skill Development – Hery Yufrizal.	375-382
53. Media-Literacy Rate Of Certified Elementary School Teachers In Bandar Lampung City – Herpratiwi.....	383-388
54. Thematized Integrated Task For English Conversation Class Setting - Indah Fajaria.....	389-393
55. The Influence Of Series Picture On The Students' Writing Recount Text Ability – Kurniawati	394-402
56. "Guru Pintar Online" As Open Education Resources To Improve The Quality Of Mathematics Instruction In Elementary School - Mery Noviyanti.....	403-406
57. Taking A Closer Look At Communication Strategy And Its Pedagogical Implication In EFL Class - Muhammad Sukirlan.....	407-412
58. Re-Thinking: Violence, Education, And Teachers In Indonesia - R. Nadia R. P. Dalimunthe	413-416
59. On Translating 2 nd Person Pronoun (English And Indonesian) : A Case Study on BPPT Parallel Corpus – Prihantoro.....	417-422
60. 21 st Century Language Teachers With Freeware For Language Learning - Rahman Hakim	423-429
61. Development Of Teaching Learning Method With The Problem Solving To Improve Soft Skill - Sarjito Surya	430-434
62. Analysis Of Students' Gramatical Error In Using Present Continuouse Tense - Septi Nurlela	435-439
63. Webinars For Language Teaching Experience The Essences Of The International Seminar Through Internet - Syafrizal Tabi'i Rahman.....	440-443
64. Cooperative Learning: Theories, Principles, and Techniques - Yanuar Dwi Prastyo	444-447
65. Students' Meta-Cognitive Learning Strategiestoward Speaking Proficiency In Efl Class - IkaHandayani.....	448-454
66. Classroom Scaffolding: Teaching Reading And Writing In English- WidiaResdiana	455-462
67. Profile Of Speaking Instruction: A Case Study At English Language Instruction At Elementary Schools In Bandar Lampung - AkhmadSutiyono.....	463-467
68. The School-Level Curriculum Policy Transfer Process: Learning From A Rural School In Indonesia - EnyWinarti	468-473
69. Linguistically Grounded Techniques for English in the Professional Institutions of Rural India - KumariPragyan	474-478
70. Developing Vocabulary By Contextualizing: An Effective Way For Retention - LathaMutyaboyina	479-481
71. Recontextualization: Schema-Based Pre-Reading Activity - Milagros Villas.....	482-485
72. Parents' Perceptions of School Excellence - Wasal Khan	486-491

MEDIA-LITERACY RATE OF CERTIFIED ELEMENTARY SCHOOL TEACHERS IN BANDAR LAMPUNG CITY

Herpratiwi¹, Ujang Suparman² and Sugiyanto³

^{1,2} Faculty of Teacher Training and Education, Lampung University

³ Faculty of Engineering, Lampung University

Abstract

The objective of the research is to investigate the rate of media-literacy of certified elementary school teachers in Bandar Lampung City. The method of the research is quantitative. The data were collected by means of questionnaire and test based on individual competence framework. The sample was 230 teachers selected by means of random sampling technique, that is, 10% out of 2300 teachers. The rate of media-literacy of certified elementary school teachers in Bandar Lampung City was found to be at the basic level because the score was under 70. The teachers' ability to operate media was not high enough, their ability to analyze the content of the media was not high, and their ability to communicate by means of media was also very limited.

Keywords: media-literacy, certified elementary school teachers

1. INTRODUCTION

The education in Indonesia has undergone five changes. The education in Indonesia at the moment not only uses printed and electronic media, but also information communication and technology (ICT) – based media. Our education system has been bound with the ICT, that is, *Computer Based Instruction (CBI)*, *Computer Assisted Instruction (CAI)*, *mobile learning*, *e-learning*, *learning management system*, *on-line curriculum*, *e-library*, *individual learning system*, and *e-assessment*. In another angle, the globalization era has required social transformations which lead to the information-based and knowledge-based society. This results in the requirements of comprehensive and powerful infrastructure, (hardware, software, application, and connectivity); supporting regulation; human resources with sufficient media literacy and information literacy to create certain products.

Based on the description above, education must be supported by highly qualified human resources. Consequently, the students' right to obtain high quality of education can be fulfilled. Qualified teachers tend to design and implement the teaching and learning processes using elective approach out of some theories, so that the teaching and learning processes are not implemented based on instinct. Instruction is science and art, where the learning process will make the students comfortable, feel at home, and motivated to learn if the teacher can combine some suitable theories and adjust them with students' potentials, characteristics, and environment. Such atmosphere may help the students to understand who they are, so that they will become autonomous students who can adjust themselves with their environment.

