



PROGRAM BOOK

The 62nd TEFLIN International Conference 2015

ENGLISH DEPARTMENT
FACULTY OF ARTS AND CULTURE
UDAYANA UNIVERSITY
Denpasar, 14-16 September 2015

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The Chair of the Organizing Committee

Dr. Ni Luh Ketut Mas Indrawati, M.A.

*distinguished Delegates and Guests,
Esteemed TEFLIN Board Members,
Honorable Invited Speakers,
Dear Fellow Participants,
Ladies and Gentlemen,*

Welcome to the 62nd Teflin International Conference.

We are very delighted to have you all have to participate in this International meeting of a highly specialized research activities.

It is, indeed, a matter of great pleasure on my part to get the chance to stand here on behalf of the Organizing Committee to welcome all of you to the 62nd Teflin International Conference hosted this time by the English Department, Faculty of Letters and Culture, Udayana University. Time really flies, and this makes us feel as if it were just yesterday that the 61st Teflin Conference was held in Solo, while in fact it was already one year ago. After all, here we are now, at Sanur Paradise Hotel in Sanur, Bali, one of the popular tourist resorts on this beloved small island, once nicknamed “island of a thousand temples”.

As already widely disseminated and become well known to all of us, the central theme of this 62nd conference is **“Teaching and Assessing L2 Learners in the 21st Century.”** This is a theme very much hoped to be capable of stimulating, encouraging, and challenging all of us to be necessarily creative and innovative in thought, attitudes, and actions during the conference sessions. This is certainly all for arriving at a vantage position to bring improvement and innovation to our professionalism in the teaching and assessing of L2 (namely English as a foreign language) learners as part of the whole program of English language teaching and learning in our beloved country, Indonesia.

Ladies and Gentlemen,

Such being the central theme and goal of this Conference, it has been the Teflin Board’s intention and decision that such topics as the following be embraced as representing the most relevant issues under serious concern in this Conference: (1) Language policy and planning in assessment, (2) 21st century language and communication skills, (3) Roles of ICT in teaching and assessing L2 learners, (4) Innovations in teaching and assessing L2 learners, (5) School-based assessments, (6) Standardized tests of English Proficiency (e.g. IELTS, TOEFL), (7) The National Examinations and their impact on L2 learning, (8) Teacher professional development, (9) Quality assurance in ELT, (10) Assessment in character education, (11) English for young learners, (12) Best practices in L2 teaching and research, (13) English for specific purposes, (14) English for general purposes, (15) Translation in Language Teaching, and (16) Literature in Language Teaching.

For quality assurance in handling and coping with these topic areas, decision has also been made to involve the presence and participation of highly distinguished 10 plenary speakers, 7 featured speakers from not less than 8 countries, and 1 keynote speaker, namely Prof. Dr. Ni Luh Sutjiati Beratha, M.A. And approximately 506 speakers who will share their ideas in such varied

sessions as the parallels, the round tables, etc is of no less importance. This is all because the papers they submitted were under very strict expert reviews and selection, determined not only by degrees of relevance but also by the availability of space and time. Therefore, all of our well prepared activities during the progress of the conference would really make their contribution in some way or another.

Dear Participants,
Ladies and Gentlemen,

Now, a word of reminder for all of us. Realizing that our conference activities are so tightly scheduled, it is our wish that all participants be always aware of what to do and when and where to do it during the conference sessions. For the convenience of everyone during the conference, please be kind to consult the program book as necessary. In case that any change is likely to be made pertaining to the running of the conference activities, notification would be timely given to the participants.

At last, on behalf of the Organizing Committee I realize the deep involvement of many people and institutions during the planning and running of this conference. Therefore, our sincere gratitude should go first of all to the Teflin Board, without whose guidance and supervision the Organizing Committee would find it difficult to systemize its steps in the preparation of the conference. Similar expression of gratitude should go to all the Organizing Committee's staff members for their hard work during the preparation and the running of this conference. Our sincere thanks should also be expressed to all of the invited speakers to this conference for their willingness to fulfill our request to be present at the conference to present their ideas in their respective expertise which we believe would be so insightful to our goal of achieving improvement and innovation in our English teaching and learning profession. Without the positive response of all of the participants from various regions and institutions in our country, we believe that no such enthusiasm would be witnessed as we do today. So, our deep sense of thankfulness should go to all of them. Not least in making contribution to the success of this conference are all of the sponsors, for which we would like to express our thanks. And though last to mention, the Rector of Udayana University has contributed much to the conference, particularly through the willingness and enthusiasm to host this prestigious event.

Ladies and Gentlemen,

Let me, finally, wish you all the best: the best in your participation, the best in sharing your ideas, the best in benefiting from the conference, and the best in establishing relation to one another which would be of much use to developing ourselves to the future.

Thank you.

Dr. Ni Luh Ketut Mas Indrawati, M.A.
Chair of the Organizing Committee,



WELCOME ADDRESS

TEFLIN President

Prof.Dr.JokoNurkamto, M. Pd.

*Distinguished Delegates and Guests
Esteemed TEFLIN Board Members
Respected Invited Speakers
Dear Presenters and Participants
Ladies and Gentlemen*

Assalamu 'AlaikumWarahmatullahiWabarakatuh

Good Morning

First and foremost, I would like to welcome you all to the 62nd TEFLIN International Conference, hosted by the English Department, in the Faculty of Letters and Culture, in collaboration with Postgraduate Program of Udayana University, Denpasar, Bali – The Island of the Gods.

On behalf of the National TEFLIN Board, I would like to take this opportunity to express my sincere appreciation to the Honourable Rector of Udayana University, Prof.Dr. dr. I KetutSuastika, SpkD.; the Director of the Postgraduate Program, Prof.Dr. dr. RakaSudewi, Sp.KJ.; and the Dean of the Faculty of Letters and Culture, Prof.Dr. I WayanCika, M.S., for their willingness and availability to host this conference. In addition, I also wish to convey my deepest appreciation to the conference committee for all their hard work which has enabled the successful implementation of this conference. May all the good deeds and hard work of those I have mentioned be well rewarded by Almighty God.

The TEFLIN conference is held annually, each year at a different institution or college of higher education and with a different theme. This year's TEFLIN conference presents the theme "Teaching and Assessing L2 Learners in the 21st Century". This theme will be elaborated into 10 main topics, presented by invited speakers from both Indonesia and abroad. These main topics will then be discussed further by a number of featured speakers and parallel speakers who come from all over Indonesia as well as several foreign countries, in various forms of presentation, such as keynote speech, plenary speeches, parallel presentations, workshops, and colloquiums. Conference participants will then be given the opportunity to respond to the presentations and discussions presented and facilitated by these speakers, in the form of comments, suggestions, questions, clarifications, and so on. The conference participants, who number 612 people in total come from various different places.

Allow me, therefore, to express my most heartfelt thanks to all the speakers and participants of the conference. Without your participation, there would without question be no ideas expressed,

no important issues discussed, no policies proposed, no questions raised, and no responses given. If that were the case, there would of course be no conference. This all means that everyone involved in this conference has an important contribution to make in accordance with his or her own particular role.

To all TEFLIN's loyal partner institutions or organizations –ALAKSouth Korea, JALT Japan, RELC Singapore, MELTA Malaysia, Thai TESOL Thailand, Cam TESOL Cambodia, ASIA TEFL, RELO Jakarta, and the British Council Jakarta – I am most grateful for your participation at every TEFLIN conference. It is our hope that these good working relations will become even stronger in the future.

And last, to our sponsors – RELO Jakarta, IALF, UTS Insearch, Cambridge University Press (Mentari Books), Griffith University, NIE, UPM, Solusi Clarity, Java Books, Pelangi Indonesia, the Local City Tourism Office, Denpasar City Government, the Regional Tourism Office of Bali, IIEF, and the British Council – thank you all. Your participation has brightened the conference and lightened the load of the committee.

Finally, I hope that all the presenters and participants will enjoy this 62nd TEFLIN conference as well as enjoying the beautiful natural surroundings and culture on this Island of the Gods.

Thank you.

Wassalamu 'AlaikumWr. Wb

Prof.Dr.JokoNurkamto, M. Pd.
TEFLIN President



OPENING SPEECH

Rector of Udayana University

Prof. Dr. dr. Ketut Suastika, Sp. PD-KEMD.

Distinguished invited Speakers,
Honorable Delegates and Guests,
Dear fellow Participants,
Ladies and Gentlemen,

There is nothing which has made me more proud than being trusted and given a chance to host this prestigious 62nd International Teflin Conference which brings closely together experts, teachers, lecturers, researchers, writers, all committed to effecting improvement and innovation in matters related to the English language education in Indonesia. So, let me first of all, on behalf of Udayana University, warmly welcome all of you to this chosen venue of our conference, the Sanur Paradise Hotel with a deep wish that all will truly benefit from this Conference.

The concern with ever improving the quality of our mastery of English as a foreign language remains quite valid, not only until now but also to the future, because the demand on having the necessary sensitivity and capability to use appropriate English for appropriate contexts and purposes seems to grow more and more pressing. This is, of course, due to the fact that the contexts of using English as a means of communication are growing more and more varied. It is, therefore, quite right when it comes to our realization that the teaching and learning of English should necessarily be varied for those varied or different purposes rightly conceived and addressed in such topic areas formulated as “Quality Assurance in ELT”, “English for Young Learners”, “English for Specific Purposes”, “English for General Purposes”, etc.

Ladies and Gentlemen,

Adopting such a central theme as “**Teaching and Assessing L2 Learners in the 21st Century**” and subsuming under this theme not less than 16 topic areas for this 62nd International Teflin Conference would, I believe, bring us to a serious, ambitious, yet interesting scientific forum. This is a forum in which we will be absorbed into debates, discussions, and sharing of ideas, all for arriving at a common end, that is, the achievement of quality improvement in both the process and product of our teaching and learning of English as a much needed foreign language in our country, Indonesia.

Ladies and Gentlemen,

The fact that this conference is planned and organized under the supervision, involvement, and participation of such highly esteemed Teflin Board, distinguished invited speakers from several countries, highly motivated participants from all over Indonesia, hard-working organizing committee from the English Department of Udayana University, and such willing sponsorship from many agencies, would serve as a guarantee in the achievement of the goal of this conference. So, it is the right time for me on behalf of Udayana University to express my sincere appreciation and deep gratitude to all of you for your respective share and contribution in making this conference a real success.

At last, I wish each of you all the best during your three days’ presence in Bali, the best in your participation to the conference, the best in establishing inter-participant and inter-institution relations, and last but not least the best in sparing a bit of your time to enjoy the beauty of the natural and cultural atmosphere of Bali.

Thank you.

Prof. Dr. dr. Ketut Suastika, Sp. PD-KEMD.

Rector of Udayana University.

IMPORTANT NOTICE

1. Registration

Registration starts on Sunday, 13 September, 2015 (at 15.00 PM). The registration Counter is located in the Lobby of Sanur Paradise Hotel. Please bring an official payment receipt along with you when you re-register

2. SPPD(s)

Each registered presenter/participant can drop his or her own SPPD in the registration counter on the first day and collect it at the Conference Registration Counter, Lobby of Sanur Paradise Hotel, at the end of conference, Wednesday, 16 September 2015, after closing ceremony.

3. Name Tag

Please wear your name tag at all the times during the conference for identification purposes and attendance at conference sessions. The 2015 TEFLIN Committee deserves the right to refuse admission to sessions in the absence of identification name tags.

4. A map of the location

A map of the location of the buildings is printed on the program book. Should you need further direction on site, please feel free to ask Room Personnels who stand all around the conference area.

5. Opening Ceremony

Kindly be seated in the ballroom by (8.40 AM) on (14 September 2015)

6. Tickets for Plenary Speech Session

Admission to all plenary speech sessions and workshops are by designated tickets only. Each participant should collect his/her own tickets for the chosen sessions at the Conference Registration Counter, Lobby of Sanur Paradise Hotel prior to each plenary session. Tickets are not required to attend colloquium, parallel, round table sessions. Due to limited seats, please take tickets for the sessions you are going to attend.

7. Moderator

Presenters of each parallel session are to select their own moderators by turn for more convenience.

8. Presentation and Audio Devices

Laptop and LCD are available in the conference rooms. If you need audio device/loud-speakers for your presentation, please bring and prepare your own electronic device.

9. Certificates of Attendance

The identity printed on the certificate is name without any title.

Each registered presenter/participant should collect his/her own certificate at the Conference Registration Counter, Lobby of Sanur Paradise Hotel, at the end of the conference, (16 September 2015) (after closing ceremony). For those who cannot collect their certificate by themselves, other participants can collect the certificates on their behalf by showing the official receipt of registration, or can get the document sent by mail with additional charge of IDR50.000 (local participants) or USD 50 (international participant).

Presenters who have withdrawn from the conference, or do not present without any notification, are not eligible for getting certificates as presenters.

10. Seminar Coffee breaks and Lunches

Participants are to have coffee breaks and lunches on the spots based on the meal coupons they receive on the first day of the registration. Please show your coupons to the committee in charge so that they can direct you to the table. It is important that you proceed to the coffee break and lunch venue at the time indicated in your meal coupons.

11. Prayer Room

Mosque is available behind the hotel (within 5 minute walking distance). Please follow the direction sign or ask the committee to show you the way to these prayer rooms.

12. Proceedings

Proceedings will be handed after the closing ceremony.

13. Seminar Evaluation

We would be glad if you complete the conference evaluation forms (in your conference kit). The forms can be handed at the Conference Registration Counter, Lobby of Sanur Paradise Hotel or to 2015 TEFLIN committee in the Ballroom at the end of the closing ceremony on (14 September 2015)

14. Mobile Phone

Please remember to turn all mobile phones to silent mode during all ceremonies and presentations, so as not to disturb the speakers and other participants.

15. Emergencies

In case of any health emergency, please contact the paramedics in the medical corner.

16. Seminar Updates

Any changes made will be announced during the conference. Please check the notice board at Conference Registration Counter, Lobby of Sanur Paradise Plaza, or look out for notices placed in the seminar rooms for any changes/updates.

ABOUT TEFLIN

TEFLIN as a professional organization stands for the association of Teaching English as a Foreign Language in Indonesia. It was established in Jogjakarta in 1970 as a local teacher association in Central Java, but now has developed into a professional national organization and is formally acknowledged by the government.

It began with bimonthly regional one-day seminars on the teaching of English in Indonesia to be held in the English departments of private and state universities in Central Java and Yogyakarta in late 1968 or early in 1969. Early in 1980 these regional seminars were promoted as national seminars and were conducted twice a year.

Considering the fast growing global professional interest in the field of TEFL and TESL, the event was then formalized as yearly “international Seminar”. This decision was taken in a pre-executive meeting in Semarang, Central Java in 1998. In the years later, the label of the event, Seminar, is further re-formalized as the “TEFLIN International Conference”.

Nowadays, practically all English departments of state as well as private universities and most English teaching/education institutions in Indonesia join TEFLIN organization as institutional as well as individual members, and participate in the activities conducted by TEFLIN.

TEFLIN has close relationship with a number of international TEFL institutions and professional organizations such as TESOL International, IATEFL, MELTA Malaysia, Thai-TESOL Thailand, Cam-TESOL Cambodia, ALAK South Korea, JALT Japan, RELC SEAMEO Singapore, RELO Jakarta, and British Council Jakarta.

The annual TEFLIN International Conferences are regularly attended by 500 to 1000 participants from home as well as foreign countries.

ABOUT TEFLIN JOURNAL

TEFLIN Journal, published by TEFLIN – The Association of Teaching English as a Foreign Language in Indonesia – is a double-blind peer-reviewed journal dedicated to instilling and disseminating scholarly works in the field of English Language Teaching (ELT). The journal is published biannually, in January and July. Harnessed around ELT, the journal publishes manuscripts within the fields of Teaching English as a second or foreign language, English language teaching and learning, English language teachers’ training and education, and English language and literary studies. TEFLIN Journal publishes both conceptually and practically oriented articles not published nor under review elsewhere.

TEFLIN Journal is managed by TEFLIN Publication Division, which since 1997 has been based at the English Department, Faculty of Letters, State University of Malang. It first obtained its accredited status as a scientific journal from the Directorate General of Higher Education of Indonesia (Ditjen Dikti) in 2002, and renewed the status in 2005, 2008, and 2011. Until 2014, the journal has published 25 volumes of articles written by scholars from different parts of the globe.

In the end of 2013, TEFLIN Journal received a grant which was used to further the steps toward internationalizing the journal in terms of continuing to improve the quality of the journal management and the volumes published, and updating the contents of the website and the contents of the journal in the database where it is indexed. The journal is now a member of CrossRef and is indexed in international databases, e.g. Proquest, EBSCO, DOAJ, Indonesian Scientific Journal Database (ISJD) and Google Scholar. Its next goal is to be indexed in Scopus.

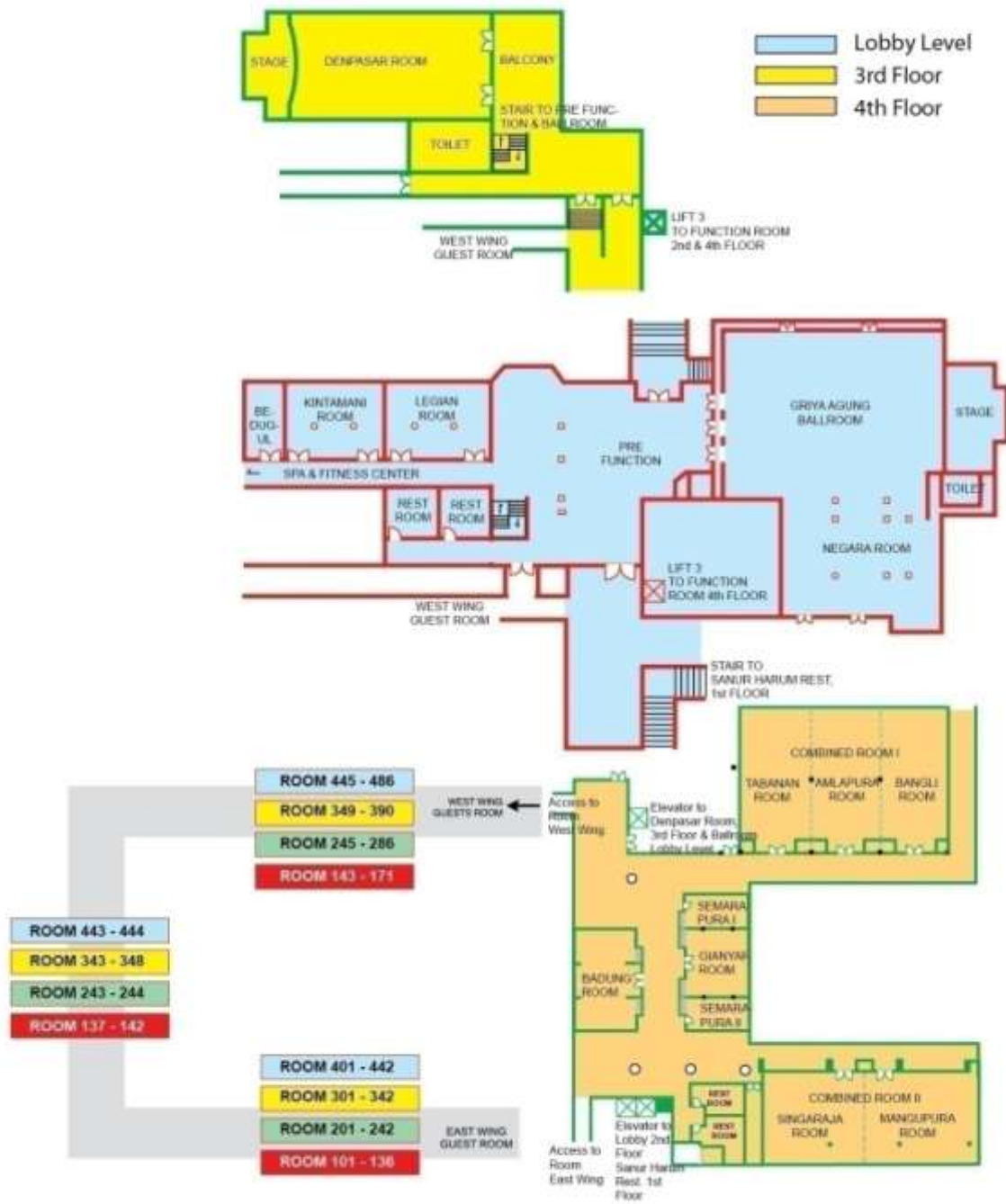
In 2014, TEFLIN Journal was selected by Ditjen Dikti to become a mentor for seven journals in the field of Humanity and Social Sciences. As part of the grant program, TEFLIN Publication Division, which coordinated the publication of TEFLIN Journal, held two workshops on the topics of managing scientific journal publication and processing articles for scientific journals. The workshops were attended by editors of the seven journals and editors of TEFLIN Journal who collaborate on working towards becoming better editors and managers of scientific journals.

TEFLIN Journal is thus committed towards making continuous self development and giving meaningful contribution to enhancement of the quality of scientific journals in Indonesia.