There some teachers who have not been familiar with information technology and communication (ICT) in the field, on the one hand, and on the other hand, human interactions have been based on ICT. The use of ICT by society has an indirectly strategic role in developing the society's information because ICT has functioned as an intermediary media between the message sender and receivers. There is a close and significant relationship between media and information. Information will be easily and fast transmitted by means of media. The media will loss some of its functions if there is nothing to be communicated. Thus, it can be stated that media exist to facilitate and accelerate the reach of information to the receivers. By contrast, information exists to make the media functional.

The phenomenon above results in a challenge for education especially for the teachers who have been certified because they live in the era which the technologists of communication call "*The Age of Media Society*". This is given that the certificates that the teachers hold indicate that the teachers' professions have been acknowledged. A profession requires qualities from human resources who hold that profession. Therefore, the teachers should be able to adjust themselves with technological developments. However, the teachers become one of the media in the teaching and learning processes, not as one of learning resources. Away from the minimum of facility, this indicator clearly appears when the teacher and students interact in classroom using only one direction interaction.

Media as one of learning resources may provide much information. In order that the media can be used effectively and efficiently, the ability to read, write and communicate comprehensively the information obtained from various media is required. The teachers must have literate ability to make use of media if they do not want to be left behind and ignorant people among the societies who have been bombarded with information. By having the two abilities above, the teachers will be facilitated to implement the teaching and learning processes effectively, efficiently and interestingly.

Media literacy, according to Potter (2001) is a perspective used actively by an individual when he or she is accessing a media to interpret the message communicated by the media. Based on *National Leadership Conference on Media Literacy*, media literacy is an individual's ability to access, analyze, evaluate and communicate messages. The primary focus is to evaluate critically sources, codes used, messages obtained, selection, interpretation and the impacts of the messages.

There are two ideas about the media literacy, that is, the idea from Silverblatt dan James Potter (Potter, 2001). According to Silverblatt, media literacy has five elements: (1) an awareness of the impact of the media on individuals and society; (2) an understanding of mass communication process; (3) a development of strategies which are used to analyze and discuss messages of the media; (4) an awareness of the content of the media as a text which provides an insight and knowledge about contemporary culture for human beings; and (5) an acceleration of pleasure, understanding and appreciation of the content of the media.

Based on the *National Leadership Conference on Media Education*, media literacy is the ability to access, analyze, evaluate and communicate messages in various forms (Renee Hobbs, 1999). media literacy is a social effort to learn media so it becomes powerful society in the middle of global societies which are called *media-saturated* (Iriantara, 2009). Besides, media literacy is also needed to prepare the members of the society who are exposed to mass media (Buckingham, 2001). If such competence is not fulfilled, it is assumed that the teachers will never be able to compete in the globalization era. Meanwhile, the Article 52 of Constitution no. 32/2003 on the press defines media literacy as "learning activities to accelerate the society's critical behaviors," (Iriantara, 2009).

Furthermore, Center for Media Literacy (CML) formulates media literacy as "the ability to communicate competently using all media, not only printed but also electronic ones," (Iriantara, 2009). media literacy covers several abilities: (a) The ability to criticize media; (b) The ability to produce media; (c) The ability to teach media; (d) The ability to explore various media and (f) The ability to think critically about the content of the media.

Meanwhile, the European Commission (2009) defines media literacy as the ability to access, analyse and evaluate the power of images, sounds and messages which we are now being confronted with on a daily basis and are an important part of our contemporary culture, as well as to communicate competently in media available on a personal basis. Media literacy relates to all media, including television and film, radio and recorded music, printed media, the Internet and other new digital communication technologies.

The teachers' ability to use media literacy was measured by using *Individual Competence Framework as it was used in the Final Report Study on Assessment Criteria for Media Literacy Levels 2009* implemented by *European Commission*. The framework was firstly used to measure the level of media literacy in Uni-European countries. *Individual Competence* is an individual ability to make use of media which among others include: using, producing, analyzing, and communicating messages by means of media. *Individual Competence* is divided into two categories:

1. *Personal Competence*, that is an individual's ability to use media and to analyze the content of the media, which consists of two criteria:
 - a. *Technical skills*, that is, technical ability to use media, in the sense that an individual is able to operate media and understand all instructions inside it.
 - b. *Critical Understanding*, that is, cognitive ability to use media such as the ability to understand, analyze and evaluate the content of the media.
2. *Social Competence*, that is, someone's ability to communicate and develop social relations by means of media and to produce the content of the media.
Social competence consists of *communicative abilities*, that is, the ability to communicate and participate using media. Such communicative abilities cover the abilities to establish social relations, to take part in social circle by means of media, as well to produce the content of the media.