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MAP OF CONFERENCE VENUE



DAY 1
MONDAY, SEPTEMBER 14TH 2015

TIME/ROOM	AGENDA	
07.00 - 08.30	Re-registration, collection of conference materials by overseas and local speakers and participants, and morning tea	
08.30 - 08.40	All guests and participants are kindly requested to be seated for the opening ceremony of the conference in the conference hall	
08.45 - 09.45	Opening Ceremony	
Ballroom	Welcome Dance	
	The National Anthem of the Republic of Indonesia	
	Opening Address by Chair, The Organizing Committee: Dr. Ni Luh Ketut Mas Indrawati, M.A.	
	Welcome Address by TEFLIN President: Prof. Dr. Joko Nurkamto, M. Pd.	
	Speech and Official Opening by Rector of Udayana University: Prof. Dr. dr. Ketut Suastika, Sp. PD-KEMD.	
09.45-10.30	Keynote Speech	
Ballroom	Ni Luh Sutjiati Beratha	The Role of the Teacher as Change-Agent
10.40-11.40	Plenary Session 1	
Ballroom	Charles Browne Chair: Made Budiarsa	Taking the Fast Track to EFL Proficiency: Why the New General Service List and New Academic World List are Good for Young Learners
Denpasar	WillyRenandya Chair: I Nengah Sudipa	L2 Reading Instruction: What Else is Needed besides Skills and Strategies?
Negara	Ali Saukah Chair: Ketut Artawa	National Exam in Indonesia and Its Washback Effects
Legian	Jayakaran Mukundan Chair: I Made Netra	Incorporating out-of class English language development in Pre-service Teacher Preparation
11.50-12.50	Featured Speaker Session 1	
Denpasar	Visal SOU; Klaing Reaksmeypich Chairman: Anak Agung Ngurah Marhaeni	Assessment in Practice: How do EFL Teachers Use Assessments Effectively?
	Workshop 1	
Negara	Sheridan Honore	Teaching Reading with American Young Adult Literature
	Parallel Session 1	
Legian	Dwi Rahayu	The Effects of Teacher's Feedback on the Performances of Writing in a Primary School in Indonesia
	Emalia Iragiliati Sukarni;Novika Purnama Sari	Assessing Intercultural Competence Through Textbook or Animation Video Preference of EYL Mixed Class: What Do We Know?
	Joseph Ernest Mambu	Challenges in Assessing Character Education in ELT: Implications from a Case Study in a Christian University
Kintamani	Ronald Silalahi	Assessing Learners' Pragmatic Competence to Interpret Implicature
	Khoiriyah; Ninik	Assessing Students' Performance in the English Speech Contest

	Suryatiningsih	
	Somariah Fitriani	The Impact of a Language Skills-based Curriculum Toward Students' Proficiency
Tabanan	Sri Hartiningsih	Learning Business English by Apprenticeship
	Nana Yuliana; Carolyn Sinulingga	A Genre of Diplomatic Text
	Karmila Machmud	Designing a 21st Century Classroom to Teach the Digital Natives: A Challenge to EFL Teachers
Amlapura	Ahmad Syafi'i	Student Generated Podcasts as an Alternative Self Reflective Assessment in Teacher Education: A Case Study of Preservice Teachers
	Yonathan Winardi	The Relationship Between Parental Involvement and English Reading Achievement of First Grade Students at X Christian School, Tangerang
	Made Hery Santosa	Canvas: Assessing L2 English as a Foreign Language Learners in Digital Era
Bangli	Wahyudi	Increasing Vocabulary by Using Song-Related Reading Texts to Children Aged Six to Twelve
	Faishol Hadi	Using Games in Teaching Pronunciation at English Department Students of STKIP Al Hikmah
	Mayang Sari Nirmala Dewi; Lisa Khaerunnisa; Susan Puspitasari	Genre-based Approach to Teaching Writing in a Secondary EFL Context
Singaraja	Lilik Handayani	The Rhetorical Structure and Language Features of Abstracts in College Students' Final Projects
	Muhammad Affan Ramadhana	Plagiarism Prevention Software for Thesis Writing: Its Advantages and the Students' Attitudes
	Mushoffan Prasetianto	Student Teach Students: What Are The Benefits?
Mangunpura	Linh Tran Ha Nguyen	Vietnamese Students' Motivation and Attitude Towards Learning English Idioms
	Nhung Phuong Nguyen	Speaking Test Anxiet Among First Year Students
	Luh Putu Artini	Using Portfolio Assessment for Teaching Reading Comprehension to Adult Learners
Bedugul	Ni Nyoman Padmadewi	Authentic Assessment in Teaching English as a Foreign Language: How Authentic is the Authentic Assessment
	Ni Wayan Surya Mahayanti; Ni Putu Kerti Nitiasih	Self Assessment for Character Education, Does It Work?
	Nida Husna	Gender Preferences in Using English Adjective Words in Descriptive Text
12.50-13.50	Lunch	
13.50-14.50	Featured Speaker Session 2	
Ballroom	Saowadee Kongpetch Chairman: Ni Nyoman Padmadewi	Gender Analysis and the Teaching of Narrative Writing in the EFL Classroom

Workshop 2		
Denpasar	Samar Abdel Aal El Sayed	Create to Communicate: Art Activities for the EFL Classroom
Workshop 3		
Negara	Alfrida Pane Talebong	Implementing Triadic Dialogue Using TPS Strategies in Speaking Class by The Twelfth Grade Students of SMA Negeri 9 Samarinda. Alfrida Pane Talebong
Parallel Session 2		
Legian	Murniati	Making Use of ICT to Assess the Students' English Vocabulary
	Ardi Nugroho	The Correlation Between Vocabulary Size and Performance on TOEFL Reading Section
	Hertiki; Aslam Khan Bin Samahs Khan	Applying the Acquired Knowledge and Skills from the MTCP Course, 21st Century Pedagogical Skills: Best Practices and Assessment, in IPGKBA to Enhance Listening and Speaking Skills Among Undergraduates of Adi Buana University Surabaya
Kintamani	Erlik Widiyani Styati	The Power of Collaborative Writing in Promoting Quality of The Students' Writing
	Jaya Nur Iman	A Quasi-Experimental Study on Using Short Stories to Improve the Speaking and Writing Achievements
	Fitria Azifah Dewi	Exploring Senior High School EFL Teachers' Perception of Authentic Reading Assessment
Tabanan	Hermawati Syarif	Students Discourse Competence in English Written Language: How Problematic?
	Frances Treloar; Grace Cao	Infusing 21 st Century Skills in Language Learning
	Tricia Okada; Yuri Jody Yujobo	Assessing ELF Proficiency in Project-Based Learning
Amlapura	Alfima Azmi Imananda	Survival Writing Strategies of Successful English Learners
	Hartono	Online Peer Feedback in EFL Writing Class: How It Improves Students' Writing and the Problems the Students Face
	Nunung Suryati	The Classroom Interaction Strategies Used For English Teaching In Madrasah Tsanawiyah Level
Bangli	Siti Hikmah Hasan; Tri Septiarini	The Implementation of Spelling Bee Game for the Students' Vocabulary Improvement
	Made Sena Darmasetiyawan	Students Motivation in Teaching Drama Analysis: Psycholinguistics Study on Classroom Behavior
	Nihta Fera Liando; Nazarethi Kolondam	The Relationship between Teacher's Performance and Student's Motivation in Studying English
Singaraja	I Gusti Agung Sri Rwa Jayantini; I Komang Sulatra; Putu Chrisma Dewi	Modifying Peer Assessment with Internet Browsing in the Translation Class of English Department
	Haryanto Atmowardoyo; Ariffudin Hamra; Khaerati	The Students' Perceptions on the Characteristics of Effective and Ineffective English Teachers
	Festif Rudolf Hoinbala	Holistic rubric vs Analytic rubric : How raters use these assessments in scoring EFL students' writing in Indonesia

Mangunpura	Ika Yanti Ziska	Need Analysis at Cookery Department of SMKN 3 Parepare (a Study of English for Specific Purpose)
	Ari Purnawan	Peer Assessment as the Main Method for Assessing Students' Writing: a Proto-design for Developing EFL Lesson Plans
	Ikhfi Imaniah	The Effectiveness of Using Caricature Media in Teaching Argumentative Writing at Second Year Students of SMA PGRI 109 Tangerang (A Classroom Action Research)
Bedugul	Imroatul Muhsinah	Academic Extensive Reading for "EAP" (English for Academic Purposes) Programs
	Ive Emaliana; Rizqi Khoirunnisa; Peptia Asri Ningtyas	Epistemic Beliefs and Achievement among EFL University Students
	Dian Inayati	English Writing Performance of Business Students in Indonesian Higher Education
14.50-15.20	Tea Break	
15.20.-16.20	Featured Speaker Session 3	
Ballroom	Alvin Pang Chair: Luh Putu Artini	English for International Understanding: Improving Oracy and Classroom Talk in ELF Classroom
Denpasar	Wawan Gunawan Chair: Made Hery Santosa	Redefining Coceptions of Grammar in English Education: SFL in Practice
Legian	Denise Finney; Hywel Coleman Chair: Helena I.R. Agustien	Language and Development
Workshop 4		
Negara	Yudi Limanto	Chain Story Mobile and Chatterbox Game to Improve the Students' Achievements in Sentence Building
Workshop 5		
Kintamani	Yitzha Sarwono Bryant	Little High Little Low, Technology in the EYL
Parallel Session 3		
Tabanan	Nina Sofiana	Students' Perception toward the Implementation of Blended Learning
	Nirwana; Arifuddin Hamra; Kisman Salija	Paraphrasing Strategy in Teaching Reading Comprehension
	Pikir Wisnu Wijjayanto	The Indonesian "Men-" and "Ber-" Verbs and Its Translation into English
Amlapura	Nurhaeni; Alma Prisilya	Exploring the Summative and Formative Assessment Applied in English For Specific Purposes Classroom
	Tribekti Maryanto Agustinus; Nur Rini; Sri Hardiningsih H.S.	Improving Students' Speaking Skills on Carrying out Business Transactions through Out-Class Video Watching
	Nonny Basalama	Teacher Identity Development in English as a Foreign Language Context; Lessons from the Career Biography of a Role Model

Bangli	Ratih Yulianti	Developing a Handbook for EYL course at the English Department, STKIP PGRI Tulungagung
	Ratna Rintaningrum	Assesing and Developing English Language Proficiency: Future Direction
	Fajria Fatmasari	Promoting Project for Enhancing Students' Skill
Singaraja	Joesasono Oediarti Soelistijowati; Lambang Erwanto Suyadjid	Expanding Students' Language Awareness and Preserving Local Wisdom through Folktales
	Rinda Fitriana; Iwan Setiawan; Bibit Suhatmady	Students' Preference toward Corrective Feedback on Students' Oral Production
	Rismar Riansih	Self Assessment in Speaking Class through Watching Students' Performance on Video
Mangunpura	Risqi Ekanti Ayuningtyas Palupi; Agustin Desy Kristiana	One Step Closer by Having Formative Assessment
	Rizki Februansyah; Tito Ali Buana	The Native Speaker's Effect toward the Students' Motivation in Learning English
	Deny Arnos Kwary	Workshop on Using an Electronic Dictionary for English Language Teaching and Learning
Bedugul	Aswin Abbas	An Investigation of Students' Language Learning Strategies in Mastering Speaking Skill at English And Literature Department Of UIN Alauddin Makassar
	Musliadi	The Problems of Teaching Speaking with Respect to the Teaching Methodology: Task-Based Language Teaching (TBLT)
	Rahmah Sayuti	Improving Writing in 5 as Syafie via Personal Journals

DAY 2
TUESDAY, SEPTEMBER 15TH 2015

TIME/ ROOM		AGENDA
08.00-09.00		Plenary Session 2
Ballroom	Angela M. Dadak Chair: I Nyoman Udayana	Navigating the Global and the Local in Writing Assessment
Denpasar	Lesley Harbon Chair: I Gusti Agung Gde Sosiowati	Assessing Culture Learning
Negara	Vladimir Pejovic Chair:	Top Ten Problems Indonesian Candidates Have with the IELTS Test and What to Do about Them

	Ida Ayu Made Puspani	
Legian	Andy Kirkpatrick (Presented by Fuad Abdul Hamied) Chair: Yazid Basthomi	The development of English in ASEAN: implications for assessing English language proficiency'
09.00-09.30	Tea break	
09.30-10.30	Featured Speaker Session 4	
Ballroom	Richmond Stroupe Chair: Didi Sukyadi	Developing Autonomous Learners in Japan through Teachers' Professional Development
Denpasar	Anak Agung Ngurah Marhaeni Chair: Chuzaimah Dahlan Diem	Portfolio Assessment and Metacognitive Development in EFL Classrooms
	Workshop 6	
Negara	Nina Septina; Winda Hapsari	Smart Ways of Using Virtual Sticky Notes for Learning Extension
	Workshop 7	
Legian	Steve Lever	Real English Real Learning
	Workshop 8	
Kintamani	Umdatul KhoirotMawardi	Travelport: An Alternative to Make Speaking Class More Fun
	Parallel Session 4	
Tabanan	Ratnah	Improving Communication Skills Through the English Camp Program of the First Semester Students at AKPAR Makassar
	Maya Puspitasari	Investigating the Washback Effect of English National Examination on Indonesian Classroom Practices
	Lasim Muzammil	Audio Visual Exposure (AVE) as Opposed to Audio Exposure Alone (AEA) for EFL Listening Comprehension
Amlapura	Ida Ayu Shitadevi; Made Wahyu Mahendra	Sentence Complexity: An Authentic Assessment to Improve Indonesian EFL Student's Writing Production
	Ni Nyoman Tri Sukarsih; Ni Made Diana Erfiani; Made Budiarsa	English for Specific Purposes: Communicative Competence Teaching Method in Tourism Village
	Leo Candra Wahyu Utami; Mufidah Yusroh	Analyses of Rhetorical Moves Structure and Verb Tense of Abstracts in Master's Foreign Language Theses
Bangli	Emma Malia	The Teacher's Role in Offering Differentiated Instructions for English-Language Learners (ELLs) in Mixed-Ability Classrooms

	Lia Mastaria Polapa; Rasuna Talib	Designing English Lesson Plan by Using Youtube as a Reference
	Lilla Musyahda	Revisiting Strategic Competence: Implications for Assessing L2 Learners
Singaraja	Maman Asrobi	The Effectiveness of Personal Dilemma Technique on Teaching Speaking Skill for EFL Learners
	Mayuasti	Improving Students' Critical Thinking in Understanding Reading Material through Bloom's Taxonomy Questioning Strategy in English for Specific Purposes (ESP) Class
	Rina Agustina	Plagiarism in Students' Academic Writing: A Case Study of Indonesian Undergraduate Students
10.40-11.40	Workshop 9	
Denpasar	Sultan G. Stover; Rebecca Taylor; Leah Karels	Using American Rhythms to Motivate and Inspire English Learning
	Workshop 10	
Negara	Spenser Lemaich	Introduction to TOEFL IBT Writing
	Parallel Session 5	
Legian	Budi Setyono	Good Practice in Monitoring and Supervising Undergraduate Thesis Written by EFL Teacher Education Students
	Muliani;Sofia Maurisa;Nurusshobah	Developing Teaching English Modality Model by Applying InTASC Standard at the English Department Students of IKIP Mataram
	Sultan G. Stover; Dominicus Yabarmase	The Shift of Students' Perception on Native Speaking Mannerisms through FRG
Kintamani	Nike Angraini;Margaretha Dinar Sitinjak	Youtube Based-Instruction by Using Retelling Technique to Improve Speaking and Writing Achievements
	Novriani Rabeka Manafe	Learning Science through English: Tertiary CLIL Classroom Interaction in Indonesia
	Nuria Mufidah	The Effectiveness of Using Computer Applications to Promote Noticing Strategy for Grammar Learning in EFL Classroom
Tabanan	Pebrina Pirmani; Areta Puspa	English Language Needs: Computer and Networking Technology Students' Voices at One Vocational High School in Jember
	Putri Rahmawaty	An Analysis of Introduction in English Education Undergraduate Theses (SKRIPSI)
	Ratna Dewi Ibrahim	Using Web-based Syntactic Complexity Analyzer to Analyze Sentence Complexity in the Introductions of Undergraduate Students' Research Articles
Amlapura	Riyana Dewi	Developing English for Specific Purposes Learning Material to enhance the students' character building
	Safnil Basyiruddin Arsyad	Establishing and Occupying Niches in the Introduction of Indonesian Science and Technology Research Articles: A Genre Based Analyses

	Sarah Miselly;Lanny Hidajat	A Study of the Politeness Strategies Used by Indonesian EFL Learners in Reprimanding
Bangli	Siti Nadya Villaransi	EFL Teachers' Practice of Authentic Reading Assessment: A Study at Vocational School in Central Jakarta
	Khainur Jannah;Desi Wijayanti Ma'rufah	Teachers' Difficulties in Lesson Planning: Designing and Implementing
	Syawal; Amaluddin	The Effectiveness of Oral Literature-Based Instruction on Students' Speaking Ability
Singaraja	Gusti Astika	Extensive Listening: From Theory to Classroom Practice
	Ida Bagus Putra Yadnya; Fardini Sabilah; I Made Rajeg	Translation as the Method of Transferring Intercultural Pragmatics in Foreign Language Teaching/Learning
	Wishnoebroto	How Effective is Online Measurement? A Case Study of Using paperrater.com to Measure Learner's English Writing at BINUS University Jakarta
Mangunpura	Wulandari Putri;Yessy Tri Noviani	Teachers' Strategies in Implementing Authentic Assessments in the 2013 Curriculum
	Yuliani Kusuma Putri	Using Video Games to Improve Students' Writing Ability
	Yuyun Yulia	Teachers' Views on Communicative Language Teaching: A Case Study of Twelve Indonesian Junior High Schools
Bedugul	Putri Gayatri	Students' Perception on the Use of Blended Learning in English Course: A Study on Non-English Students at University
	Eulis Rahmawati; Ila Amalia	Developing Model of English Teaching (Reading) Material (An Initial Study at English Education Department of IAIN 'SMH' Banten)
	I Putu Ngurah Wage Myartawan; I Nyoman Pasek Hadisaputra	Character-Based Reading Materials Development for College Students: An Efl Context of Bali, Indonesia
11.40-12.40	Lunch	
12.40-13.40	Round Table Session 1	
Table 1 (Ballroom)	Kisno Shinoda	Humor and Learning English for Specific Purpose in a Rural Area University
	Kristin Dwita Sari	The Effectiveness of Using Translation in Different CEFR Levels
	Lalu Ari Irawan	What and How the Attributes of Indigenous and National Languages Occur in a Tesol Program
	Lestiyani Sunarto; Fathin Anjani Hilman; Fida	Process-Genre Approach to Teach Writing in an EFL Classroom (A Case Study in one of Private College at Garut)

	Anisah	
	Deby Irawan	Teachers' Assessment Beliefs Shift in Adopting New Curriculum
Table 2 (Ballroom)	Supeno;Lusy Tunik Muharsiliani	Using Skype Messenger on Blended Learning and Weblog to Improve Students' Writing Ability of Students Fourth Semester English Education Department Faculty of Language and Science Wijaya Kusuma University
	Made Detriasmita Saientisna	Concord Errors Found in the Students' Writing Assignments
	Magdalena Kartikasari Tandy Rerung	First Language Approach in EFL learning: How do students and teachers see it?
	Magdalena Ngongo	Systemic Analysis of Text Appraisal on Students'theses Writing
	Ari Natarina;Weddha Savitri	Tell Tale Game: Randomized Prompts for Individual and Collaborative Narrative Writing Tasks
Table 3 (Ballroom)	Maria Hidayati	Fine Tuning a Pragmatic Class Towards Learning Tasks: A Reflective Study
	Pipit Rahayu	Speaking Skill through Impromptu Speech
	Ummi Rasyidah	Setting Up Number Heads Together to Assist Students' in Reading Comprehension of Spoof Text
	Nara Sari; Ainul Addinna	What Makes a Student-Poet A Poet: Learner's Autonomy, Creativity, and Self-Identity in the EFL Classroom
	Ni Wayan Suastini; Komang Dian Puspita Chandra	Listening Strategies and Applications for University Students
Table 4 (Ballroom)	Nia Kurniawati Gunawan; Hepy Sri Rahayu Puji Astuti	The Code-Switching in Teacher-Talk in an EFL Classroom
	Nor Chairani	English Learning and Teaching Interaction at the International Oriented Senior High School
	Frans I Made Brata; I Wayan Mulyawan	Translation Techniques in Rendering Lexical Items of Indonesian Figurative Senses into English
	Nur Kamilah;Fitria Aftinia	Exploring 21st Century Teachers: How Are You Ready to Improve With ICT?
	Oktavia Widiastuti	"E-Exhibition" a Framework of Students' Project Based Learning (ESP Learning)
Table 5 (Ballroom)	Perwi Darmajanti	Developing Personal and Peer Assessment on Student's Critical Thinking Reading and Writing
	Putu Nur Ayomi; I Wayan Sidhakarya	The Use of Internet Resources to Improve the Quality of Indonesian-English Translation by Indonesian Students (A Case Study at STIBA Saraswati Denpasar)
	Retno Budi	Language of Complaints (A Pragmatic Review)

	Wahyuni;Faisal Puksi	
	Rida Wahyuningrum	E-Journaling as a Tool for Teacher's Feedback in EFL Paper Writing Classroom
	Rika Mutiara	Primary Students' Attitudes Towards the Use of Folklore in EFL Class
Table 6 (Ballroom)	Indawan Syahri; Rini Susanti	The Meaning of Students' Silence When Teachers Ask for Questions
	Risma Rahmawati	Senior High School EFL Teachers' Practice of Authentic Reading Assessment
	Rizky Amelia	Creating Claim-counterclaim Textual Pattern by Using Maps on Brainstorming Argumentative Essay Ideas
	Ni Made Ayu Widiastuti; Sang Ayu Isnu Maharani	The Translation of English Cleft Sentences into Indonesian (A Case Study of Students' Assignments)
	Samsudin R. Ishak	Students' Perception toward English Teachers' Role on Classroom Interaction
Table 7 (Ballroom)	Santi Farmasari	Personalized Strategies on TOEFL Reading Test: A Reflection of Successful Testees
	Sardian Maharani Asnur	Facebook Group Activities in the EFL Writing Class
	Ayana Nurul Qarimah;Serliah Nur	The Correlation between English Proficiency and Factors Influence Individual Differences in Learning English of the Sixth Semester Students of English and Literature Department of Alauddin State Islamic University of Makassar
	Hevriani Sevrika; Armilia Riza	The Effect of Multimedia and Flash Cards on Students Vocabulary Mastery (A Study at 4th Grade Students of Elementary School 15 Padang)
	Sholeh Setiaji	Washback Effect of English National Examination on EFL Teaching
Table 8 (Ballroom)	Agus Sholeh	The Use of Whole Brain Teaching and Story Reenactment to Teach English for Young Learners
	Silvia Mayasari	The Development of a Christian English Entrance Test (Eet): Instrument for a Private Christian Teachers College
	I Gede Budiasa	Teaching Implication on Contrastive Analysis between Balinese and English Speech Sounds
	Siti Rosmalina Nurhayati	The Correlation between Students' Language Learning Strategy in Learning Speaking and Students' Speaking Achievement
	Slamet Wiyono	LEGAL ENGLISH: Applying a Competency-based Curriculum in an ESP Class
Table 9 (Ballroom)	Sonia Piscayanti Kadek	Using Local-Based Characters and Values in Literature Course (Poetry and Prose Fiction)
	Sri Endah Kusmartini; Tiur Simanjuntak	Predicting English performance of Polytechnic Students by Using TOEIC Score and Student Perception about Academic Motivation

	Ardianna Nuraeni; Fenty Kusumastuti	Teaching Real-Life Experience in Translation Class: The Application of Multiple Intelligences to Facilitate Students' Different Learning Styles
	Sri Widiastutik	Instructive Function On "86" Program Reality Show In NET TV To Youth Behaviour
	Suhartono; Yatno	Teaching Speaking (Activities to Promote Speaking in a Foreign Language Setting)
Table 10 (Ballroom)	Sukarno	A Retrospective Evaluation on English Learning Materials to Facilitate Students' Learning
	Supardi	English for Specific Purpose: Teaching Legal English to Law Students Via E-learning
	Supiani	Error Correction as a Method in Teaching Writing to EFL Students
	Agis Andriani; Junjun M. Ramdani; Melisa Sri	Teacher's Logic Question in EFL Classroom
	Nukmatus Syahria; Ferra Dian Andanty	Boosting Speaking Skills through Board Games for the 2nd Semester Students of Adi Buana University Surabaya
Table 11 (Ballroom)	Erika Ambarita	Teaching and Learning in a Networked, Digital World E-Learning Quipper School –New Digital Method for the 21st Century
	Andy	IELTS Speaking Test: Review, Limitation, Standardisation and Revision to Ensure Validity and Reliability
	Ani Susanti	"ENGLISH EVENT" as a Project for Teaching Practicum at Elementary Schools
	Aulia Nisa Khusnia	Benefit and Challenge: Poster as an Evaluation in Linguistics Course
	Hasan Arifuddin	Pragmatic-based Listening: A Solution for Boosting English Proficiency of Indonesian Learners of English
Table 12 (Ballroom)	Bambang Harmanto	How Much is Parents' SES worth for young learners to learn English?"
	Bayu Hendro Wicaksono	The Role of Campus Climate, Faculty and Peer on English Major Students' Success
	Dian Sukma	The Effect of Using Cloze Passage Technique toward Students' Reading Comprehension on Narrative Text at the Second Year of SMAN 1 Rambah Hilir
	Betty Sekarasih Hadi Yani	Utilizing Microsoft Learning Tools in Teaching English in The Framework of 21st Century Learning
	BoniestaZulandha Melani;Muhamad Isnaini; Lalu Ali Wardhana; Eka Fitriana; Edy Syahrial	Vocabulary Learning Strategies Preferences by EFL University Learners
Table 13	Christiana Sidupa	The Role of Translation Competition in Improving Students'

(Ballroom)		English Competence: A Survey Research in a Translation Competition at UPH Lippo Karawaci
	Ni Luh Ketut Mas Indrawati; Ni Wayan Sukarini	The Efficacy of Peer Assessment in the Teaching of English Pronunciation
	Deny Efita Nur Rakhmawati	Tour - Placed Based Learning in EFL Speaking Class
	Desi Wijayanti Ma'rufah	Peer Assessment: Learners' Difficulties in Essay Writing In Higher Education
	Milad Islami;Desy Rusmawaty	Character Values and Their Internalization in Teaching and Learning English at Madrasah Aliyah Negeri 1 Samarinda
Table 14 (Ballroom)	Dewi Wardah Mazidatur Rohmah	Target Language Exposure in EFL Teaching: From Theory to Reality
	Silvi Listia Dewi	The Effectiveness of Using Sustained Silent Reading on Students' Reading Skill of Informational Text at the Sixth Semester of English Department of Almuslim University
	Diah Safihtri Armin	EFL Teachers' Needs and the Role of Government Programs on Teachers' Professional Development
	Dini Kurnia Irmawati	Structural and Core features of Professional Development Activities Done by Professional EFL Teachers in Malang Regency
	Dodi Siraj Zain	ESP VS General English: A Reflection of Implementation of Curriculum 2013 in Vocational Schools
Table 15 (Ballroom)	Erna Zulaeni Wiles	Language Assessment for Children: The Usage of Games for Verbal Tests
	Ersy Laksita Rini	Encouraging the Students' Critical Thinking Skill through Questioning
	Wahju Bandjariani	Acoustic Assessment of English Diphthongal Realization by Javanese EFL Learners
	David Wijaya	Assessing Learners' Understanding of Grammatical Meanings from the Cognitive Perspective
	Sri Marmoah	The Strategy of English Teacher Professional Development
Table 16 (Ballroom)	Mansye Sekewael	Improving Students' Vocabulary Mastery by Using Word Walls Strategy and Alphaboxes Strategy to Understand Descriptive Text for the Seventh Graders of Junior High School in Ambon
	Fitria Muji Pratawati	Target Language Exposure in EFL Teaching: From Theory to Reality
	Denok Sari Saputri	Scaffolding Technique: The Answer to students' writing problem
	Aninda Ristri Rahmadita; Abiadi Rahmat	EFL Teachers' of Authentic Writing Assessment Practices in Teaching VHS Students
	Ni Luh Nyoman Seri Malini;Sherly Lusiana Boru	The Application of Direct Method in Teaching English to Improve Japanese Student's Speaking Skill

	Simorangkir	
Featured Speaker Session 5		
Denpasar	Masaki Oda Chair: Utami Widiati	The Discourses of Proper “Assessment” in ELT: How can Teachers Deal with Them Critically?
Workshop 11		
Negara	Fabio de Oliveira Coelho; Alicia Brill; Marcela Angel	Learning through Games: Activate Teacher Creativity

Legian	BOARD MEETING	
Parallel Session 5		
Kintamani	Nur Hidayanto Pancoro Setyo Putro; Jihyun Lee	Dimensionality of Reading Interests
	Fika Megawati	Challenges in Teaching EFL for Preservice Young Learners Teachers
	Putri Gayatri	Students' Perception on the Use of Blended Learning in English Course: A Study on Non-English Students at University
Tabanan	Dwi Fita Heriyawati	The Use of Peer Tutoring to Improve the Students' Writing Skills
	Uun Muhaji	Using Multiple Intelligences Theory to Facilitate Pre-service English Teachers' Development of Ideas and Creativities in Utilizing Instructional Media
	I Gusti Ayu Gde Sosiowati	Teaching Pragmatic Competence through Literary Work
Amlapura	Dwi Anggani Linggar Bharati	Assessing the Readability of Intensive English Course I, II, III Textbooks for the English Department Students of Semarang University (Unnes)
	Didi Suherdi	Multimodal Pedagogy in Teflin Contexts
Bangli	Hidayatul Maulidiyah	Developing a Syllabus and Providing Instructional Materials for the Teaching of English in Kindergarten
	Jannes Freddy Pardede	Teaching Indonesian Songs' Melody in Teaching English
	Margana	Blended Culture As a Model of English Language Teaching at Secondary School Levels
Singaraja	Siti Sudartini; Siwi Karmadi Kurniasih	Intergrating Local Culture in Teaching English for SMK Students of Arts
	Nur Arifah Drajati	Classroom Action Research: Teacher As Researcher in Professional Development
	Pasca Kalisa; Novia Trisanti	The Role of Play towards Children Language Development in an Immersion Classroom
Mangunpura	Macgregor	Engaging Teachers in On-Going Professional Development

	Haines; Judith Barker	
	Bradley Hughes	Curriculum Renewal in a Transnational EAP Course: Addressing Diverse Needs
	Sisilia Halimi	Community Engagement Program: Helping English Teachers in Bima Establish a Centre for Learning
Bedugul	Siti Aisyiyah	Fostering Learner Autonomy in Grammar Class
	Felicia Miranda Lekatompessy	The Use of Classroom Assessment Techniques and Their Effects on Students' Learning Motivation (A Case Study of Senior High School Students)
	Fida Anisah;Fathin Anjani Hilman; Lestiyani Sunarto	Implementing Team Teaching in Teaching English for Young Learner
13.40-14.40	Round Table Session 2	
Table 1 (Ballroom)	Syafryadin	A Study of Compensation Strategies in Speaking Activities of Semester 4 Students of the English Study Program
	Syarifah Kurniati Kahar	investigating the teacher's teaching approaches in bilingual classroom
	Tatang Sopian	Exploring apology strategies used by tourism students in handling complaint situations
	Tedi Rohadi	A Breakthrough Syllabus in Teaching Language Testing Course
	Teguh Sulistyono	Cultural and Linguistic Relativity: Their Implications on English Language Teaching
Table 2 (Ballroom)	Titik Wahyuningsih	Fun-Taste Tick English as A Way to Build Young Learners' Confidence in English
	Titin Suhartini Kaaba	A Study on Students' Ability in Translating English Text (A research conducted at 4th semester of English Department 2008/2009 academic years)
	Titis Agunging Tyas	Do We Have to Leave K13?
	Trisnawan	The Effect of Self-Editing and Peer-Assessment on Writing Performance to the Tenth Grade Students of MAN Lab UIN-Jogjakarta
	Umi Rokhyati	English Teachers' Voice on Professional Development
Table 3 (Ballroom)	Umami Kultsum	The Optimization of ICT in Learning English for Specific Purposes (ESP)
	Ummu Lathifah Ahmad; Anita Lie	The levels of thinking skills in the 2013-2014 Senior High School English National Exam
	Lokita Purnamika Utami	The Principles of Need Analysis for EFL Teacher Professional Development in Indonesia
	Wardah; Nurwahida	Stimulating Students' Autonomy in Writing through Weekly Report
	Maya Hermaya Wati	Local Culture Conservation through English Training Desain for Hawkers to Improve Communicative Services for Foreign

		Tourists Visiting Yogyakarta
Table 4 (Ballroom)	Wiruma Titian Adi; Andika HendraMustqim	The Java Island's Folklore Classification for Developing the Character Building (An Analysis of Implicature)
	Wisma Yunita; Gita Mutiara Hati	The Development of a Character-Based Syllabus for Kindergarten Students In Bengkulu City
	Yeski Putri Utami	Using Silent Cartoon Movies as Media in Teaching Writing Narrative Texts
	Yulia Hapsari ; Devinta Puspita Ratri	21st Century Language and Communication Skills: Intercultural English Teaching
	Yulia Isnaini	Scaffolding Technique: The Answer to Students' Writing Problems
Table 5 (Ballroom)	Yusrita Yanti; Nova Rina	An Analysis of Speech Introduction: A Case Study of English Students at Bung Hatta University
	Rosyi Amrina; Raisha Nur Anggraini	Successful English Teacher's Belief and Practices in Teaching Speaking: Toward the Mastery of Communication Skill
	Siti Nurul Azkiyah	An Investigation of Effective Teaching Practices Based on the Dynamic Model of Educational Effectiveness; the Case of Six States Islamic Schools in DKI Jakarta
	I Gusti Ngurah Parthama; Ni Ketut Alit Ida Setianingsih	Extensive Learning of Reading With ICT: A Description
	Agung Aryani	Innovation of Teaching and Learning English Applied to Animal Sciences' Student with the Combination of Computer Media and Audio Visual
Table 6 (Ballroom)	Majid Wajdi	Power and Language: Discourse Analysis in the Classroom
	Renata Nikijuluw	The Use of Four Corners Strategy in Reading Discussion at Access Microscholarship Program in Ambon
	Dewanto	Strategies and Problems Language Translation in Reading Text For Beginner Translators At Senior High School Wijaya Putra Surabaya: Semantic Approach
	Ni Luh Putu Krisnawati; Putu Asty Senja Pratiwi; I Komang Sumaryana Putra	The Art of Debating
	Denok Lestari	Speak Up! Five Ways to Motivate Your Students to Speak in EFL Classes
Table 7 (Ballroom)	Sri Puji Astuti	What motivates Indonesian high school students to learn English?
	Miki Suehiro	English for a Global Solution
	Ni Made Ratminingsih	Using English Classroom Language in Primary Schools: Why Not?)

	Prayudias Margawati; Yuliati; Galuh Kirana Dwi Areni	Lesson Study: Building Competitive Learning Model (Case Study In A Poetry Class Of 3rd Semester English Department Students Unnes Academic Year 2014/2015)
	Rachmi F. Suryadi; Rachmatia Hanafi	The Influence of Teachers' Pedagogical and Professional Competences on Students' English Achievemen at Twelfth Grade of Public SMAin Kupang East Nusa Tenggara
Table 8 (Ballroom)	Fibriani Endah Widayari	Adopting Finnish Lesson on Teaching English for Young Learners (A Case Study at SMP Lazuardi Al - Falah Klaten)
	Eltina Agustina Maromon	Character Based Lesson Plan Developed by Prospective English Teacher at SMP Negeri 5 Kupang
	Sri wahyuni; Rini Susanti Wulandari	PPG SM-3T: An Attempt to Produce Future Professional Teachers
	Ismaini Zain; Kartika Nuswantara	A Multivariate Regression Analysis Employed to Investigate Factors Affecting Institut Teknologi Sepuluh Nopember (Its) Students' English Proficiency
	Tita Ratna Wulandari	The Students' Need Analysis to Develop Teaching and Learning Materials of English Proficiency Test
Table 9 (Ballroom)	Ekaning Dewanti Laksmi	Development of Integrated Writing Instructional Materials (IWIM)
	Desi Surayatika	Using Digital Camera in Projed-Based Writing Instruction to Develop the Writing Ability of the Eighth Grade Students of SMP Negeri 17 Palembang
	Anak Agung Raka Sitawati	Loss and Gain of Idioms in Translating English Text
	Golda Juliet Tulung	Assessing University Students' English Proficiency: Then What?
	Siyaswati	Language Assessment on 'The Fisherman and His Wife Folktales: The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom
Table 10 (Ballroom)	Widi Sriyanto	The Effectiveness of Using Picture and Picture Method to Increase Students' Ability in Speaking Class in the Eight Grade Students
	Riris Mutiara Paulina Simamora; Shenny Ayunuri Beata Sitindjak	Using Machine Translation: Accuracy and Methodology A Case Study of Students' Translation Result at Budhi Dharma University
	Ima Anugrah Imani	How Effective is Song Video to English for Young Learnes
	Fahriany	Needs Analysis in EFL Classroom
	Fakhri Ras	An Analysis of Writing Learning Strategies Used by the Students of English Study Program of FKIP University of Riau
Table 11 (Ballroom)	Nur Fitri S.;Fatimah	Applying the Activities of Case Building Technique for the Students' Writing Improvement

	Hidayahni Amin	
	Nina Fatriana	Classroom Personality and English Proficiency Assessments for Pre Occupied English Teachers in Digital Era
	Fransisca Endang Lestariningsih	Formal and Informal Exposure in Acquiring English as a Foreign Language in Indonesia – Teachers’ Challenge in the 21st Century
	Funny Amalia Sari	WTC : Teachers’ Beliefs, Roles and Strategies
	Gita Mutiara Hati	Incorporating Art Projects into the EFL Classroom to Promote the Development of English Language Skills of Young Learners
Table 12 (Ballroom)	Novi Indah Susanthi; Hanifah; Indri Yusnita	Investigating STMT (Sekolah Tinggi Manajemen Transportasi) Students’ Attitudes towards Learning English for Transportation and Logistics
	Hepy Sri Rahayu Puji Astuti	The Code-Switching in Teacher-Talk in an EFL Classroom
	Herdiyana Nurcahyanti	Exploring Vocational Secondary School EFL Teachers' Perception of Authentic Reading Assessment
	Hiqma Nur Agustina	Learning by Reading Novels: To Develop Students Class 10-12 Ability in Mastering Vocabularies
	Husni Mubarak	Teaching English for Young Learners through Blended Learning Model
Table 13 (Ballroom)	I Wayan Dirgeyasa	The Need Analysis of Maritime English Writing Material through Genre Based Approach for Maritime Education and Training Students in Indonesia
	Christianus I Wayan Eka Budiarta	Corpus Analysis of Words in Context - A study in a class of English for Academic Purposes (EAP)
	Ika Puspitasari	The Implementation of ESPfor Economics Students : Incongruency Between Theory and Practice
	Ikmi Nur Oktavianti	Data-driven Learning in the Classroom: The Use of Corpora (Corpus of Contemporary American English and British National Corpus) in Teaching Vocabulary
	Lulus Irawati	‘PIC-MIX DISCOVERY’ Model to Cultivate Cultural Understanding and Multiliteracies in Teaching English for Young Learners
Table 14 (Ballroom)	Iskandar	Putting English as a Local Content Subject in Primary Schools: Teachers’ Belief and Its Impact on their Teaching Delivery
	Iswahyuni; Dian Novita Dewi; Agus Gozali	Developing ESP Syllabus for Deaf and Hard-of-Hearing Students at Inclusive Higher Education
	Jonathan Tanihardjo	The Analysis of Students’ English Competence in the Grammar Section in The Paper-Based Toefl: A Case Study at English Department in Bunda Mulia University
	Jumariati	Teachers' Practices on Language Assessment: Some Challenges and Solutions
	Jumharia Djamereng	The Effectiveness of Chunk Drill as the Technique of Language Testing in Communicative Grammar

Table 15 (Ballroom)	Yana Qomariana; Ida Ayu Made Puspani	Needs Analysis for Veterinary Medicine Students of Udayana University
	Khairunnisa Dwinalida	Students and Teachers' Perception towards ESP Program: A Study in a Vocational High School
	Siswana	Peer Feedback on Students' Writing: Why is It so Important?
	Hajar Anisa Perdana Putri Wardani	The Implementation of ESP for Economics Students: Incongruity Between Theory and Practice
	Mega Nurhayati	EFL Teachers' Practices of Reading Assessment (A Preliminary Study at Public Senior High Schools in East Jakarta)
Table 16 (Ballroom)	Karina Sari	The Shifting Roles of Teachers in the Digital Native Era: A case study of EYL Teacher Perspectives at Malang Kindergarten
	Johanes Leonardi Taloko	Creating and Manipulating your Own Language Learning Video (LLV) for Grammar Classes
	Nury Supriyanti	Developing Teachers' Core Competencies for Teaching English to Young Learners Through Fun English Club
	Eny Syatriana Arifuddin	Developing a Model of Teaching Writing Based on Reading Approach Through Reflection Strategy for EFL Students of STKIP YPUP
	Alvin Taufik	Task Based in Translation Pedagogy
Workshop 12		
Denpasar	Charles Browne	In Focus: A Blended Solution for Developing Critical Thinking Skills and High Frequency Vocabulary
Workshop 13		
Negara	Jeremy Beal; Ashley Valentini	Online Opportunities for Teachers
Workshop 14		
Legian	Pravita Indriati; Yitzha Sarwono Bryant; Ika Wibowo; Trika Simandjuntak	Multiple Intelligence in early Young Learners' Classroom
Featured Speaker Session 6		
Tabanan	Jennifer Uhler Chair: Gumawang Jati	Professional Growth: Learning and Reflective Teaching
Parallel Session 6		
Kintamani	Sadam Husein	Using GAP-Filling Task in Assessing Students' Ability in Using Indefinite and Definite Adjectives/Pronouns
	Livianni Lambe	The Use of Cooperative Learning Technique in Teaching Reading Comprehension of the English Education Department Students of UNIMA
	Ratih Koesoemo	Becoming EFL teachers in Central Java: The Ambivalence Experienced by EFL Pre-Service Teachers
Amlapura	Faisal Mustafa	Using Corpora to Design a Reliable Test for English Proficiency

		Assessment
	Muhammad Rochman	Team Assisted Individualization (TAI) Conveyed Through Adobe Flash CS3 to Increase Participation and English Vocabulary Mastery for the Second Semester Students at Akademi Bahasa Balikpapan
	Ruth Widiastuti	An Evaluation and Analysis of an Indonesian Textbook for Teaching English in Senior High School : A Socio-semiotic Perspective
Bangli	Sri Lestari	Activate Students's Prior Knowledge by Implementing Sandwich Graphic Organizer
	I Nengah Sudipa	Teaching English for the members of POKDARWIS in Badung Regency – Bali
	Herlina	The Improvement of Speaking English Skill in Elementary School Students Through the Montessori Method
Singaraja	YanMujiyanto	Fulfilling Freshmen’s Expectations for Better English Performance through Communicative Drills and Exercises
	Yuliati; Hendi Pratama; Prayudias Margawati	Scaffolding Techniques in Teaching Writing
	I Nyoman Rajin Aryana; I Made Rai Jaya Widanta	The English Training for Youth with Problem-Based Learning Model
Mangunpura	LelyYuliawaty; Desy Kusumawaty	The Portrait of Students’ motivation upon the use of Authentic Materials in ESP
	Zul Astri	The Use of Total Physical Response Method for Different Learning Styles in English Vocabulary Development
	M. Zaim	The Implementation of SIOP Model in Teaching English at Mechanical Engineering
Bedugul	Ignatius Harjanto; Francisca Tondoprastyo	Pedagogical Competencies in the Prescribed and Enacted Curriculum for the Graduate Students in TEFL
	Luh Mas Ariyati; Lies Amin Lestari	"Language Learning Strategies Used by Engineering Students"
	Novalita Fransisca Tungka	Advertisements as Authentic Multimodal Texts: Bridging 21st Century Skills and English Skills Teaching Practice Divide
14.40-15.10	Tea Break	
15.10-16.10	Featured Speaker Session 7	
Ballroom	Sook Kyung Jung Chair: Finita Dewi	“Incorporating Critical Literacy in Collage Extensive Reading Class”
Denpasar	Colm Dawnes Chair: I Wayan Resen	How to Get a Higher IELTS Score - an Examiner's Perspective on IELTS Preparation
	Workshop 15	