The measurement of the rate of media literacy was done to each component of the *individual competences* and has different loads. The load of *social competences* was 23% whereas the load of *personal competence* was 77%. The load for each criterion in *personal competences* comprises *critical understanding* (33%) and *technical skill* (67%). By contrast, the load of *communicative ability* in *social competence* is 100% because it consists of only one category.

The load criteria in *technical skills (use)* comprise of three categories: the skills to use computer and internet (20%), the skills to use media actively (50%), and the ability to use advanced internet (30%). Besides, the load criteria in *critical understanding* is divided into three categories: (1) understanding media content and its function (30%), (2) *knowledge about media and media regulation* (40%), and the users' behavior in using the media (30%).

The load criteria of *communicative ability* is also divided into three categories: (1) the ability to communicate and establish social relation by means of media (*social relations*) (20%), (b) the ability to participate in society (*citizen participation*) (50%), and the ability to produce the content of media (*content creation*) (30%).

After determining the load of each component in evaluating media literacy, the next step is analyzing the results of the questionnaire-based and test-based data calculation and then integrating them with the load of each component. The results of the calculation will be used to determine the rate of media literacy skill. In this sense, the rate of media literacy skills are divided into three categories: basic, medium, and advanced.

1. *Basic category*: the teachers' ability to operate media is not high; kemampuan dalam mengoperasikan media tidak terlalu tinggi, their ability to analyze the content of the media is not so good, and their ability to communicate by means of media is very limited. The score of the basic ability was lower than 70.
2. *Medium category*: the teachers' ability to operate the media is quite high, their ability to analyze and evaluate the content of media is sufficient, as well they are active in producing the content media and participate in society. The score for the medium scale rates ranges between 70-130.
3. *Advanced category*: the teachers' ability to operate the media is very high, having very high knowledge so that they are able to analyze the content of the media intensively and are able to communicate actively using media. The score for each advanced ability is above 130.

The formulation of the research problem is "How is the rate of media literacy of the elementary- school certified teachers in Bandar Lampung?" Therefore purpose of the current study is to identify the rate of media literacy of the elementary- school certified teachers in Bandar Lampung.

The significances of the research are as follows: (1) Practical significance - the findings of the research are expected to be usable as one of the references in developing media literacy in Bandar Lampung Education Service; (2) Theoretical significance - the findings of the research are expected to contribute to the development of theory pertaining to the measurement of media literacy; (3) Policy significance - the findings of the research are expected to made one of the bases for designing the programs of media literacy for elementary school teachers; and (4) Reference significance - the findings of the research are expected to be a useful reference for other future researchers especially those relating to media literacy.

2. RESEARCH METHOD

The research uses quantitative method which would measure the score of each variable so that the rate of media literacy can be determined. The data were gathered by means of questionnaires and test. The items of the questionnaires and test were prepared based on *individual competence framework*. Then after the data were gathered, they were analyzed and conclusions were drawn. The sample was selected using random sampling technique out of 2300 certified elementary school teachers, 10% out of the population, that is, 230 teachers were selected as the sample.

3. THE RESULTS OF THE RESEARCH

In the following table, the findings of the research are presented based on the individual competence framework to describe the rate of media literacy.

Table 1 Individual competence of the teachers in using (technical skills)

No.	Indicator	Sub Indicator	F	%
1.	Ability to use computer and internet	Operating computer	100	43,48
		Operating internet	80	34,78
		The load of indicator 1 / %	20%	7,83
2.	Actively use printed and non-printed media / day	Regularity of using internet	63	27,39
		Regularity of reading newspaper	189	82,17
		Going to cinema	19	8,26
		Regularity of reading books	211	91,74
		Using cellular technology	172	74,78

		The load of indicator 2 / %	50%	28,43
3.	Advanced ability to use internet	Buying goods or services for individual needs through Internet in the last three months.	21	9,13
		Reading, listening to or watching news from the Internet.	27	11,74
		Internet banking	9	3,91
		The load of indicator 3 / %	30%	2,48
Load/Total			67%	12,91
Scores			8,65	

Table 2 Personal Competence in evaluating media (critical skills)