Negara	Benjamin Porter; Irene Irmawaty Santoso	Delivering English E-Learning : A complete strategy for design; application, and assessment
Workshop 16		
Legian	Jayakaran Mukundan	Learning is Simply about Getting Learners to do more
Colloquium Moderator: WillyRenandya		
Kintamani	Jo-Ann NETTO-SHEK	Resituating the Teaching and Assessment of Thinking in English Language Teaching
	Allen Davenport	Building on Solid Foundations with Young Learners
	Maria Teodora Ping; Syamdianita	Dialogic Book Reading Practices as Potential Learning Contexts in English for Young Learner Classes
Parallel Session 7		
Tabanan	Alief Noor Farida	Student's Attitude towards Colaborative Strategy Reading (CSR)
	Bambang Purwanto	<i>The Man Who was Almost The Man</i> in the Prose Classroom: Analyzing Short Story Language Teaching
	Arif Suryo Priyatmojo	Grammar Teaching and Learning: A Case Study in UNNES and UNISSULA
Amlapura	Elli Setiyo Wahyuni	Techniques in Triggering the Student Speaking Fluency using Communicative Approach (CLT)
	Issy Yuliasri	Students' Choise of Translation Techique and Quality of Their Translations
	Akhmad Habibi	Teachers of English for Young Learners: An Analysis on their English Proficiency and Profile
	Luciana	Dynamic assessment: Integrating assessment and Instruction for primary school learners
Bangli	David Persey	The IELTS Revolution – How IELTS is Changing the Way We View Assessment
	Siane Indriani	Field Experience Program: Developing Student Teacher's Decision Making Skill Through Reflective Teaching
	Lyla Anggerwina Kusuma	Bodily Needs Analysis Questionnaire for Effective Librarian English Curriculum Design
Singaraja	Benedictus B. Dwijatmoko	Indonesian English Teachers' Readiness in Using ICT for Teaching English
	Dwi Wulandari	Integrating English in the Curriculum of Non-English Department in University
	Wayan Dana Ardika	The Implementation of TOEFL-Oriented Learning Center (LC) at English Courses in Denpasar and Badung

DAY 3
WEDNESDAY, SEPTEMBER, 16TH 2015

TIME/ROOM	AGENDA	
08.00-09.00	Parallel Session 8	
Ballroom	Ade Rivky Hanif	From Letters To Life: Creating Phonics-Based Games for Young Learners
	I Ketut Tika	Teaching Attitudes Combined with Teaching English for Hotel Staff
	Angga Rosma Pramodhawardhani	Implementing Listening Strategies in EFL Classroom
Denpasar	Lestari Setyowati	Teaching Opinion Essays for Adult Learners by Using Literary Works
	Choiriya	Modeling Singapore System School's English Exam Papers to Improve Our Local Schools' Standard of Exam Paper Writing in the Primary Writing
	Dani Puspitasari	A Teacher's Beliefs in Grammar and Her Teaching Practices: A Case Study of One Experienced EFL Teacher in SMA NEGERI 5 Surakarta
Negara	Dedi Sumarsono; Moh. Arsyad Arrafii	Students' Needs of English Writing Material at FPBS IKIP Mataram
	Desak Putu Eka Pratiwi; I Wayan Sidhakarya	Cultural Values as Catalysts in Learning a Foreign Language
	Devaki Reddy	English Proverbs as Mnemonic Devices
Legian	Dian Kustiyasari	The EFL Students' Difficulties and Motivations in Answering the TOEFL Examination
	Santri Emilin Pingsaboi Djahimo	Listening to Music, Does It Relate to Students' English Skills?
	Djoko Susanto	Critical Thinking in Australian Primary Schools: Pedagogical Implication for EFL Teaching in Indonesian Context
Kintamani	Dwijani Ratnadewi	Enhancing Students' Critical Thinking in Comprehending Text Through CDA
	Dyah Sunggingwati	Summarizing Journal Articles and Its Challenges
	Ella Masita	Character Education and National Identity at Bahasa Inggris: When English Rings the Bell
Tabanan	Ted O'Neill	Teacher-Learner Collaboration in Teaching Self-Directed Learning
	Elisabeth Ngestirosa EWK	The Effectiveness of Rubric to Improve Students' Confidence in Writing
	Chairil Anwar Korompot	Giving Indonesian EFL Teachers Their Voices: A Study of Teachers' Perspectives on Professional Teaching Standards
Amlapura	Fauzia	Interference in Language Learning
	Joni Alfino	The Power of Pair-Work in EFL Writing
	Erwin Rahayu Saputra	What Goes on in the Classroom: A look at How the Attitude Assessment is Conducted
Bangli	Servo Patrik Kocu	Listening Box: Another Way to Maximize Listening Time
	Silvester Goridus Sukur	Developing Strategies of Teaching Listening and Speaking Skills to Blind Young Learners in Non-Formal

		Education
	Flora Debora Floris	Are Pre-Service Teachers Ready to Accept New Englishes?: A Case Study
Singaraja	Siti Asiyah	Exploring ESP Students' Speaking Skill by Video Field Trip
	Hanna Julianty	Roles of Children's Literature for Adult Learners in L2 Reading
	I Ketut Wandia	Empowering Context of Situation in EFL Teaching in Indonesia (Textual and Cultural Studies)
Mangunpura	Sumarsih; Masitowarni Siregar; Dedi Sanjaya	Grammar Translation Method (GTM) Vs. Communicative Language Teaching (CLT); Teaching Reading Skill for Teenagers in Rural Area
	Titien Indrianti	Enhancing Students' Vocabulary through English Business Meeting Simulation in ESP Setting
	Utami Widiati; Suharmanto; Maria Hidayati; Nur Hayati	Developing Aun-Qa-Based Learning Outcomes of English Education Study Programs
Bedugul	Maya Defianty	Assessment for Learning: How Can We Achieve it in Indonesian Context?
	I Ketut Warta	Mother Tongue and English Language Learning: A Critical Analysis of Language Acquisition Diverse Theory
	Yakob Metboki	Implementing Cultural Responsive Teaching (CRT) in Writing Classroom Application: The Effect Upon Instructional Effectiveness
09.10-10.30	Parallel Session 9	
Ballroom	Yessy Tri Noviani; Wulandari Putri	Teachers' Perception on the Washback Effect of English National Examination: The Differences between Public and Private School English Teachers
	Yulius Kurniawan	Short-writing: an Alternative for Improving Students' Writing Skills
	Adrian Rodgers	Addressing Challenges in Applying for International Graduate Education Programs: Recognizing the Graduate Application Process as a Unique Genre of Research Writing
	Atsushi Lida	Teaching and Assessing Second Language Poetry Writing in Asian EFL Contexts
Denpasar	A.A. Redi Pudyanti; Made Hery Santosa	Flipped Learning for the 21st Century Technopreneurs: A Pilot Study
	Andrew Stokes	A data-driven approach to defining an effective test preparation resource
	Satyawati Surya	Authentic Assessment on Teaching Writing
	Maria Christina Eko Setyarini	The Use of Gadgets in Extensive Listening Classes
Negara	Chuzaimah Dahlan Diem; Diemroh Ihsan	Effectiveness of ITSDRAS in Developing Children's Reading Habit, Sight Words, and Literacy
	I Nyoman Arya Wibawa; I Nyoman Udayana	Linguistic and Cultural Knowledge in Language Teaching
	Ni Ketut Suciani	Identifying rhetorical need of Indonesian academics wishing to publish in English language international journals: A corpus-based study
	Luh Diah Surya Adnyani	Blended Learning through Schoology in Writing Class: Students Attitudes
Legian	Neil England	Managing spoken interaction with a supervisor as

		part of an EAP course for prospective higher degree by research students
	Philip Godber	Putting a Paragraph Perspective on the Development of Academic Writing
	Ika Fitriani	PANORAMA: A Bridge toward Second Language Content-Area Reading
	Lia Agustina	Exploring Debate as a Tool to Develop English Communication Skill in ESP Classroom at Accounting Department State Polytechnic of Malang
Kintamani	La Ode Nggawu; Maulid Taembo	The Use of Authentic Assessment in Teaching English at English Study Program of Halu Oleo University Kendari
	Margana	Blended Culture as a Model of English Language Teaching at Secondary School Levels
	I Nyoman Adi Jaya Putra	The Effects of Computer-Based Peer Review and Achievement Motivation on the Tenth Grader's Writing Competency
	Desi Tri Cahyaningati	Developing Authentic Assessment in ESP for Engineering Students
Tabanan	Salasiah	Mindvisualizer Application toward the Development of English Speaking Ability in Class of Speaking
	Rosdiana Sidik	Extensive Reading and Vocabulary Acquisition on L2 Proficiency at Informatics Program
	Made Budiarsa	Testing as an Important Diagnostic Instrument in Language Teaching and Learning Program
	Desak Made Indah Dewanti; Ika Kartikasari	The Impact of English National Examination: A Case Study of Students' Test Anxiety Level in Vocational High Schools
Amlapura	Khadijah Maming	Enhancing The Vocabulary Mastery of Young Learners by Applying Total Physical Response (TPR) Method Integrated with Picture
	Michael Guest	Thinking Like a Pro: How Discourse Awareness Can Transform Asian ESP Learners
	Allen Davenport	The Task: On Often Overlooked Part when Preparing Students' for Written Exams
Bangli	Ari Setyorini; Masulah	The Use of Interactive Multimedia in ELT to Enhance Students' Autonomous Learning
	Atiqah Nurul Asri	Using Smartphones in English Language Teaching
	Astri Hapsari	Implementing Social Constructivism for Teaching Content Subject in English as a Foreign Language (EFL) Classroom
Singaraja	Athriyana Santye Pattiwael	Addressing 21st Century Communication Skills: Some Emerging Issues from EIL Pedagogy
	Aunurrahman	Getting Into Learning Factors of a Good EFL Student in The Indonesian Context
	Azhar Aziz Lubis; Meti Rahmawati	Teachers' Opinions on The Implementation of Various Attitude Assessment Instruments in Junior High School in Curriculum 2013: Its Practicality
	Workshop 17	
Mangunpura	David Bradbury	It is All about the Vowels
	Workshop 18	
Bedugul	Gumawang Jati; Finita Dewi	Rethinking and Repurposing the Use of Technology in

		Language Classroom: A workshop on screencasting
10.30-11.00	Tea Break	
11.00-12.00	Plenary Session	
Ballroom	Antony John Kunnan Chair: Pupung Punawarman	Assessing the Quality of Large-scale Assessments: The Case for a Fairness and Justice Approach
12.10-12.40	Closing Ceremony	
Ballroom		
12.40-13.40	LUNCH	

CONFERENCE DAY, ROOM, AND TIME GUIDE

NO	NAME	TITLE	DAY	CONFERENCE ROOM	TIME
1.	N.L. Sutjiati Beratha	The Role of a Teacher as the Change-Agent	Day 1	Ballroom	09.45-10.30
2.	Charles Browne	Taking the Fast Track to EFL Proficiency: Why the New General Service List and New Academic Word List are Good for Your Learners	Day 1	Ballroom	10.40-11.40
3.	Willy Renandya	L2 Reading Instruction: What else is Needed Besides Skills and Strategies	Day 1	Denpasar	10.40-11.40
4.	Jayakaran Mukundan	Learning is Simply About Getting Learners To Do More	Day 1	Legian	10.40-11.40
5.	Ali Saukah	The National Exam in Indonesia and Its Washback Effects	Day 1	Negara	10.40-11.40
6.	Made Hery Sentosa	Canvas: Assessing L2 English as a Foreign Language Learners in Digital Era	Day 1	Amlapura	11.50-12.50
7.	Ahmad Syafi	Student – Generated Podcasts as an Alternative Reflective Assessment in Teacher Education: A Case Study of Pre-Service Teachers	Day 1	Amlapura	11.50-12.50
8.	Lisa Khaerunnisa	Genre-based Approach to Teaching Writing in a Secondary EFL Context	Day 1	Bangli	11.50-12.50
9.	Susan Puspitasari	Genre-based Approach to Teaching Writing in a Secondary EFL Context	Day 1	Bangli	11.50-12.50
10.	Mayang Sari Nirmala Dewi	Genre-based Approach to Teaching Writing in a Secondary EFL Context	Day 1	Bangli	11.50-12.50

11.	Wahyudi	Increasing Vocabulary by Using Song-Related Reading Texts to Children Aged Six to Twelve	Day 1	Bangli	11.50-12.50
12.	Faishol Hadi	Using Games in Teaching Pronunciation at English Department Students of STKIP Al Hikmah	Day 1	Bangli	11.50-12.50
13.	Ni Nyoman Padmadewi	Authentic Assessment in Teaching English as a Foreign Language: How Authentic is the Authentic Assessment	Day 1	Bedugul	11.50-12.50
14.	Nida Husna	Gender Preferences in Using English Adjective Words in Descriptive Text	Day 1	Bedugul	11.50-12.50
15.	Ni Wayan Surya Mahayanti	Self Assessment for Character Education, Does It Work?	Day 1	Bedugul	11.50-12.50
16.	Ni Putu Kerti Nitiasih	Self Assessment for Character Education, Does It Work?	Day 1	Bedugul	11.50-12.50
17.	Visal SOU	Assessment in Practice: How do EFL teachers use assessments effectively?	Day 1	Denpasar	11.50-12.50
18.	Klaing Reaksmeypich	Assessment in Practice: How do EFL teachers use assessments effectively?	Day 1	Denpasar	11.50-12.50
19.	Ronald Silalahi	Assessing Learners' Pragmatic Competence to Interpret Implicature	Day 1	kintamani	11.50-12.50
20.	Khoiriyah	Assessing Students' Performance in the English Speech Contest	Day 1	Kintamani	11.50-12.50
21.	Ninik Suryatiningsih	Assessing Students' Performance in the English Speech Contest	Day 1	Kintamani	11.50-12.50
22.	Somariah Fitriani	The Impact of Language Skills-Based Curriculum Toward Students' English Proficiency	Day 1	Kintamani	11.50-12.50
23.	Novika	Assessing Intercultural Competence Through Textbook	Day 1	Legian	11.50-12.50

	Purnama Sari	or Animation Video Preference of EYL Mixed Class: What Do We Know?			
24.	Emalia Iragiliati Sukarni	Assessing Intercultural Competence Through Textbook or Animation Video Preference of EYL Mixed Class: What Do We Know?	Day 1	Legian	11.50-12.50
25.	Joseph Ernest Mambu	Challenges in assessing character education in ELT: Implications from a case study in a Christian university	Day 1	Legian	11.50-12.50
26.	Dwi Rahayu	The effects of Teacher's Feedback on the Performances of Writing In a Primary School in Indonesia	Day 1	Legian	11.50-12.50
27.	Nguyen Phuong Nung	Speaking Test Anxiet Among First Year Students	Day 1	Mangunpura	11.50-12.50
28.	Luh Putu Artini	Using Portfolio Assessment for Teaching Reading Comprehension to Adult Learners	Day 1	Mangunpura	11.50-12.50
29.	Nguyen Tran Ha Linh	Vietnamese Students' Motivation and Attitude Towards Learning English Idioms	Day 1	Mangunpura	11.50-12.50
30.	Sheridan Honore	Teaching Reading with American Young Adult Literature	Day 1	Negara	11.50-12.50
31.	Alfredo Gaona	Teaching Reading with American Young Adult Literature	Day 1	Negara	11.50-12.50
32.	Mohammad Affan Ramadhana	Plagiarism Prevention Software for Thesis Writing: Its Advantages and the Students' Attitudes	Day 1	Singaraja	11.50-12.50
33.	Mushoffan Prasetianto	Student Teach Students: What Are The Benefits?	Day 1	Singaraja	11.50-12.50
34.	Lilik Handayani	The Rhetorical Structure and Language Features of	Day 1	Singaraja	11.50-12.50

		Abstracts in College Students' Final Projects			
35.	Nana Yuliana	A Genre of Diplomatic Text	Day 1	Tabanan	11.50-12.50
36.	Carolyn Sinulingga	A Genre of Diplomatic Text	Day 1	Tabanan	11.50-12.50
37.	Sri Hartiningsih	Learning Business English by Apprenticeship	Day 1	Tabanan	11.50-12.50
38.	Karmila Machmud	Designing a 21st Century Classroom to Teach the Digital Natives: A Challenge to EFL Teachers	Day 1	Tabanan	12.40-13.40
39.	Alfima Azmi Imananda	Learn to Know Yourself, You Learn to Know the World; Practical Steps of Maximizing Self Assessment Practice in Language Classrooms	Day 1	Amlapura	13.50-14.50
40.	Hartono	Online Peer Feedback in EFL Writing Class: How It Improves Students' Writing and the Problems the Students Face	Day 1	Amlapura	13.50-14.50
41.	Nunung Suryati	The Classroom Interaction Strategies Used for English Teaching in Madrasah Tsanawiyah Level	Day 1	Amlapura	13.50-14.50
42.	Saowadee Kongpetch	Genre Analysis and the Teaching of Narrative Writing in the EFL Classroom	Day 1	Ballroom	13.50-14.50
43.	Siti Hikmah Hasan	the implementation of spelling bee game for the students' vocabulary improvement	Day 1	Bangli	13.50-14.50
44.	Nihta Vera Liando	The Relationship between Teachers' Performance and Students' Motivation in Studying English	Day 1	Bangli	13.50-14.50
45.	Imroatul Muhsinah	Academic Extensive Reading for "EAP" (English for Academic Purposes) Programs	Day 1	Bedugul	13.50-14.50

46.	Dian Inayati	English Writing Performance of Business Students in Indonesian Higher Education	Day 1	Bedugul	13.50-14.50
47.	Ive Emaliana	Epistemic Beliefs and Achievement among EFL University Students	Day 1	Bedugul	13.50-14.50
48.	Samar Abdel Aal El Sayed	Create to Communicate: Art Activities for the EFL Classroom	Day 1	Denpasar	13.50-14.50
49.	Casey Moorman	Create to Communicate: Art Activities for the EFL Classroom	Day 1	Denpasar	13.50-14.50
50.	Sean Stellfox	Create to Communicate: Art Activities for the EFL Classroom	Day 1	Denpasar	13.50-14.50
51.	Joanie Andruss	Create to Communicate: Art Activities for the EFL Classroom	Day 1	Denpasar	13.50-14.50
52.	Jaya Nur Iman	A Quasi-Experimental Study on Using Short Stories to Improve the Speaking and Writing Achievements	Day 1	Kintamani	13.50-14.50
53.	Fitria Azifah Dewi	Exploring Senior High School EFL Teachers' Perception of Authentic Reading Assessment	Day 1	Kintamani	13.50-14.50
54.	Erlık Widiyani Styati	The Power of Collaborative Writing in Promoting Quality of The Students' Writing	Day 1	Kintamani	13.50-14.50
55.	Hertiki	Applying the Acquired Knowledge and Skills from the MTCP Course, 21st Century Pedagogical Skills: Best Practices and Assessment, in IPGKBA to Enhance Listening and Speaking Skills Among Undergraduates of Adi Buana University Surabaya	Day 1	Legian	13.50-14.50
56.	Murniati	Making Use of ICT to Assess the Students' English Vocabulary	Day 1	Legian	13.50-14.50

57.	Ardi Nugroho	The Correlation Between Vocabulary Size and Performance on TOEFL Reading Section	Day 1	Legian	13.50-14.50
58.	Ika Yanti Ziska	Need Analysis at Cookery Department of SMKN 3 Parepare (a Study of English for Specific Purpose)	Day 1	Mangunpura	13.50-14.50
59.	Ari Purnawan	Peer Assessment as the Main Method for Assessing Students' Writing: a Proto-design for Developing EFL Lesson Plans	Day 1	Mangunpura	13.50-14.50
60.	Ikhfi Imaniah	The Effectiveness of Using Caricature Media in Teaching Argumentative Writing at Second Year Students of SMA PGRI 109 Tangerang (A Classroom Action Research)	Day 1	Mangunpura	13.50-14.50
61.	Alfrida Pane Talebong	Implementing Triadic Dialogue Using TPS Strategies in Speaking Class by The Twelfth Grade Students of SMA Negeri 9 Samarinda. Alfrida Pane Talebong	Day 1	Negara	13.50-14.50
62.	Festif Rudolf Hoinbala	Holistic rubric vs Analytic rubric : How raters use these assessments in scoring EFL students' writing in Indonesia	Day 1	Singaraja	13.50-14.50
63.	I Gusti Agung Sri Rwa Jayantini	Modifying Peer Assessment with Internet Browsing in the Translation Class of English Department	Day 1	Singaraja	13.50-14.50
64.	I Komang Sulatra	Modifying Peer Assessment with Internet Browsing in the Translation Class of English Department	Day 1	Singaraja	13.50-14.50
65.	Putu Chrisma Dewi	Modifying Peer Assessment with Internet Browsing in the Translation Class of English Department	Day 1	Singaraja	13.50-14.50

66.	Fransisca TondoPrasetyo	Pedagogical Competencies in the Prescribed and Enacted Curriculum for the Graduate Students in TEFL	Day 1	Singaraja	13.50-14.50
67.	Haryanto Atmowardoyo	The Students' Perceptions on the Characteristics of Effective and Ineffective English Teachers	Day 1	Singaraja	13.50-14.50
68.	Tricia Okada	Assessing ELF Proficiency in Project-Based Learning	Day 1	Tabanan	13.50-14.50
69.	Yuri Jody Yojobo	Assessing ELF Proficiency in Project-Based Learning	Day 1	Tabanan	13.50-14.50
70.	Hermawati Syarif	Students Discourse Competence in English Written Language: How Problematic?	Day 1	Tabanan	13.50-14.50
71.	Frances Treloar	Infusing 21 st Century Skills in Language Learning	Day 1	Tabanan	13.50-14.50
72.	Grace Cao	Infusing 21 st Century Skills in Language Learning	Day 1	Tabanan	13.50-14.50
73.	Lyla Anggerwina Kusuma	Bodily Needs Analysis Questionnaire for Effective Librarian English Curriculum Design	Day 1	Bangli	15.10-16.10
74.	Maria Theodora Phil	Dialogic Book Reading Practices as Potential Learning Contexts in English for Young Learner Classes	Day 1	Kintamani	15.10-16.10
75.	Syamdianita	Dialogic Book Reading Practices as Potential Learning Contexts in English for Young Learner Classes	Day 1	Kintamani	15.10-16.10
76.	Denise Finney	Language and development	Day 1	Legian	15.20.-16.19
77.	Nurhaeni	Exploring The Summative and Formative Assessment Applied in English For Specific Purposes Classroom	Day 1	Amlapura	15.20-16.20
78.	Alma Prisilya	Exploring The Summative and Formative Assessment Applied in English For Specific	Day 1	Amlapura	15.20-16.20

		Purposes Classroom			
79.	Nur Rini	Improving Students' Speaking Skills on Carrying out Business Transactions through Out-Class Video Watching	Day 1	Amlapura	15.20-16.20
80.	Tribekti Maryanto Agustinus	Improving Students' Speaking Skills on Carrying out Business Transactions through Out-Class Video Watching	Day 1	Amlapura	15.20-16.20
81.	Sri Hardiningsih	Improving Students' Speaking Skills on Carrying out Business Transactions through Out-Class Video Watching	Day 1	Amlapura	15.20-16.20
82.	Nonny Basalama	Teacher identity development in English as a foreign language context; Lessons from the career biography of a role model	Day 1	Amlapura	15.20-16.20
83.	Alvin Pang	English for International Understanding: Improving Oracy and Classroom Talk in ELF Classrooms	Day 1	Ballroom	15.20-16.20
84.	Ratna Rintaningrum	Assesing and Developing English Language Proficiency: Future Direction	Day 1	Bangli	15.20-16.20
85.	Ratih Yulianti	Developing a Handbook for EYL course at the English Department, STKIP PGRI Tulungagung	Day 1	Bangli	15.20-16.20
86.	Rahmah Sayuti	Improving Writing in 5 as Syafie via Personal Journals	Day 1	Bedugul	15.20-16.20
87.	Wawan Gunawan	Redefining conceptions of grammar in English education: SFL in practice	Day 1	Denpasar	15.20-16.20
88.	Yitzha Sarwono Bryant	Little High Little Low, Technology in the EYL	Day 1	Kintamani	15.20-16.20
89.	Hywel Coleman	Language and development	Day 1	Legian	15.20-16.20
90.	Agustin Desi	One Step Closer by Having	Day 1	Mangunpura	15.20-16.20

	Kristiana	Formative Assessment			
91.	Risqi Ekanti Ayuningtyas Palupi	One Step Closer by Having Formative Assessment	Day 1	Mangunpura	15.20-16.20
92.	Rizki Februansyah	The Native Speaker's Effect toward the Students' Motivation in Learning English	Day 1	Mangunpura	15.20-16.20
93.	Yudi Limanto	Chain Story Mobile and Chatterbox Game to Improve the Students' Achievements in Sentence Building	Day 1	Negara	15.20-16.20
94.	Lambang Erwanto Suyadid	Expanding Students' Language Awareness and Preserving Local Wisdom through Folktales	Day 1	Singaraja	15.20-16.20
95.	Joesasono Oediarti Soelistiowati	Expanding Students' Language Awareness and Preserving Local Wisdom through Folktales	Day 1	Singaraja	15.20-16.20
96.	Rismar Riansih	Self Assesment in Speaking Class through Watching Students' Performance on Video	Day 1	Singaraja	15.20-16.20
97.	Iwan Setiawan	Students' Preference Toward Corrective Feedbacks on Students' Oral Production	Day 1	Singaraja	15.20-16.20
98.	Bibit Suhatmady	Students' Preference Toward Corrective Feedbacks on Students' Oral Production	Day 1	Singaraja	15.20-16.20
99.	Rinda Fitriana	Students' Preference Toward Corrective Feedbacks on Students' Oral Production	Day 1	Singaraja	15.20-16.20
100.	Nirwana	Paraphrasing Strategy in Teaching Reading Comprehension	Day 1	Tabanan	15.20-16.20
101.	Nina Sofiana	Students' Perception toward the Implementation of Blended Learning	Day 1	Tabanan	15.20-16.20

102.	Fajria Fatmasari	Promoting Project for Enhancing Students' Skill	Day 1	Bangli	15.20-16.20
103.	Aswin Abbas	An Investigation of Students' Language Learning Strategies in Mastering Speaking Skill at English and Literature Department of UIN Alauddin Makassar	Day 1	Bedugul	15.20-16.20
104.	Musliadi	The Problems of Teaching Speaking with Respect to the Teaching Methodology: Task-Based Language Teaching (TBLT)	Day 1	Bedugul	15.20-16.20
105.	Angela M Dadak	Navigating the Global and the Local in Writing Assessment	Day 2	Ballroom	08.00-09.00
106.	Lesley Harbon	Assessing Culture Learning	Day 2	Denpasar	08.00-09.00
107.	Andy Kirkpatrick	The Development of English in Asean: Implications for Assessing English Language Proficiency	Day 2	Legian	08.00-09.00
108.	Vladimir Pejovic	Top Ten Problems Indonesian Candidates Have with the IELTS Test and what to do About Them	Day 2	Negara	08.00-09.00
109.	Leo Candra Wahyu Utami	Analyses of Rhetorical Moves Structure and Verb Tense of Abstracts in-Master's Foreign Language Theses	Day 2	Amlapura	09.30-10.30
110.	Mufidah Yusroh	Analyses of Rhetorical Moves Structure and Verb Tense of Abstracts in-Master's Foreign Language Theses	Day 2	Amlapura	09.30-10.30
111.	Ni Nyoman Tri Sukarsih	English for Specific Purposes: Communicative Competence Teaching Method in Tourism Village	Day 2	Amlapura	09.30-10.30
112.	Ida Ayu Shitadevi	Sentence Complexity: An Authentic Assessment to Improve Indonesian EFL Student's Writing Production	Day 2	Amlapura	09.30-10.30

113.	Made Wahyu Mahendra	Sentence Complexity: An Authentic Assessment to Improve Indonesian EFL Student's Writing Production	Day 2	Amlapura	09.30-10.30
114.	Richmond Stroupe	Developing autonomous learners in Japan through teachers' professional development	Day 2	Ballroom	09.30-10.30
115.	Lia Mastaria Polapa	Designing English Lesson Plan by using Youtube as a Reference	Day 2	Bangli	09.30-10.30
116.	Rasuna Talib	Designing English Lesson Plan by using Youtube as a Reference	Day 2	Bangli	09.30-10.30
117.	Lilla Musyahda	Revisiting Strategic Competence: Implications for Assessing L2 Learners	Day 2	Bangli	09.30-10.30
118.	Emma Malia	The Teacher's Role in Offering Differentiated Instructions for English-Language Learners (ELLs) in Mixed-ability Classrooms	Day 2	Bangli	09.30-10.30
119.	Anak Agung Ngurah Marhaeni	Portfolio Assessment and Metacognitive Development in EFL Classrooms	Day 2	Denpasar	09.30-10.30
120.	Umdatul Khoirot Mawardi	Travelport: An Alternative to Make Speaking Class More Fun	Day 2	Kintamani	09.30-10.30
121.	Steve Lever	Real English Real Learning	Day 2	Legian	09.30-10.30
122.	Winda Hapsari	Smart Ways of Using Virtual Sticky Notes for Learning Extension	Day 2	Negara	09.30-10.30
123.	Nina Septina	Smart Ways of Using Virtual Sticky Notes for Learning Extension	Day 2	Negara	09.30-10.30
124.	Mayuasti	Improving Students' Critical Thinking in Understanding Reading Material through Bloom's Taxonomy Questioning Strategy in	Day 2	Singaraja	09.30-10.30

		English for Specific Purposes (ESP) Class			
125.	Rina Agustina	Plagiarism in Students' Academic Writing: A Case Study of Indonesian Undergraduate Students	Day 2	Singaraja	09.30-10.30
126.	Maman Asrobi	The Effectiveness of Personal Dilemma Technique on Teaching Speaking Skill for EFL Learners	Day 2	Singaraja	09.30-10.30
127.	Lasim Muzammil	Audio Visual Exposure (AVE) as opposed to Audio Exposure Alone (AEA) for EFL Listening Comprehension	Day 2	Tabanan	09.30-10.30
128.	Ratnah	Improving Communication Skills Through the English Camp Program of the first semester students at AKPAR Makassar	Day 2	tabanan	09.30-10.30
129.	Maya Puspitasari	Investigating the washback effect of English national examination on Indonesian classroom practices	Day 2	tabanan	09.30-10.30
130.	Sarah Miselly	A Study of the Politeness Strategies Used by Indonesian EFL Learners in Reprimanding	Day 2	Amlapura	10.40-11.40
131.	Lanny Hidayat	A Study of the Politeness Strategies Used by Indonesian EFL Learners in Reprimanding	Day 2	Amlapura	10.40-11.40
132.	Riyana Dewi	Developing English for Specific Purposes Learning Material to enhance the students' character building	Day 2	Amlapura	10.40-11.40
133.	Safnil Basyiruddin Arsyad	Establishing and Occupying Niches in the Introduction of Indonesian Science and Technology Research Articles: A Genre Based Analyses	Day 2	Amlapura	10.40-11.40
134.	Siti Nadya Villaransi	EFL Teachers' Practice of Authentic Reading Assessment: A Study at Vocational School	Day 2	Bangli	10.40-11.40

		in Central Jakarta			
135.	Gusti Astika	Extensive Listening: From Theory to Classroom Practice	Day 2	Bangle	10.40-11.40
136.	Khainur Jannah	Teachers' Difficulties in Lesson Planning: Designing and Implementing	Day 2	Bangli	10.40-11.40
137.	Syawal	The Effectiveness of Oral Literature-Based Instruction on Students' Speaking Ability	Day 2	Bangli	10.40-11.40
138.	I Putu Ngr Wage Myartawan	Character-Based Reading Materials Development for College Students: An EFL Context of Bali, Indonesia	Day 2	Bedugul	10.40-11.40
139.	I Nyoman Pasek Hadisaputra	Character-Based Reading Materials Development for College Students: An EFL Context of Bali, Indonesia	Day 2	Bedugul	10.40-11.40
140.	Eulis Rahmawati	Developing Model of English Teaching (Reading) Material (An Initial Study at English Education Department of IAIN 'SMH' Banten)	Day 2	Bedugul	10.40-11.40
141.	Pikir Wisnu Wijayanto	The Indonesian "Men-" and "Ber-" Verbs and Its Translation into English	Day 2	Bedugul	10.40-11.40
142.	Rebecca Taylor	Using American Rhythms to Motivate and Inspire English Learning	Day 2	Denpasar	10.40-11.40
143.	Leah Karels	Using American Rhythms to Motivate and Inspire English Learning	Day 2	Denpasar	10.40-11.40
144.	Sultan G. Stover	Using American Rhythms to Motivate and Inspire English Learning	Day 2	Denpasar	10.40-11.40
145.	Novriani Rabeka Manafe	Learning Science through English: Tertiary CLIL Classroom Interaction in Indonesia	Day 2	Kintamani	10.40-11.40

146.	Nuria Mufidah	The Effectiveness of Using Computer Applications to Promote Noticing Strategy for Improving Grammar Learning in EFL Classroom	Day 2	Kintamani	10.40-11.40
147.	Nike Angraini	Youtube Based-Instruction by Using Retelling Technique to Improve Speaking and Writing Achievements	Day 2	Kintamani	10.40-11.40
148.	Margaretha Dinar Sitinjak	Youtube Based-Instruction by Using Retelling Technique to Improve Speaking and Writing Achievements	Day 2	Kintamani	10.40-11.40
149.	Uly Muliani	Developing Teaching English Modality Model by Applying InTASC Standard at the English Department Students of IKIP Mataram	Day 2	Legian	10.40-11.40
150.	Sofia Maurisa	Developing Teaching English Modality Model by Applying InTASC Standard at the English Department Students of IKIP Mataram	Day 2	Legian	10.40-11.40
151.	Nurusshobah	Developing Teaching English Modality Model by Applying InTASC Standard at the English Department Students of IKIP Mataram	Day 2	Legian	10.40-11.40
152.	Budi Setyono	Good Practice in Monitoring and Supervising Undergraduate Thesis Written by EFL Teacher Education Students	Day 2	Legian	10.40-11.40
153.	Dominicus Yabarmase	The Shift of Students' Perception on Native Speaking Mannerisims through FRG	Day 2	Legian	10.40-11.40
154.	Wulandari Putri	Teachers' Strategies in Implementing Authentic Assessments in the 2013 Curriculum	Day 2	Mangunpura	10.40-11.40
155.	Yuyun Yulia	Teachers' Views on Communicative Language	Day 2	Mangunpura	10.40-11.40

		Teaching: A Case Study of Twelve Indonesian Junior High Schools			
156.	Yuliani Kusuma Putri	Using Video Games to Improve Students' Writing Ability	Day 2	Mangunpura	10.40-11.40
157.	Spenser Lemaich	Introduction to TOEFL IBT Writing	Day 2	Negara	10.40-11.40
158.	Wishnoebroto	How Effective is Online Measurement? A Case Study of Using paperrater.com to Measure Learner's English Writing at BINUS University Jakarta	Day 2	Singaraja	10.40-11.40
159.	Fardini Sabilah	Translation as the Method of Transferring Intercultural Pragmatics in Foreign Language Teaching/Learning	Day 2	Singaraja	10.40-11.40
160.	Putri Rahmawaty	An Analysis of Introduction in English Education Undergraduate Theses (SKRIPSI)	Day 2	Tabanan	10.40-11.40
161.	Pebrina Pirmani	English Language Needs: Computer and Networking Technology Students' Voices at One Vocational High School in Jember	Day 2	Tabanan	10.40-11.40
162.	Areta Puspa	English Language Needs: Computer and Networking Technology Students' Voices at One Vocational High School in Jember	Day 2	Tabanan	10.40-11.40
163.	Ratna Dewi Ibrahim	Using Web-based Syntactic Complexity Analyzer to Analyze Sentence Complexity in the Introductions of Undergraduate Students' Research Articles	Day 2	Tabanan	10.40-11.40
164.	Yonathan Winardi	The Relationship between Parental Involvement and English Reading Achievement of First Grade Students at X	Day 2	Amlapura	11.50-12.50

		Christian School, Tangerang			
165.	Dwi Anggani Linggar Bharati	Assessing the Readability of Intensive English Course I, II, III Textbooks for the English Department Students of Semarang University (Unnes)	Day 2	Amlapura	12.40-13.40
166.	Didi Suherdi	Multimodal Pedagogy in Teflin Contexts	Day 2	Amlapura	12.40-13.40
167.	Mansye Sekewael	Improving Students' Vocabulary Mastery by Using Word Walls Strategy and Alphaboxes Strategy to Understand Descriptive Text for the Seventh Graders of Junior High School in Ambon	Day 2	Ballroom Table 16	12.40-13.40
168.	Fitria Muji Pratawati	Target Language Exposure in EFL Teaching: From Theory to Reality	Day 2	Ballroom Table 16	12.40-13.40
169.	Hidayatul Maulidyah	Developing a Syllabus and Providing Instructional Materials for the Teaching of English in Kindergarten	Day 2	Bangli	12.40-13.40
170.	Janes Freddy Pardede	Teaching Indonesian Songs' Melody in Teaching English	Day 2	Bangli	12.40-13.40
171.	Margana	Blended Culture as a Model of English Language Teaching at Secondary School Levels	Day 2	Bangli	12.40-13.40
172.	Fida Anisah	Implementing Team Teaching in Teaching English for Young Learner	Day 2	Bedugul	12.40-13.40
173.	Felicia Miranda Lekatompesy	The use of classroom assessment techniques and their effects on students' learning motivation (A case study of senior high school students)	Day 2	Bedugul	12.40-13.40
174.	Siti Aisiyah	Fostering Learner Autonomy in Grammar Class	Day 2	Bedugul	12.40-13.40
175.	Masaki Oda	The discourses of proper 'assessments' in ELT: How can teachers deal with them	Day 2	Denpasar	12.40-13.40

		critically?			
176.	Fika Megawati	Challenges in Teaching EFL for Pre-Service Young Learners Teachers	Day 2	Kintamani	12.40-13.40
177.	Nur Hidayanto Pancoro Setyo Putro	Dimensionality of Reading Interests	Day 2	Kintamani	12.40-13.40
178.	Putri Gayatri	Students' Perception on the Use of Blended Learning In English Course: A Study on Non-English Students at University	Day 2	Kintamani	12.40-13.40
179.	Sisilia Setiawati Halimi	Community Engagement Program Helping English Teachers in Bima Establish a Centre for Learning	Day 2	Mangunpura	12.40-13.40
180.	Bradley Hughes	Curriculum Renewal in a Transnational EAP Course: Addressing Diverse Needs	Day 2	Mangunpura	12.40-13.40
181.	Macgregor Haines	Engaging teachers in on-going Professional Development	Day 2	Mangunpura	12.40-13.40
182.	Judith Baker	Engaging teachers in on-going Professional Development	Day 2	Mangunpura	12.40-13.40
183.	Alicia Brill	Learning through Games: Activate Teacher Creativity	Day 2	Negara	12.40-13.40
184.	Fabio de Oliveira Coelho	Learning through Games: Activate Teacher Creativity	Day 2	Negara	12.40-13.40
185.	Marcela Angel	Learning through Games: Activate Teacher Creativity	Day 2	Negara	12.40-13.40
186.	Nur Arifah Drajati	Classroom Action Research: Teacher As Researcher in Professional Development	Day 2	Singaraja	12.40-13.40
187.	Johanes Leonardi Taloko	Creating and Manipulating your Own Language Learning Video (LLV) for Grammar Classes	Day 2	Table 16 (Ballroom)	13.40-14.40
188.	Novia Trisanti	The role of play towards children's language	Day 2	Singaraja	12.40-13.40

		development in an immersion classroom			
189.	Pasca Kalisa	The role of play towards children's language development in an immersion classroom	Day 2	Singaraja	12.40-13.40
190.	Siti Sudartini	Integrating Local Culture in Teaching English for SMK Students of Arts	Day 2	Singaraja	12.40-13.40
191.	Sosiowati	Teaching Pragmatic Competence through Literary Work	Day 2	Tabanan	12.40-13.40
192.	Dwi Fita Heryawati	The Use of Peer tutoring to improve the Students' Writing Skills	Day 2	Tabanan	12.40-13.40
193.	Uun Muhaji	Using Multiple Intelligences Theory to Facilitate Pre-service English Teachers' Development of Ideas and Creativities in Utilizing Instructional Media	Day 2	Tabanan	12.40-13.40
194.	Noor Chairani	English Learning and Teaching Interaction at the International Oriented Senior High School	Day 2	Table 4 (Ballroom)	12.40-13.40
195.	Fathin Anjani Hilman	Assessing Speaking Skill: Teaches Strategies in EFL Classroom Settings	Day 2	Table 1 (Ballroom)	12.40-13.40
196.	Kisno Shinoda	Humor and Learning English for Specific Purpose in A Rural Area University	Day 2	Table 1 (Ballroom)	12.40-13.40
197.	Lestiyani Sunarto	Process Genre Approach to Teach Writing in an EFL Classroom (A Case Study in One of Private College at Garut)	Day 2	Table 1 (Ballroom)	12.40-13.40
198.	Deby Irawan	Teachers' Assessment Beliefs Shift in Adopting New Curriculum	Day 2	Table 1 (Ballroom)	12.40-13.40
199.	Kristin Dwita	The Effectiveness of Translation in Different CEFR	Day 2	Table 1	12.40-13.40

	Sari	Levels		(Ballroom)	
200.	Lalu Ari Irawan	What and How the Attributes of Indigenous and National Languages Occur in A Tesol Program	Day 2	Table 1 (Ballroom)	12.40-13.40
201.	Sukarno	A Retrospective Evaluation on English Learning Materials to Facilitate Students' Learning	Day 2	Table 10 (Ballroom)	12.40-13.40
202.	Nukmatus Syahria	Boosting Speaking Skills through Board Games for the 2nd Semester Students of Adi Buana University Surabaya	Day 2	Table 10 (Ballroom)	12.40-13.40
203.	Ferra Dian Andanty	Boosting Speaking Skills through Board Games for the 2nd Semester Students of Adi Buana University Surabaya	Day 2	Table 10 (Ballroom)	12.40-13.40
204.	Ahmad Supardi	English for Specific Purpose: Teaching Legal English to Law Students Via E-learning	Day 2	Table 10 (Ballroom)	12.40-13.40
205.	Supiani	Error Correction as a Method in Teaching Writing to EFL Students	Day 2	Table 10 (Ballroom)	12.40-13.40
206.	Junjun M Ramdani	Teacher's Logic Question in EFL Classroom	Day 2	Table 10 (Ballroom)	12.40-13.40
207.	Melisa Sri	Teacher's Logic Question in EFL Classroom	Day 2	Table 10 (Ballroom)	12.40-13.40
208.	Agis Andriani	Teacher's Logic Question in EFL Classroom	Day 2	Table 10 (Ballroom)	12.40-13.40
209.	Ani Susanti	"ENGLISH EVENT" as a Project for Teaching Practicum at Elementary Schools	Day 2	Table 11 (Ballroom)	12.40-13.40
210.	Aulia Nisa Khusnia	Benefit and Challenge: Poster as an Evaluation in Linguistics Course	Day 2	Table 11 (Ballroom)	12.40-13.40
211.	Andy	IELTS Speaking Test: Review, Limitation, Standardisation and Revision to Ensure Validity and Reliability	Day 2	Table 11 (Ballroom)	12.40-13.40