No.	Indicator	Sub indicator	F	%
1.	Ability to understand the content and function of media	Comprehend printed texts		
		Classification of printed media and audio visual media	78	33,91
		Distinguishing contents of information in the media	116	50,43
		Considering the rate of importance for personal needs out of various media	129	56,09
		Identifying interactive webs	52	22,61
		Distinguishing, identifying the content and function of media	47	20,43
			The load of indicator 1 / %	30%
2.	Having knowledge about media and media regulation	Knowledge about the owner of multimedia companies and communication media	61	26,52
		Knowledge about the regulation of primary fund sources of the multimedia companies and communication media	54	23,48
		Knowledge about the penalty for law breaks of the multimedia companies	153	66,52
		Knowledge about the human rights breaks of the multimedia companies	43	18,69
		Knowledge about the regulation of the content of the media for children and adults	58	25,22
		Knowledge about the regulation of TV-broadcasting time for children	149	64,78
		Knowledge about the regulation of the internet to protect the users, especially for young children	68	29,56
		Knowledge about the writers' and intellectuals' rights	59	25,65
			The load of indicator 2 / %	40%
3.	Users' behaviors in using media	Searching for information sources	60	26,09
		Checking new sites	52	22,61
		Evaluating sites before selecting the content	55	23,91
			The load of indicator 3 / %	30%
Load/Total			33%	10,76
Scores			10,76	

Table 3 Social Competence

No.	Indicator	Sub indicator	F	%
1.	Ability to communicate and establish social relation by means of media	Establishing social relation using facebook	163	70,87
		The load of indicator 1 / %	20%	14,17
2.	Ability to participate with the society using media	Checking website	13	5,65
		Checking messages carefully before sending them	19	8,26
		Composing messages in the websites	51	22,17
		Sending messages in the websites	51	22,17
		The load of indicator 2 / %	50%	7,28
3.	Ability to produce and create the content of media	Skillful at creating media	47	20,43
		Having experiences creating media	46	20
		Making use of media produced	42	18,26
		The load of indicator 3 / %	30%	5,87
Total load			100%	27,32
Scores			27,32	

Based on the tables above, it can be explained that the score of the rate of the teachers' media literacy seen from the indicators of personal or individual competence on the use of media was $19,41 \times \text{load } 0,77 = 14,95$. The score of media evaluation indicator (critical skills) was $27,32 \times \text{load } 0,23 = 6,28$. So, score of the elementary school teachers' media literacy was 21,23. Therefore, the rate of the certified elementary school teachers' media literacy in Bandar Lampung lies in the basic rate because their score was <70 . The teachers' ability to operate the media was not high; their ability to analyze the content of the media was not so good; and their ability to communicate by means of media was very limited.

Professional teachers are required to do their tasks based on the constitution and theoretically they have to teach the students effectively, efficiently and interestingly if they are able to integrate the characteristics and condition of the students, the nature of the teaching materials, with other variables, that is, methods and media as well as teaching models. The teachers can do these if they are not "blind" on the media. Consequently, they will get a lot of information and inspiration to develop their teaching activities. Empirically, the teachers cannot avoid the development of information and technology and these should be followed by positive attitude. This will, in turn, result in high motivation to learn and make use of the products of technology in their teaching activities. The mastery of media literacy will enable the teachers to use various teaching sources. Constructivists' idea supports the theory stating that the teachers are not the only sources for the students' learning; by contrast, many sources that they can access so that their potentials can develop optimally, besides, the teachers' tasks are to organize such various learning sources.

4. CONCLUSIONS AND SUGGESTIONS

The rate of media literacy of the certified elementary school teachers throughout Bandar Lampung city lies in the basic level because their score is still <70 . Their ability to operate the media was not high; their ability to analyze the content of the media was not good; and their ability to communicate by means of media was still very limited.

The recommendations are put forward based on those conclusions: the teachers are expected to adjust themselves to the requirements of their roles, that is, they are as the organizers of the learning resources; and those who are concerned with education should make the findings of this research as one of the bases for designing education programs on media literacy especially for elementary school teachers.

REFERENCE

- [1] Buckingham, D. 2001. *Media Education: A Global Strategy for Development. A Policy Paper for UNESCO Sector of Communication and Information*. Accessed on August 9, 2010, from www.ecsonline.org.uk/mediacenter/Research_Pro-jects/UNESCO_policy.html.

- [2] CML. 2003. *What Media Literacy is Not*. Accessed on January 5, 2011, from Center for Media Literacy/CML: <http://www.medialit.org/reading-room/what-media-literacy-not>
- [3] European Commission. 2009. *Study on Assessment Criteria for Media Literacy Levels*. Brussels.
- [4] Iriantara, Y. 2009. *Literasi Media*. Bandung: Simbiosis Rekatama Media.
- [5] James W. Potter. 2001. *Media Literacy Second Edition*. London: Sage Publications.
- [6] Renee Hobbs. 2001. *Media Literacy Skills: Interpreting Tragedy*. National Council for Social Studies.