212.	A N Hasan Arifuddin	Pragmatic-based Listening: A Solution for Boosting English Proficiency of Indonesian Learners of English	Day 2	Table 11 (Ballroom)	12.40-13.40
213.	Erika Ambarita	Teaching and Learning in A Networked, Digital World E-Learning Quipper School – New Digital Method for The 21st Century	Day 2	Table 11 (Ballroom)	12.40-13.40
214.	Bambang Harmanto	How Much is Parents' SES worth for young learners to learn English?"	Day 2	Table 12 (Ballroom)	12.40-13.40
215.	Dian Sukma	The Effect of Using Cloze Passage Technique toward Students' Reading Comprehension on Narrative Text at the Second Year of SMAN 1 Rambah Hilir	Day 2	Table 12 (Ballroom)	12.40-13.40
216.	Bayu Hendro Wicaksono	The Role of Campus Climate, Faculty and Peer on English Major Students' Success	Day 2	Table 12 (Ballroom)	12.40-13.40
217.	Betty Sekarasih Hadi Yani	Utilizing Microsoft Learning Tools in Teaching English in The Framework of 21st Century Learning	Day 2	Table 12 (Ballroom)	12.40-13.40
218.	Boniesta Zulandha Melani	Vocabulary Learning Strategies Preferences by EFL University Learners	Day 2	Table 12 (Ballroom)	12.40-13.40
219.	Desy Rusmawaty	Character Values and Their Internalization in Teaching and Learning English at Madrasah Aliyah Negeri 1 Samarinda	Day 2	Table 13 (Ballroom)	12.40-13.40
220.	Milad Islami	Character Values and Their Internalization in Teaching and Learning English at Madrasah Aliyah Negeri 1 Samarinda	Day 2	Table 13 (Ballroom)	12.40-13.40
221.	Desi Wijayanti Marufah	Peer Assessment: Learners' Difficulties in Essay Writing In Higher Education	Day 2	Table 13 (Ballroom)	12.40-13.40
222.	Sukarini	The Efficacy of Peer Assessment in the Teaching of	Day 2	Table 13	12.40-13.40

		English Pronunciation		(Ballroom)	
223.	Mas Indrawati	The Efficacy of Peer Assessment in the Teaching of English Pronunciation	Day 2	Table 13 (Ballroom)	12.40-13.40
224.	Christiana Sidupa	The Role of Translation Competition in Improving Students' English Competence: A Survey Research in a Translation Competition at UPH Lippo Karawaci	Day 2	Table 13 (Ballroom)	12.40-13.40
225.	Deny Efita Nur Rakhmawati	Tour - Placed Based Learning in EFL Speaking Class	Day 2	Table 13 (Ballroom)	12.40-13.40
226.	Diah Safithri Armin	EFL Teachers' Needs and the Role of Government's Programs on Teachers' Professional Development	Day 2	Table 14 (Ballroom)	12.40-13.40
227.	Dodi Ziraj Zain	ESP Vs. General English: A Reflection of Implementation of Curriculum 2013 in Vocational Schools	Day 2	Table 14 (Ballroom)	12.40-13.40
228.	Dini Kurnia Irmawati	Structural and Core Features of Professional Development Activities Done by Professional EFL Teachers in Malang Regency	Day 2	Table 14 (Ballroom)	12.40-13.40
229.	Dewi Wardah	Target Language Exposure in EFL Teaching: from Theory to Reality	Day 2	Table 14 (Ballroom)	12.40-13.40
230.	Silvi Listia Dewi	The Effectiveness of Using Sustained Silent Reading on Students' Reading Skill of Informational Text at the Sixth Semester of English Department of Almuslim University	Day 2	Table 14 (Ballroom)	12.40-13.40
231.	Wahju Bandjariani	Acoustic Assessment of English Dipththongal Realization by Javanese EFL Learners	Day 2	Table 15 (Ballroom)	12.40-13.40
232.	David Wijaya	Assessing Learners' Understanding of Grammatical	Day 2	Table 15	12.40-13.40

		Meanings from the Cognitive Perspective		(Ballroom)	
233.	Ersy Laksita Rini	Encouraging The Students' Critical Thinking Skill Through Questioning	Day 2	Table 15 (Ballroom)	12.40-13.40
234.	Siswana	Peer Feedback on Students' Writing: Why is It so Important?	Day 2	Table 15 (Ballroom)	13.40-14.40
235.	Erna Zulaeni Wiles	Language Assessment for Children: The Usage of Games for Verbal Tests	Day 2	Table 15 (Ballroom)	12.40-13.40
236.	Sri Marmoah	The Strategy of English Teacher Professional Development	Day 2	Table 15 (Ballroom)	12.40-13.40
237.	Fitria Muji Pratawati	Target Language Exposure in EFL Teaching: From Theory to Reality	Day 2	Table 16 (Ballroom)	12.40-13.40
238.	Serly Lusiana Boru Simorangkir	The Application of Direct Method in Teaching English to Improve Japanese Students Speaking Skill	Day 2	Table 16 (Ballroom)	12.40-13.40
239.	Seri Malini	The Application of Direct Method in Teaching English to Improve Japanese Students Speaking Skill	Day 2	Table 16 (Ballroom)	12.40-13.40
240.	Made Detriasmitta Saientisna	Concord Errors Found in The Students' Writing Assignments	Day 2	Table 2 (Ballroom)	12.40-13.40
241.	Magdalena Kartikasari Tandy Rerung	First Language Approach in EFL learning: How do students and teachers see it?	Day 2	Table 2 (Ballroom)	12.40-13.40
242.	Magdalena Ngongo	Systemic Analysis of Text Appraisal on Students' theses Writing	Day 2	Table 2 (Ballroom)	12.40-13.40
243.	Weddha Savtri	Tell Tale Game: Randomized Prompts for Individual and Collaborative Narrative Writing Tasks	Day 2	Table 2 (Ballroom)	12.40-13.40

244.	Lusy Tunik Muharsiliani	Using Skype Messenger on Blended Learning and Weblog to Improve Students' Writing Ability of Students Fourth Semester English Education Department Faculty of Language And Science Wijaya Kusuma University	Day 2	Table 2 (Ballroom)	12.40-13.40
245.	Supeno	Using Skype Messenger on Blended Learning and Weblog to Improve Students' Writing Ability of Students Fourth Semester English Education Department Faculty of Language And Science Wijaya Kusuma University	Day 2	Table 2 (Ballroom)	12.40-13.40
246.	Maria Hidayati	Fine Tuning A Pragmatic Class Towards Learning Tasks: A Reflective Study	Day 2	Table 3 (Ballroom)	12.40-13.40
247.	Eni Suastini	Listening Strategies and Applications for University Students	Day 2	Table 3 (Ballroom)	12.40-13.40
248.	Komang Dian Puspita Candra	Listening Strategies and Applications for University Students	Day 2	Table 3 (Ballroom)	12.40-13.40
249.	Ummi Rasyidah	Setting Up Number Heads Together to Assist Students' in Reading Comprehension of Spoof Text	Day 2	Table 3 (Ballroom)	12.40-13.40
250.	Pipit Rahayu	Speaking Skill through Impromptu Speech	Day 2	Table 3 (Ballroom)	12.40-13.40
251.	Nara Sari	What Makes A Student-Poet A Poet: Learner's Autonomy, Creativity, and Self-identity in the EFL Classroom	Day 2	Table 3 (Ballroom)	12.40-13.40
252.	Ainul Addina	What Makes A Student-Poet A Poet: Learner's Autonomy, Creativity, and Self-identity in the EFL Classroom	Day 2	Table 3 (Ballroom)	12.40-13.40
253.	Oktavia Widiastuti	"E-Exhibition" a Framework of Students' Project Based	Day 2	Table 4 (Ballroom)	12.40-13.40

		Learning (ESP Learning)			
254.	Nur Kamilah	Exploring 21st Century Teachers: How are You Ready to Improve With ICT?	Day 2	Table 4 (Ballroom)	12.40-13.40
255.	Fitria Aftinia	Exploring 21st Century Teachers: How are You Ready to Improve With ICT?	Day 2	Table 4 (Ballroom)	12.40-13.40
256.	Nia Kurniawati	The Code-Switching in Teacher-talk in an EFL Classroom	Day 2	Table 4 (Ballroom)	12.40-13.40
257.	Hepy Sri Rahayu Puji Astuti	The Code-Switching in Teacher-talk in an EFL Classroom	Day 2	Table 4 (Ballroom)	12.40-13.40
258.	Frans	Translation Techniques in Rendering Lexical Items of Indonesian Figurative Senses into English	Day 2	Table 4 (Ballroom)	12.40-13.40
259.	Mulyawan	Translation Techniques in Rendering Lexical Items of Indonesian Figurative Senses into English	Day 2	Table 4 (Ballroom)	12.40-13.40
260.	Perwi Darmajanti	Developing Personal and Peer Assessment on Student's Critical Thinking Reading and Writing	Day 2	Table 5 (Ballroom)	12.40-13.40
261.	Rida Wahyuningrum	E-Journaling as A Tool for Teacher's Feedback in EFL Paper Writing Classroom	Day 2	Table 5 (Ballroom)	12.40-13.40
262.	Retno Budi Wahyuni	Language of Complaints (A Pragmatic Review)	Day 2	Table 5 (Ballroom)	12.40-13.40
263.	Faisal Puksi	Language of Complaints (A Pragmatic Review)	Day 2	Table 5 (Ballroom)	12.40-13.40
264.	Rika Mutiara	Primary Students' Attitudes towards the Use of Folklore in EFL Class	Day 2	Table 5 (Ballroom)	12.40-13.40
265.	Nur Ayomi Putu	The Use of Internet Resources to Improve the Quality of Indonesian-English Translation by Indonesian	Day 2	Table 5 (Ballroom)	12.40-13.40

		Students (A Case Study at STIBA Saraswati Denpasar)			
266.	I Wayan Sidhakarya	The Use of Internet Resources to Improve the Quality of Indonesian-English Translation by Indonesian Students (A Case Study at STIBA Saraswati Denpasar)	Day 2	Table 5 (Ballroom)	12.40-13.40
267.	Samsudin R Ishak	Students' Perception toward English Teachers' Role on Classroom Interaction	Day 2	Table 6 (Ballroom)	12.40-13.40
268.	Indawan Syahri	The Meaning of Students' Silence when Teachers Ask for Questions	Day 2	Table 6 (Ballroom)	12.40-13.40
269.	Rini Susanti	The Meaning of Students' Silence when Teachers Ask for Questions	Day 2	Table 6 (Ballroom)	12.40-13.40
270.	Rizky Amelia	Creating Claim-counterclaim Textual Pattern by Using Maps on Brainstorming Argumentative Essay Ideas	Day 2	Table 6 (Ballroom)	12.40-13.40
271.	Risma Rahmawati	Senior High School EFL Teachers' Practice of Authentic Reading Assessment	Day 2	Table 6 (Ballroom)	12.40-13.40
272.	Ayu Widiastuti	The Translation of English Cleft Sentences into Indonesian (A Case Study of Students' Assignments)	Day 2	Table 6 (Ballroom)	12.40-13.40
273.	Santi Farmasari	Personalized Strategies on TOEFL Reading Test: A Reflection of Successful Testees	Day 2	Table 7 (Ballroom)	12.40-13.40
274.	Serliah Nur	The Correlation between English Proficiency and Factors Influence Individual Differences in Learning English of the Sixth Semester Students of English and Literature Department of Alauddin State Islamic University of Makassar	Day 2	Table 7 (Ballroom)	12.40-13.40

275.	Aryana Nurul Qarimah	The Correlation between English Proficiency and Factors Influence Individual Differences in Learning English of the Sixth Semester Students of English and Literature Department of Alauddin State Islamic University of Makassar	Day 2	Table 7 (Ballroom)	12.40-13.40
276.	Hevriani Sevrika	The Effect of Multimedia and Flash Cards on Students Vocabulary Mastery (A Study at 4th Grade Students of Elementary School 15 Padang)	Day 2	Table 7 (Ballroom)	12.40-13.40
277.	Armilia Riza	The Effect of Multimedia and Flash Cards on Students Vocabulary Mastery (A Study at 4th Grade Students of Elementary School 15 Padang)	Day 2	Table 7 (Ballroom)	12.40-13.40
278.	Sholeh Setiaji	Washback Effect of English National Examination on EFL Teaching	Day 2	Table 7 (Ballroom)	12.40-13.40
279.	Slamet Wiyono	LEGAL ENGLISH: Applying a Competency-based Curriculum in an ESP Class	Day 2	Table 8 (Ballroom)	12.40-13.40
280.	Gede Budiasa	Teaching Implication on Contrastive Analysis between Balinese and English Speech Sounds	Day 2	Table 8 (Ballroom)	12.40-13.40
281.	Siti Rosmalina Nurhayati	The Correlation between Students' Language Learning Strategy in Learning Speaking and Students' Speaking Achievement	Day 2	Table 8 (Ballroom)	12.40-13.40
282.	Silvia Mayasari	The Development of A Christian English Entrance Test (Eet): Instrument for A Private Christian Teachers College	Day 2	Table 8 (Ballroom)	12.40-13.40
283.	Agus Sholeh	The Use of whole Brain Teaching and Story Reenactment to Teach English	Day 2	Table 8 (Ballroom)	12.40-13.40

		for Young Learners			
284.	Sri Widiastutik	Instructive Function On “86” Program Reality Show In NET TV To Youth Behaviour	Day 2	Table 9 (Ballroom)	12.40-13.40
285.	Sri Endah Kusumartini	Predicting English performance of Polytechnic Students by Using TOEIC Score and Student Perception about Academic Motivation	Day 2	Table 9 (Ballroom)	12.40-13.40
286.	Tiur Simanjuntak	Predicting English performance of Polytechnic Students by Using TOEIC Score and Student Perception about Academic Motivation	Day 2	Table 9 (Ballroom)	12.40-13.40
287.	Ardianna Nuraeni	Teaching Real-Life Experience in Translation Class: The Application of Multiple Intelligences to Facilitate Students’ Different Learning Styles	Day 2	Table 9 (Ballroom)	12.40-13.40
288.	Fenty Kusumastuti	Teaching Real-Life Experience in Translation Class: The Application of Multiple Intelligences to Facilitate Students’ Different Learning Styles	Day 2	Table 9 (Ballroom)	12.40-13.40
289.	Suhartono	Teaching Speaking (Activities to Promote Speaking in A Foreign Language Setting)	Day 2	Table 9 (Ballroom)	12.40-13.40
290.	Yatno	Teaching Speaking (Activities to Promote Speaking in A Foreign Language Setting)	Day 2	Table 9 (Ballroom)	12.40-13.40
291.	Kadek Sonia Piscayanti	Using Local-Based Characters and Values in Literature Course (Poetry and Prose Fiction)	Day 2	Table 9 (Ballroom)	12.40-13.40
292.	Ruth Widiastutii	An evaluation and analysis of an Indonesian textbook for teaching English in Senior High School : A socio-semiotic perspective	Day 2	Amlapura	13.40-14.40

293.	Muhammad Rochman	Team Assisted Individualization (TAI) Conveyed through Adobe Flash CS3 to increase Participation and English Vocabulary Mastery for the Second Semester Students at Akademi Bahasa Balikpapan	Day 2	Amlapura	13.40-14.40
294.	Faisal Mustafa	Using Corpora to Design Reliable Test for English Proficiency Assessment	Day 2	Amlapura	13.40-14.40
295.	Aninda Ristri Rahmadita, Abiadi Rahmat	EFL Teachers' of Authentic Writing Assessment Practices in Teaching VHS Students	Day 2	Ballroom table 16	13.40-14.40
296.	Alvin Taufik	Task Based in Translation Pedagogy	Day 2	Ballroom Table 16	13.40-14.40
297.	Sri Lestari	Activate Students' Prior Knowledge in Writing by Implementing Sandwich Graphic Organizer	Day 2	Bangli	13.40-14.40
298.	Herlina	The Improvement of Speaking English Skill in Elementary School Students Through the Montessori Method	Day 2	Bangli	13.40-14.40
299.	Ratih Koesoemo	Becoming EFL teachers in Central Java: The ambivalence experienced by EFL pre-service teachers	Day 2	Kintamani	13.40-14.40
300.	Livianni Lambe	The Use of Cooperative Learning Technique in Teaching Reading Comprehension of the English Education Department Students of UNIMA	Day 2	Kintamani	13.40-14.40
301.	Sadam Husein	Using Gap-Filling Task in Assessing Students' Ability in Using Indefinite and Definite Adjectives/Pronouns	Day 2	Kintamani	13.40-14.40
302.	Pravita Indriati	Multiple Intelligence in Early Young Learners' classroom	Day 2	Legian	13.40-14.40

303.	Ika Wibowo	Multiple Intelligence in Early Young Learners' classroom	Day 2	Legian	13.40-14.40
304.	Novalita Fransisca Tungka	Advertisements as Authentic Multimodal Texts: Bridging 21st Century Skills and English Skills Teaching Practice Divide	Day 2	Mangunpura	13.40-14.40
305.	Luh Mas Ariyati	Language Learning Strategies Used by Engineering Students	Day 2	Mangunpura	13.40-14.40
306.	Lies Amin Lestari	Language Learning Strategies Used by Engineering Students	Day 2	Mangunpura	13.40-14.40
307.	Ignatius Harjanto	Pedagogical Competencies in the Prescribed and Enacted Curriculum for the Graduate Students in TEFL	Day 2	Mangunpura	13.40-14.40
308.	M. Zaim	The Implementation of SIOP Model in Teaching English at Mechanical Engineering	Day 2	Mangunpura	13.40-14.40
309.	Lely Yuliawaty	The Portrait of Students' motivation upon the use of Authentic Materials in ESP	Day 2	Mangunpura	13.40-14.40
310.	Desy Kusumawaty	The Portrait of Students' motivation upon the use of Authentic Materials in ESP	Day 2	Mangunpura	13.40-14.40
311.	Zul Astri	The Use of Total Physical Response Method for Different Learning Styles in English Vocabulary Development	Day 2	Mangunpura	13.40-14.40
312.	Ashley Valentini	Online Opportunities for Teachers	Day 2	Negara	13.40-14.40
313.	Jeremy Beal	Online Opportunities for Teachers	Day 2	Negara	13.40-14.40
314.	Yan Mujianto	Fulfilling Freshmen's Expectations for Better English Performance through Communicative Drills and Exercises	Day 2	Singaraja	13.40-14.40
315.	Yuliati	Scaffolding Techniques in Teaching Writing	Day 2	Singaraja	13.40-14.40

316.	I Nyoman Rajin Aryana	The English Training for Youth with Problem-Based Learning Model	Day 2	Singaraja	13.40-14.40
317.	Jennifer Uhler	Professional Growth: Learning and Reflective Teaching	Day 2	Tabanan	13.40-14.40
318.	Tedi Rohadi	A Breakthrough Syllabus in Teaching Language Testing Course	Day 2	Table 1 (Ballroom)	13.40-14.40
319.	Teguh Sulisty	Cultural and Linguistic Relativity: Their Implications on English Language Teaching	Day 2	Table 1 (Ballroom)	13.40-14.40
320.	Tatang Sopian	Exploring apology strategies used by tourism students in handling complaint situations	Day 2	Table 1 (Ballroom)	13.40-14.40
321.	Syarifah Kurniati Kahar	investigating the teacher's teaching approaches in bilingual classroom	Day 2	Table 1 (Ballroom)	13.40-14.40
322.	Fakhri Ras	An Analysis of Writing Learning Strategies Used by the Students of English Study Program of FKIP University of Riau	Day 2	Table 10 (Ballroom)	13.40-14.40
323.	Ima Anugrah Imani	How Effective is Song Video to English for young Learners	Day 2	Table 10 (Ballroom)	13.40-14.40
324.	Fahriany	Needs Analysis in EFL Classroom	Day 2	Table 10 (Ballroom)	13.40-14.40
325.	Widi Sriyanto	The Effectiveness of Using Picture and Picture Method to Increase Students' Ability in Speaking Class in the Eight Grade Students	Day 2	Table 10 (Ballroom)	13.40-14.40
326.	Shenny Ayunuri	Using Machine Translation: Accuracy and Methodology A Case Study of Students' Translation Result at Buddhi Dharma University	Day 2	Table 10 (Ballroom)	13.40-14.40
327.	Mutiara Paulina	Using Machine Translation: Accuracy and Methodology A Case Study of Students' Translation Result at Buddhi	Day 2	Table 10 (Ballroom)	13.40-14.40

		Dharma University			
328.	Fatimah Hidayahni Amin	Applying the Activities of Case Building Technique for the Students' Writing Improvement	Day 2	Table 11 (Ballroom)	13.40-14.40
329.	Nur Fitri S	Applying the Activities of Case Building Technique for the Students' Writing Improvement	Day 2	Table 11 (Ballroom)	13.40-14.40
330.	Nina Fatriana	classroom personality and english proficiency assessments for pre occupied english teachers in digital era	Day 2	Table 11 (Ballroom)	13.40-14.40
331.	Fransisca Endang Lestariningsih	Formal and Informal Exposure in Acquiring English as a Foreign Language in Indonesia – Teachers’ Challenge in the 21st Century	Day 2	Table 11 (Ballroom)	13.40-14.40
332.	Funny Amaliasari	Wtc : Teachers’ Beliefs, Roles and Strategies	Day 2	Table 11 (Ballroom)	13.40-14.40
333.	Herdyana Nurcahyanti	Exploring Vocational Secondary School EFL Teachers' Perception of Authentic Reading Assessment	Day 2	Table 12 (Ballroom)	13.40-14.40
334.	Novi Indah Susanthi	Investigating STMT (Sekolah Tinggi Manajemen Transportasi) Students’ Attitudes towards Learning English for Transportation and Logistics	Day 2	Table 12 (Ballroom)	13.40-14.40
335.	Hanifah	Investigating STMT (Sekolah Tinggi Manajemen Transportasi) Students’ Attitudes towards Learning English for Transportation and Logistics	Day 2	Table 12 (Ballroom)	13.40-14.40
336.	Indri Yusnita	Investigating STMT (Sekolah Tinggi Manajemen Transportasi) Students’ Attitudes towards Learning English for Transportation and Logistics	Day 2	Table 12 (Ballroom)	13.40-14.40

337.	Hiqma Nur Agustina	Learning by Reading Novels: To Develop Students Class 10-12 Ability in Mastering Vocabularies	Day 2	Table 12 (Ballroom)	13.40-14.40
338.	Husni Mubarok	Teaching English for Young Learners through Blended Learning Model	Day 2	Table 12 (Ballroom)	13.40-14.40
339.	Lulus Irawati	'Pic-Mix Discovery' Model to Cultivate Cultural Understanding and Multiliteracies in Teaching English for Young Learners	Day 2	Table 13 (Ballroom)	13.40-14.40
340.	Christianus I Wayan Eka Budiarta	Corpus Analysis of Words in Context - A study in a class of English for Academic Purposes (EAP)	Day 2	Table 13 (Ballroom)	13.40-14.40
341.	Ikmi Nur Oktavianti	Data-driven Learning in the Classroom: The Use of Corpora (Corpus of Contemporary American English and British National Corpus) in Teaching Vocabulary	Day 2	Table 13 (Ballroom)	13.40-14.40
342.	Ika Puspitasari	The Implementation of ESP for Economics Students : Incongruency between Theory and Practice	Day 2	Table 13 (Ballroom)	13.40-14.40
343.	Wayan Dirgeyasa	The Need Analysis of Maritime English Writing Material through Genre Based Approach for Maritime Education and Training Students in Indonesia	Day 2	Table 13 (Ballroom)	13.40-14.40
344.	Agus Gozali	Developing ESP Syllabus for Deaf and Hard-of-hearing Students at Inclusive Higher Education	Day 2	Table 14 (Ballroom)	13.40-14.40
345.	Dian Novita	Developing ESP Syllabus for Deaf and Hard-of-hearing Students at Inclusive Higher Education	Day 2	Table 14 (Ballroom)	13.40-14.40
346.	Iswahyuni	Developing ESP Syllabus for Deaf and Hard-of-hearing	Day 2	Table 14 (Ballroom)	13.40-14.40

		Students at Inclusive Higher Education			
347.	Iskandar	Putting English as a Local Content Subject in Primary Schools: Teachers' Belief and Its Impact on their Teaching Delivery	Day 2	Table 14 (Ballroom)	13.40-14.40
348.	Jumariati	Teachers' Practices on Language Assessment: Some Challenges and Solutions	Day 2	Table 14 (Ballroom)	13.40-14.40
349.	Jonathan Tanihardjo	The Analysis of Students' English Competence in the Grammar Section in the Paper-Based TOEFL: A Case Study at English Department in Bunda Mulia University	Day 2	Table 14 (Ballroom)	13.40-14.40
350.	Jumhara Djamereng	The Effectiveness of Chunk Drill as the Technique of Language Testing in Communicative Grammar	Day 2	Table 14 (Ballroom)	13.40-14.40
351.	Mega Nurhayati	EFL Teachers' Practices of Reading Assessment (A Preliminary Study at Public Senior High Schools in East Jakarta)	Day 2	Table 15 (Ballroom)	13.40-14.40
352.	Yana Qomariana	Needs Analysis for Veterinary Medicine Students of Udayana University	Day 2	Table 15 (Ballroom)	13.40-14.40
353.	Ida Ayu Puspani	Needs Analysis for Veterinary Medicine Students of Udayana University	Day 2	Table 15 (Ballroom)	13.40-14.40
354.	Khairunnisa Dwinalida	Students and Teachers' Perception towards ESP Program: A Study in a Vocational High School	Day 2	Table 15 (Ballroom)	13.40-14.40
355.	Hajar Anisa Perdana Putri Wardani	The Implementation of ESP for Economics Students : Incongruency between Theory and Practice	Day 2	Table 15 (Ballroom)	13.40-14.40
356.	Karina Sari	The Shifting Roles of Teachers in the Digital Native Era: A	Day 2	Table 15	13.40-14.40

		case study of EYL Teacher Perspectives at Malang Kindergarten		(Ballroom)	
357.	Eny Syatriana Arifuddin	Developing a Model of Teaching Writing Based on Reading Approach Through Reflection Strategy for EFL Students of STKIP YPUP	Day 2	Table 16 (Ballroom)	13.40-14.40
358.	Nuri Supriyatnti	Developing Teachers' Core Competencies for Teaching English to Young Learners Through Fun English Club	Day 2	Table 16 (Ballroom)	13.40-14.40
359.	Denok Sari Saputri	Scaffolding Technique: The Answer to Students' Writing Problems	Day 2	Table 16 (Ballroom)	13.40-14.40
360.	Sri Rahayuni	Writing A Thesis Statement for Students of English Department Udayana University	Day 2	Table 16 (Ballroom)	13.40-14.40
361.	Titin Suhartini Kaaba	A Study on Students' Ability in Translating English Text (A research conducted at 4th semester of English Department 2008/2009 academic years)	Day 2	Table 2 (Ballroom)	13.40-14.40
362.	Titis Agunging Tyas	Do we have to leave K13?	Day 2	Table 2 (Ballroom)	13.40-14.40
363.	DRA Umi Rokhyati	English Teachers' Voice on Professional Development	Day 2	Table 2 (Ballroom)	13.40-14.40
364.	Titik Wahyuningsih	Fun-Taste Tick English as A Way to Build Young Learners' Confidence in English	Day 2	Table 2 (Ballroom)	13.40-14.40
365.	Trisnawan	The Effect of Self-Editing and Peer-Assessment on Writing Performance to the Tenth Grade Students of MAN Lab UIN-Jogjakarta	Day 2	Table 2 (Ballroom)	13.40-14.40
366.	Maya Hermaya Wati	Local Culture Conservation through English Training Desain for Hawkers to Improve Communicative	Day 2	Table 3 (Ballroom)	13.40-14.40

		Services for Foreign Tourists Visiting Yogyakarta			
367.	Wardah	Stimulating Students' Autonomy in Writing through Weekly Report	Day 2	Table 3 (Ballroom)	13.40-14.40
368.	Nurwahida	Stimulating Students' Autonomy in Writing through Weekly Report	Day 2	Table 3 (Ballroom)	13.40-14.40
369.	Anita Lie	The levels of thinking skills in the 2013-2014 Senior High School English National Exam	Day 2	Table 3 (Ballroom)	13.40-14.40
370.	Ummu Latifah	The levels of thinking skills in the 2013-2014 Senior High School English National Exam	Day 2	Table 3 (Ballroom)	13.40-14.40
371.	Ummi Kultsum	The Optimization of ICT in Learning English for Specific Purposes (ESP)	Day 2	Table 3 (Ballroom)	13.40-14.40
372.	I G A Lokita Purnamika Utami	The Principles of Need Analysis for EFL Teacher Professional Development in Indonesia	Day 2	Table 3 (Ballroom)	13.40-14.40
373.	Devinta Puspita Ratri	21st Century Language and Communication Skills: Intercultural English Teaching	Day 2	Table 4 (Ballroom)	13.40-14.40
374.	Yulia Hapsari	21st Century Language and Communication Skills: Intercultural English Teaching	Day 2	Table 4 (Ballroom)	13.40-14.40
375.	Yulia Isnaini	Scaffolding Technique: The Answer to Students' Writing Problems	Day 2	Table 4 (Ballroom)	13.40-14.40
376.	Wisma Yunita	The Development of A Character-Based Syllabus for Kindergarten Students in Bengkulu City	Day 2	Table 4 (Ballroom)	13.40-14.40
377.	Gita Mutiara Hati	The Development of A Character-Based Syllabus for Kindergarten Students in Bengkulu City	Day 2	Table 4 (Ballroom)	13.40-14.40

378.	Wiruma Titian Adi	The Java Island's Folklore Classification for Developing the Character Building (An Analysis of Implicature)	Day 2	Table 4 (Ballroom)	13.40-14.40
379.	Yeski Putri Utami	Using Silent Cartoon Movies as Media in Teaching Writing Narrative Texts	Day 2	Table 4 (Ballroom)	13.40-14.40
380.	Yusrita Yanti	An Analysis of Speech Introduction: A Case Study of English Students at Bung Hatta University	Day 2	Table 5 (Ballroom)	13.40-14.40
381.	Nova Rina	An Analysis of Speech Introduction: A Case Study of English Students at Bung Hatta University	Day 2	Table 5 (Ballroom)	13.40-14.40
382.	Nurul Azkiyah	An Investigation of Effective Teaching Practices Based on the Dynamic Model of Educational Effectiveness; the Case of Six States Islamic Schools in DKI Jakarta	Day 2	Table 5 (Ballroom)	13.40-14.40
383.	Alit Ida Setianingsih	Extensive Learning of Reading With ICT: A Description	Day 2	Table 5 (Ballroom)	13.40-14.40
384.	Agung Aryani	Innovation of Teaching and Learning English Applied to Animal Sciences' Student with the Combination of Computer Media and Audio Visual	Day 2	Table 5 (Ballroom)	13.40-14.40
385.	Rosyi Amrina	Successful English Teacher's Belief and Practices in Teaching Speaking: Toward the Mastery of Communication Skill	Day 2	Table 5 (Ballroom)	13.40-14.40
386.	Raisha Nur Angraini	Successful English Teacher's Belief and Practices in Teaching Speaking: Toward the Mastery of Communication Skill	Day 2	Table 5 (Ballroom)	13.40-14.40
387.	Denok Lestari	Speak up! Five ways to motivate your students to speak in EFL classes	Day 2	Table 6 (Ballroom)	13.40-14.40

388.	Dewanto	Strategies and Problems Language Translation in Reading Text for Beginners At Senior High School Wijaya Putra Students Surabaya: Semantic Approach	Day 2	Table 6 (Ballroom)	13.40-14.40
389.	Renata C. G. Vigeleyn Nikijuluw	The Use of Four Corners Strategy in Reading Discussion at Access Microscholarship Program in Ambon	Day 2	Table 6 (Ballroom)	13.40-14.40
390.	Miki Suehiro	English for a Global Solution: a Case Study of Indonesia and Japan.	Day 2	Table 7 (Ballroom)	13.40-14.40
391.	Prayudias Margawati	Lesson Study: Building Competitive Learning Model (Case Study in a Poetry Class of 3rd Semester English Department Students UNNES academic Year 2014/2015)	Day 2	Table 7 (Ballroom)	13.40-14.40
392.	Galuh Kirana Dwi Areni	Lesson Study: Building Competitive Learning Model (Case Study in a Poetry Class of 3rd Semester English Department Students UNNES academic Year 2014/2015)	Day 2	Table 7 (Ballroom)	13.40-14.40
393.	Rachmi F. Suryadi	The Influence of Teachers' Pedagogical and Professional Competences on Students' English Achievemen at Twelfth Grade of Public SMA in Kupang East Nusa Tenggara.	Day 2	Table 7 (Ballroom)	13.40-14.40
394.	Rahmatia Hanafi	The Influence of Teachers' Pedagogical and Professional Competences on Students' English Achievemen at Twelfth Grade of Public SMA in Kupang East Nusa Tenggara.	Day 2	Table 7 (Ballroom)	13.40-14.40
395.	Ni Made Ratminingsih	Using English Classroom Language in Primary Schools: Why Not?	Day 2	Table 7 (Ballroom)	13.40-14.40
396.	Sri Puji Astuti	What motivates Indonesian high school students to learn	Day 2	Table 7	13.40-14.40

		English?		(Ballroom)	
397.	Kartika Nuswantara	A Multivariate Regression Analysis Employed to Investigate Factors Affecting Institut Teknologi Sepuluh Nopember (ITS) Students' English Proficiency	Day 2	Table 8 (Ballroom)	13.40-14.40
398.	Izmaini Zain	A Multivariate Regression Analysis Employed to Investigate Factors Affecting Institut Teknologi Sepuluh Nopember (ITS) Students' English Proficiency	Day 2	Table 8 (Ballroom)	13.40-14.40
399.	Fibriani Endah Widayari	Adopting Finnish Lesson on Teaching English for Young Learners (A Case Study at SMP Lazuardi Al - Falah Klaten)	Day 2	Table 8 (Ballroom)	13.40-14.40
400.	Eltina Agustina Maromon	Character Based Lesson Plan Developed by Prospective English Teacher at SMP Negeri 5 Kupang	Day 2	Table 8 (Ballroom)	13.40-14.40
401.	Sri Wahyuni	PPG SM-3t: An Attempt to Produce Future Professional Teachers	Day 2	Table 8 (Ballroom)	13.40-14.40
402.	Rini Susanti Wulandari	PPG SM-3t: An Attempt to Produce Future Professional Teachers	Day 2	Table 8 (Ballroom)	13.40-14.40
403.	Tita Ratna Wulandari	The Students' Needs Analysis to Develop Teaching and Learning Materials of English Proficiency Test	Day 2	Table 8 (Ballroom)	13.40-14.40
404.	Golda Juliet Tulung	Assessing University Students' English Proficiency: Then What?	Day 2	Table 9 (Ballroom)	13.40-14.40
405.	Ekaning D. Laksmi	Development of integrated writing instructional material (IWIM)	Day 2	Table 9 (Ballroom)	13.40-14.40
406.	Siyaswati	Language Assessment on ' <i>The Fisherman and His Wife</i> ' Folktales: The Relevance of	Day 2	Table 9 (Ballroom)	13.40-14.40

		Literary Analysis to Teaching Literature in the EFL Classroom			
407.	Anak Agung Raka Sitawati	Loss And Gain of Idioms in Translating English Text	Day 2	Table 9 (Ballroom)	13.40-14.40
408.	Desy Surayatika	Using Digital Camera in Project-Based Writing Instruction to Develop the Writing Ability of the Eighth Grade Students of SMP Negeri 17 Palembang	Day 2	Table 9 (Ballroom)	13.40-14.40
409.	Luciana	Dynamic assessment: Integrating assessment and Instruction for primary school learners	Day 2	Amlapura	15.10-16.10
410.	Issy Yuliasri	Students' Choise of Translation Technique and Quality of Their Transltion	Day 2	Amlapura	15.10-16.10
411.	Akhmad Habibi	Teachers of English for Young Learners: An Analysis on their English Proficiency and Profile	Day 2	Amlapura	15.10-16.10
412.	Elli Setiyo Wahyuni	Techniques in Triggering the Student Speaking Fluency using Communicative Approach (CLT)	Day 2	Amlapura	15.10-16.10
413.	Sook Kyung Jung	Incorporating critical literacy in college extensive reading class	Day 2	Ballroom	15.10-16.10
414.	Siane Indriani	Field Experience Program: Developing Student Teacher's Decision Making Skill through Reflective Teaching	Day 2	Bangli	15.10-16.10
415.	David Persey	The IELTS Revolution – How IELTS is changing the way we view Assessment	Day 2	Bangli	15.10-16.10
416.	Colm Downes	How to Get a Higher IELTS Score - An Examiner's Perspective on IELTS Preparation	Day 2	Denpasar	15.10-16.10
417.	Benjamin	Delivering English E-Learning : A complete strategy	Day 2	Negara	15.10-16.10

	Porter	for design, application, and assessment			
418.	Irene Irmawaty Santoso	Delivering English E-Learning : A complete strategy for design, application, and assessment	Day 2	Negara	15.10-16.10
419.	Benedictus B Dwijatmoko	Indonesian English Teachers' Readiness in Using ICT for Teaching English	Day 2	Singaraja	15.10-16.10
420.	Dwi Wulandari	Integrating English in the Curriculum of Non-English Department in University	Day 2	Singaraja	15.10-16.10
421.	Wayan Dana Ardika	The Implementation of TOEFL-Oriented Learning Center (LC) at English Courses in Denpasar and Badung	Day 2	Singaraja	15.10-16.10
422.	Arif Suryo Priyatmojo	Grammar Teaching and Learning: A Case Study in UNNES and UNISSULA	Day 2	Tabanan	15.10-16.10
423.	Alief Noor Farida	Students' Attitudes towards Collaborative Strategic Reading	Day 2	Tabanan	15.10-16.10
424.	Bambang Purwanto	The Man Who Was Almost a Man in the Prose Classroom: Analyzing Short Story in Language Teaching	Day 2	Tabanan	15.10-16.10
425.	Sardian Maharani Asnur	Facebook Group Activities in the EFL Writing Class	Day 2	Table 7 (Ballroom)	12.40-13.40
426.	Majid wajdi	Power and Language: Discourse Analysis in the Classroom	Day 2	Table 6 (Ballroom)	13.40-14.40
427.	Fauzia	Interference in Language Learning	Day 3	Amlapura	08.00-09.00
428.	Joni Alfino	The Power of Pair-Work in EFL Writing	Day 3	Amlapura	08.00-09.00
429.	Erwin Rahayu Saputra	What Goes on in the Classroom: How Attitude is	Day 3	Amlapura	08.00-09.00

		Assessed			
430.	Ade Rifvky Hanif	From Letters To Life: Creating Phonics-Based Games for Young Learners	Day 3	Ballroom	08.00-09.00
431.	Angga Rosma Pramodhawardhani	Implementing Listening Strategies in EFL Classroom	Day 3	Ballroom	08.00-09.00
432.	Silvester Goridus Sukur	Developing Strategies of Teaching Listening and Speaking Skills to Blind Young Learners in Non-formal Education	Day 3	Bangli	08.00-09.00
433.	Servo Patrick Kocu	Listening Box: Another way to maximize listening time	Day 3	Bangli	08.00-09.00
434.	Flora Debora Floris	Are Pre-Service Teachers Ready to Accept New Englishes?: A Case Study	Day 3	Bangli	08.00-09.00
435.	Maya Defianty	Assessment for Learning: How Can We Achieve it in Indonesian Context?	Day 3	Bedugul	08.00-09.00
436.	Yakob Metboki	Implementing Cultural Responsive Teaching (CRT) in Writing Classroom Application: the effect upon instructional effectiveness	Day 3	Bedugul	08.00-09.00
437.	Ketut Warta	Mother Tongue and English Language Learning: A Critical Analysis of Language Acquisition Device Theory	Day 3	Bedugul	08.00-09.00
438.	Dani Puspitasari	A Teacher's Beliefs in Grammar and Her Teaching Practices: A Case Study of One Experienced EFL Teacher in SMA Negeri 5 Surakarta	Day 3	Denpasar	08.00-09.00
439.	Choiriyah	Modeling Singapore System School's English Exam Papers to Improve Our Local Schools' Standard of Exam Paper Writing in the Primary Writing	Day 3	Denpasar	08.00-09.00

440.	Lestari Setyowati	Teaching Opinion Essays for Adult Learners by Using Literary Works	Day 3	Denpasar	08.00-09.00
441.	Ella Masita	Character Education and National Identity at Bahasa Inggris: When English Rings the Bell	Day 3	Kintamani	08.00-09.00
442.	Dwijani Ratnadewi	Enhancing Students' Critical Thinking in Comprehending Text Through CDA	Day 3	Kintamani	08.00-09.00
443.	Dyah Sunggingwati	Summarizing journal articles and its challenges	Day 3	Kintamani	08.00-09.00
444.	Djoko Susanto	Critical Thinking in Australian Primary Schools: Pedagogical Implication for EFL Teaching in Indonesian Context	Day 3	Legian	08.00-09.00
445.	Santri Emilin Pingsaboi Djahimo	Listening to Music, does It Relate to Students' English Skills?	Day 3	Legian	08.00-09.00
446.	Dian Kustyasari	The EFL Students' Difficulties and Motivations in Answering the TOEFL Examination	Day 3	Legian	08.00-09.00
447.	Suharmanto	Developing Aun-Qa-based Learning Outcomes of English Education Study Programs	Day 3	Mangunpura	08.00-09.00
448.	Utami Widiati	Developing Aun-Qa-based Learning Outcomes of English Education Study Programs	Day 3	Mangunpura	08.00-09.00
449.	Nur Hayati	Developing Aun-Qa-based Learning Outcomes of English Education Study Programs	Day 3	Mangunpura	08.00-09.00
450.	Yazid Basthomi Suharmanto	Developing Aun-Qa-based Learning Outcomes of English Education Study Programs	Day 3	Mangunpura	08.00-09.00
451.	Titien Indrianti	Enhancing Students' Vocabulary through English Business Meeting Simulation in ESP Setting	Day 3	Mangunpura	08.00-09.00

452.	Dedi Sanjaya	Grammar Translation Method (GTM) Vs. Communicative Language Teaching (CLT); Teaching Reading Skill for Teenagers in Rural Area	Day 3	Mangunpura	08.00-09.00
453.	Mastowarni Siregar	Grammar Translation Method (GTM) Vs. Communicative Language Teaching (CLT); Teaching Reading Skill for Teenagers in Rural Area	Day 3	Mangunpura	08.00-09.00
454.	Sumarsih	Grammar Translation Method (GTM) Vs. Communicative Language Teaching (CLT); Teaching Reading Skill for Teenagers in Rural Area	Day 3	Mangunpura	08.00-09.00
455.	Desak Putu Eka Pratiwi	Cultural Values as Catalysts in Learning A Foreign Language	Day 3	Negara	08.00-09.00
456.	Devaki Reddy	English Proverbs as Mnemonic Devices	Day 3	Negara	08.00-09.00
457.	Dedi Sumarsono	Students' Needs of English Writing Material at FPBS IKIP Mataram	Day 3	Negara	08.00-09.00
458.	Arsyad Arrafii	Students' Needs of English Writing Material at FPBS IKIP Mataram	Day 3	Negara	08.00-09.00
459.	Siti Asiyah	Exploring ESP Students' Speaking Skill by Video Field Trip	Day 3	Singaraja	08.00-09.00
460.	I Ketut Wandia	Implementing Cultural Values and Ideologies in Teaching English: A Case Study on Balinese Traditional Song 'Sekar Alit'	Day 3	Singaraja	08.00-09.00
461.	Siwi Karmadi Kurniasih	Integrating Local Culture in Teaching English for SMK Students of Arts	Day 3	Singaraja	08.00-09.00
462.	Hanna Julianty	Roles of Children's Literature for Adult Learners in L2 Reading	Day 3	Singaraja	08.00-09.00

463.	Chairil Anwar Korompot	Giving Indonesian EFL Teachers Their Voices: A Study of Teachers' Perspectives on Professional Teaching Standards	Day 3	Tabanan	08.00-09.00
464.	Ted Oneill	Teacher-learner collaboration in teaching self-directed learning	Day 3	Tabanan	08.00-09.00
465.	Elisabeth Ngestirosa Endang Woro Kasih	The Effectiveness of Rubric to Improve Students' Confidence in Writing	Day 3	Tabanan	08.00-09.00
466.	Michael Guest	Thinking Like a Pro: How Discourse Awareness Can Transform Asian ESP Learners	Day 3	Amlapura	09.100-10.10
467.	Khadijah Maming	Enhancing The Vocabulary Mastery of Young Learners By Applying Total Physical Response (TPR) Method Integrated With Picture	Day 3	Amlapura	09.10-10.10
468.	Michael Guest	Thinking Like a Pro: How Discourse Awareness Can Transform Asian ESP Learners	Day 3	Amlapura	09.10-10.10
469.	Adrian Rodgers	Addressing challenges in applying for international graduate education programs: Recognizing the graduate application process as a unique genre of research writing	Day 3	Ballroom	09.10-10.10
470.	Luh Diah Surya Adnyani	Blended Learning through Schoology in Writing Class: Students Attitudes	Day 3	Ballroom	09.10-10.10
471.	Desi Tri Cahyaningati	Developing Authentic Assessment in ESP for Engineering Students	Day 3	Ballroom	09.10-10.10
472.	Lia Agustina	Exploring Debate as A Tool to Develop English Communication Skill in ESP Classroom at Accounting Department State Polytechnic of Malang	Day 3	Ballroom	09.10-10.10

473.	Yulius Kurniawan	Short-writing: an Alternative for Improving Students' Writing Skills	Day 3	Ballroom	09.10-10.10
474.	Yessy Tri Noviani	Teachers' Perception on the Washback Effect of English National Examination: The Differences between Public and Private School English Teachers	Day 3	Ballroom	09.10-10.10
475.	Atsushi Lida	Teaching and Assessing Second Language Poetry Writing in Asian EFL Contexts	Day 3	Ballroom	09.10-10.10
476.	Desak Made Indah Dewanti	The Impact of English National Examination: A Case Study of Students' Test Anxiety Level in Vocational High Schools	Day 3	Ballroom	09.10-10.10
477.	Ika Kartikasari	The Impact of English National Examination: A Case Study of Students' Test Anxiety Level in Vocational High Schools	Day 3	Ballroom	09.10-10.10
478.	Maria Christina Eko Setyarini	The Use of Gadgets in Extensive Listening Classes	Day 3	Ballroom	09.10-10.10
479.	Finita Dewi	Rethinking and Repurposing the Use of Technology in Language Classroom: A Workshop on screencasting	Day 3	Bedugul	09.10-10.10
480.	Gumawang Jati	Rethinking and Repurposing the Use of Technology in Language Classroom: A Workshop on screencasting	Day 3	Bedugul	09.10-10.10
481.	Andrew Stokes	A data-driven approach to defining an effective test preparation resource	Day 3	Denpasar	09.10-10.10
482.	Satyawati Surya	Authentic Assessment on Teaching Writing	Day 3	Denpasar	09.10-10.10
483.	A A Ayu Redi Pudiyanti	Flipped Learning for the 21st Century Technopreneurs: A Pilot Study	Day 3	Denpasar	09.10-10.10
484.	I Nyoman Adi	The Effects of Computer-Based Peer Review and Achievement	Day 3	Kintamani	09.10-10.10

	Jaya Putra	Motivation on the Tenth Grader's Writing Competency			
485.	La Ode Nggawu	The Use of Authentic Assessment in Teaching English at English Study Program of Halu Oleo University Kendari	Day 3	Kintamani	09.10-10.10
486.	Maulid Taembo	The Use of Authentic Assessment in Teaching English at English Study Program of Halu Oleo University Kendari	Day 3	Kintamani	09.10-10.10
487.	Neil England	Managing spoken interaction with a supervisor as part of an EAP course for prospective higher degree by research students	Day 3	Legian	09.10-10.10
488.	Ika Fitriani	PANORAMA: A Bridge toward Second Language Content-Area Reading	Day 3	Legian	09.10-10.10
489.	Philip Godber	Putting a paragraph perspective on the development of academic writing	Day 3	Legian	09.10-10.10
490.	Diemroh Ihsan	Effectiveness of ITSDRAS in Developing Children's Reading Habit, Sight Words, and Literacy	Day 3	Negara	09.10-10.10
491.	Chuzaimah Dahlan Diem	Effectiveness of ITSDRAS in Developing Children's Reading Habit, Sight Words, and Literacy	Day 3	Negara	09.10-10.10
492.	Ni Ketut Suciani	Identifying Rhetorical Need of Indonesian Academics Wishing to Publish in English Language International Journals: A Corpus-Based Study	Day 3	Negara	09.10-10.10
493.	I Nyoman Arya Wibawa	Linguistic and Cultural Knowledge in Language Teaching	Day 3	Negara	09.10-10.10

494.	Astri Hapsari	Implementing Social Constructivism for Teaching Content Subject in English as A Foreign Language (EFL) Classroom	Day 3	Bangli	09.10-10.10
495.	Ari Setyorini	The Use of Interactive Multimedia in ELT to Enhance Students' Autonomous Learning	Day 3	Bangli	09.10-10.10
496.	Atiqah Nurul Asri	Using Smartphones in English Language Teaching	Day 3	Bangli	09.10-10.10
497.	Athriyana Santye Pattiwael	Addressing 21st Century Communication Skills: Some Emerging Issues from EIL Pedagogy	Day 3	Singaraja	09.10-10.10
498.	Aunurrahman	Getting into learning factors of a good EFL student in the Indonesian context	Day 3	Singaraja	09.10-10.10
499.	Ashar Azis Lubis	Teachers' Opinions on the Implementation of Various Attitude Assessment Instruments in Junior High School in Curriculum 2013: Its Practicality	Day 3	Singaraja	09.10-10.10
500.	Meti Rahmawati	Teachers' Opinions on the Implementation of Various Attitude Assessment Instruments in Junior High School in Curriculum 2013: Its Practicality	Day 3	Singaraja	09.10-10.10
501.	Rosdiana Sidik	Extensive Reading and Vocabulary Acquisition on L2 Proficiency at Informatics Program	Day 3	Tabanan	09.10-10.10
502.	Salasiah	Mindvisualizer Application Toward The Development of English Speaking Ability In Class of Speaking	Day 3	Tabanan	09.10-10.10
503.	Anthony J Kunnan	Assessing the Quality of Large-Scale Assessment: The Case for A Fairness and Justice	Day 3	Ballroom	10.40-11.40

		Approach			
504.	Tri Septiarini	The Implementation of Spelling Bee Game for the Students' Vocabulary Improvement	Day 3	Bangli	13.50-14.50
505.	David Bradbury	It is All about the Vowels	Day 3	Mangunpura	09.10-10.10

PLENARY SPEAKERS

1 THE DEVELOPMENT OF ENGLISH IN ASEAN: IMPLICATION OF ASSESSING ENGLISH LANGUAGE PROFICIENCY

Andy Kirkpatrick

English is known as a language that has many roles, and one of them is as lingua franca. This role can be found in ASEAN countries in which people communicate in English. As a lingua franca in the countries of ASEAN, English can be used by the ones having English as the first language to those who happen know no English. People of these countries kept the idea that they lived in socio-cultural community, until in 2009 English was appointed to be the only working language in that region. The facts that English must be used in all discussion and negotiation, and that interpreter is not allowed except on the level of Prime Minister, have changed people perception about English. The need of English has been increased and has been even further increased due to the ASEAN integration.

The increasing use of English within ASEAN countries creates contradiction with the idea of establishing a socio-cultural community that is the community in which people still respect the languages, religions and cultures of their own countries. How could people use English in all sectors of discussion and negotiation while at the same time local and national languages must keep their position including their position in education? This paper has the purpose to present the ways of balancing the need for English as the international language used as the medium of communication and the support for strengthening the national language by using a new 'lingua franca' approach.

2 ASSESSING THE QUALITY OF LARGE-SCALE ASSESSMENT: THE CASE FOR A FAIRNESS AND JUSTICE APPROACH

Antony John Kunnan

Large-scale language assessment is performed for various purposes, among others are to monitor students' progress, to collect information about the language ability of the test takers, and to provide diagnostic information. Since this test is important for both students and stake holders, the test should fulfil the characteristics, namely (a) the test should be fair and just to all test takers especially minority test takers, and (b) the test should also lead to beneficial consequence for all stake holder.

To be fair and just, the test should have transparency, equity, impartiality and uniformity. Apart from having those four characteristics mentioned above, each of the principles (justice and fairness) has its own sub-principles. The sub-principles of fairness are 1) providing knowledge to all the test takers, 2) consistent in scoring, 3) free of bias against all test takers, and 4) using appropriate access and procedures while the sub-principles of justice are (1) beneficial to the test taking community, and (2) advancing justice through public reasoning of the assessment.

Since conducting the fair and just large-scale language assessment is important, to provide more understanding about the test, this paper attempts to answer present the discussion on the grounds and objections of the principles as well as operationalizing them.

3 The National Exam in Indonesia: Its Implications to the Teaching of English in Indonesia

Ali Saukah

National exam or *ujian Nasional* is the test set by the Indonesian government for the students moving to the higher level of education. However this test has created a washback effect on curriculum implementation, in the sense that teachers might ignore or narrow down the content of the curriculum and create their own teaching materials to suit the test material of the national exam. Thus, instead of conducting the learning to improve the knowledge of the students, the teachers conduct the teaching for the sake of making their students pass the exam.

The implementation of the National Exam has become controversies among people and the parties involved in education, saying that this test is not fair since the condition and the facilities of schools in Indonesia are different one to another, from one place to another. Thus the students' ability is not the only factor that determine whether or not they will pass the exam.

Despite of the controversies between the ones who agree and the ones who do not, implementing this National Exam is a must since it is the regulation set by the Indonesian Governme. To reduce the controversies, this paper is written to examine the effects produced by the test followed by presenting the suggestion as how to maximize the positive effects and minimize the negative ones.

4 NAVIGATING THE GLOBAL AND THE LOCAL IN WRITING ASSESSMENT

Angela M. Dadak

Writing assessment ideally fosters student improvement, both in writing skills and language acquisition, and in order to reach this goal students need to understand the rhetorical context in which they are writing and the criteria by which they are being evaluated. Teachers can foster such understanding in their classrooms through their design and explanation of writing assignments and through student involvement in the evaluation process. However, the locus of control changes in the case of large-scale assessments such as those national and international language proficiency exams that involve writing evaluation. In all of these situations, writing assessment principles and practices reflect concepts of language ability and development.

Using examples of writing assessment principles and specific practices with examples, the speaker will examine how rhetorical situations affect the definition of "good" writing, how teacher and student understandings of these principles influence their assessment of writing, and how these principles help navigate the treacherous waters between local and national/international writing assessment.

5 TAKING THE FAST TRACK TO EFL PROFICIENCY: WHY THE NEW GENERAL SERVICE LIST AND NEW ACADEMIC WORLD LIST ARE GOOD FOR YOUNG LEARNERS

Charles Browne

The New General Service List (NGSL) is a list of core vocabulary words for EFL learners and is a major update of West's (1953) GSL. Based on a carefully selected 273 million word sample from the Cambridge English corpus, the 2800+ words of the NGSL offer between 90-92% coverage of most texts of general English. The New Academic Word List (NAWL) is derived from a 288 million word corpus of academic textbooks, lectures and texts from a wide range of sources. When combined with the NGSL, the NAWL's 960+ core academic words provide approximately 92% coverage for most academic texts.

This presentation will give a brief background on how the lists were developed before moving

on to introducing a large and growing number of free online resources that are available to help you teach, learn, analyse or create teaching materials based on the NGSL and NAWL. One of the underlying messages of this presentation is the need for applied research to utilize and take advantage of online resources in order to help teachers, researchers and learners to benefit from that research.

6 Incorporating out-of class English language development in Pre-service Teacher Preparation

Jayakaran Mukundan

English Language Teaching (ELT) has mostly focused on curricular rather than co-curricular aspects of language development of learners. This is mainly due to constraints like teacher work over-load and lack of time allocated for teaching the language. The result of this has been the over-emphasis on tests and learning for tests. This situation has negative implications on learners' language development. In Malaysia, despite learners spending 11 years of primary and secondary education where English is taught, many leave school without even the most basic of proficiency levels.

The presenter believes that one of the reasons why learners do not have interest in learning the language is because of the over-emphasis on classroom teaching. In order to overcome this he sent his final year Bachelor in Education (TESL) students on internships in a fully residential school. The interns started on projects which were co-curricular in nature. The interns as well as their students reported their experiences as "rewarding" and "fun". The presenter will show the co-curricular products of the students in this project and discuss what contributed to the overall success of the project.

7 ASSESSING CULTURE LEARNING

Lesley Harbon

A glance at the Table of Contents of any recent "language teaching and learning/second language teaching" journal issue will provide an indication of the key concerns of language teachers today, and many of the concerns focus on assessment. This has been the case for quite some time (see, for example, the first issue of *Foreign Language Annals* in 1967). Journals such as *Foreign Language Annals* report on scholarly research, and focus on themes that are the daily concerns of language teachers too. Scholarly research often responds to language teachers' needs, which means honing in on a variety of language learning and teaching issues reflecting the complex nature of language teachers' work. Language teachers today acknowledge that their work is about helping language learners to understand that learning a language is "meaning-making". Language teachers assist learners to make choices as they construct language, in order to convey intended meaning (Coulmas, 2013). Language teachers make decisions in order to do this.

As language teachers conceptualise their curriculum, plan and make decisions, they are urged to reflect on the culture they will teach. Pre-service and in-service language teacher programs, often conducted in teacher education institutions, allow language teachers to learn how this is best done. Language teachers' professional development (both pre-service/trainee and in-service) covers an ever-growing list of required competencies, knowledge and skills. With the accountability aspect of language teachers' positions increasing – for example accountability to report to education systems and parents about learner language levels as a result of participation in sustained language learning programs – the crucial matter of "teacher judgement" comes to the fore. As language teachers' tasks increase in their complexity (research studies published in key language teaching journals reflect this complexity), a continued focus on assessing language learning must remain. The skills required for language teachers to be able to "judge" language learning involve an ability to understand the complex

set of processes inherent. Teacher learning on the topic of assessment includes, therefore, not only the “what” and “how” to teach the target language, but also “how” to design learning tasks so that judgement can be made on whether and to what level, learning has been demonstrated. Assessment is so integral to the teaching/learning process, that it is impossible to consider language teaching and learning now without consideration of assessing.

As the focus of this paper is assessment of student learning outcomes, it is timely to consider a number of key issues conceived by scholars that relate to assessment, especially the idea of assessing culture learning. Guiding this paper are Hargreaves’ words (2005, p. 292): “teachers decisions are largely shaped by their relationships with students, their feelings about what would excite and engage [students] emotionally, and their feelings about what would excite and engage them as teachers too”. If engagement with culture-in-language is going to excite our languages learners, it is suitable that scholars focus more on how to assess culture-in-language. In this paper language teachers will be offered some ideas for reflection about the notion of assessing culture learning while at the same time focusing on how to excite and engage learners too.

8 THE ROLE OF A TEACHER AS THE CHANGE-AGENT

Sutjiati Beratha, Ni Luh

Teachers who work at schools to teach the English language need professional knowledge, i.e. training skills and the ability to manage change. There is a body knowledge about how planned change can be managed. Teachers cannot easily develop practice in the class, they only grow with experience. Nor can it attempt to overcome individual differences in talents and temperament: not everyone has tolerance for the ability to perceive complexity needed to become skilled at managing the change, they must also have commitment for the change exists. The purpose of change-agent is to keep teachers close to the needs of students in order to develop better strategies for accomplishing the goals.

This paper discusses how this knowledge can be useful, and consisted of a series of topics: the change-agent process (which includes frame the problems, select an intervention point, select a strategy, and change-oriented activity), and it is complemented with method in language teaching particularly second language teaching. They are ways of understanding to assist the beginning of change-agent.

9 TOP TEN PROBLEMS INDONESIAN CANDIDATES HAVE WITH THE IELTS TEST AND WHAT TO DO ABOUT THEM

Vladimir Pejovic

The session will cover the main recurring problems in all skill areas that have become apparent to IALF after years of testing in Indonesia. There will be some illustration of the problems, and there will be some discussion of the best ways to address them as teachers and trainers. Some concrete and practical suggestions will also be offered to deal with persistent problems that are typically hard to shift.

10 L2 READING INSTRUCTION: WHAT ELSE IS NEEDED BESIDES SKILLS AND STRATEGIES?

Willy Renandya

In the past three decades or so, L2 reading research has focused on the question of how reading strategy can be taught to help L2 learners read more effectively and with greater comprehension. One important conclusion that can be drawn from this huge body of research is that strategy instruction can indeed improve comprehension. However, closer inspection of these studies seems to indicate a more complex picture: (i) not all strategies are equally effective (i.e., some are more effective than others), (ii) not all students benefit from strategy

instruction. (iii) little is known about how strategies work, (iv) more importantly, the effect of strategy instruction may not be as large as many believe it is. In the absence of a strong research evidence for teaching reading strategies, it appears that we would need to exercise caution when implementing it in a reading programme. Brief instruction on those strategies (e.g., monitoring strategy) that have consistently shown positive effects on reading comprehension seems sensible, but organizing a whole reading problem for lower proficiency learners around the notion of strategies may not be particularly productive. With lower proficiency L2 learners, it seems sensible to focus more on developing their reading fluency, increasing the breadth and depth of their vocabulary and developing a rich base of background knowledge, all of which can be effectively acquired through rich and wide exposure to the target language. In my presentation, I will argue that while brief strategy instruction can be useful, the bulk of our reading programme should be devoted to increasing the quality and quantity of the target language input via extensive reading, which research has shown to be an excellent source for vocabulary and background knowledge development.

FEATURED SPEAKERS

1 ENGLISH FOR INTERNATIONAL UNDERSTANDING: IMPROVING ORACY AND CLASSROOM TALK IN ELF CLASSROOM

Alvin Pang

Research studies indicate that over 90% of workplace communication is oral, which clearly underscores the importance of providing our students substantial oral language development in English language development (ELD) or L2 classrooms. This presentation refers to a professional development programme which prepares non-native English-speaking teachers to promote oracy and classroom talk to teach English for International Understanding (EIU). The presentation discusses the principles underpinning the curriculum design and mode of delivery of the programme and makes an argument that EIU can be taught to overseas students within English as a *lingua franca* (ELF) communication contexts where non-native speakers of English from Asia are likely to meet and use the English language for 'global' use, rather than as a foreign language. The presentation includes an examination of the practical strategies and ways of improving oracy and classroom talk in ELF classrooms. It also reports on a classroom-based research study to show how classroom talk could be made more engaging and dialogic for students to be afforded with more talk opportunities to build up their oracy and literacy skills. The research study argues that for teachers to improve oracy and promote classroom talk in their classrooms, they must break away from the traditional initiation-response-feedback (IRF) teacher-talk to embrace dialogic teaching.

2 HOW TO GET A HIGHER IELTS SCORE - AN EXAMINER'S PERSPECTIVE ON IELTS PREPARATION

Colm Downes

Colm Downes has been an IELTS examiner for 10 years. In this talk he will outline a series of tips, techniques and recommendations to achieve a higher IELTS band score. Colm will explore the examiners assessment criteria and reveal what examiners are listening for, what impresses them and what mistakes prevent candidates from getting the result they are capable of. Focussing mainly on speaking and writing skills. Colm will present a series of practical exercises English teachers can use to train candidates preparing for writing and speaking examinations.

3 LANGUAGE AND DEVELOPMENT

Hywel Coleman, Denise Finney

If a nation wants to develop economically, is it necessary for all its inhabitants to master English? Is development helped or hindered if a country has many local languages? What is the best language to use as the medium of instruction in primary schools in developing countries? These are just a few of the questions which are explored in the field of Language and Development.

This presentation discusses the roles that languages play in developing countries and the sometimes difficult policy decisions that have to be made. The study of Language and Development is not a new one, but until recently it had a relatively low profile. But now several conferences have been held, research is being carried out and books have been published so that more people are becoming aware of the subject. In particular, the field of Language and Development asks questions which have very important implications for English language teaching.

4 PROFESSIONAL GROWTH: LEARNING AND REFLECTIVE TEACHING

Jennifer Uhler

Good teachers constantly seek ways to grow and learn. This presentation looks closely at the professional cycle of career teachers with the aim of self-reflection and goal-setting that is useful for novice and experienced teachers alike. Participants will use international TESOL Standards to assess current needs and set goals for continued collaboration and professional growth. The presenters will provide personal experiences to generate ideas for meaningful professional activities for busy English teachers. Participants, who have self-assessed their own weaknesses and strengths, will discuss real-life practical possibilities for pursuing new knowledge and creating teaching community in Indonesia. Reflections from presenters will include a range of ideas for professional development that are not only efficient, effective, and low-cost but also FUN. Teachers will finish this workshop with a clearer sense of their own position in the professional cycle, concrete goals for self-development, and an energized perspective on teaching.

5 Portfolio Assessment and Metacognitive Development in EFL Classrooms

Marhaeni, Anak Agung Ngurah

Research on the use of authentic assessment in EFL classrooms to foster metacognitive development now become of an important support to the implementation of the affective-based curriculum implemented in Indonesian schools since 2013. The present study aimed at investigating the effect of portfolio assessment on English as a Foreign Language (EFL) students' metacognitive development including learner autonomy, risk-taking, and learning ownership. Three experiments were conducted in English writing lessons involving 168 junior high school students as sample of the study. Data on the metacognitive aspects were collected by using questionnaires. Data analysis used one-way ANOVA. Results of the analysis show that portfolio assessment affects development of students' meta-cognitive aspects. Portfolio assessment provides opportunity for students to learn in their own pace, which facilitates development of risk-taking. The feeling of accomplishment come when the students are able to complete the task. The feeling that they learn because they need it promotes ownership of learning. Those metacognitive developments will eventually facilitate development of learner autonomy, that is, the ability to choose and decide the goal and able to measure what effort to dedicate in order to reach the target goal.

6 The Discourses of Proper "Assessment" in ELT: How can Teachers Deal with Them Critically?

Masaki Oda

This paper will present an analysis of prevailing discourses concerning the issues of assessment in English language teaching in Japan, and suggest ELT practitioners how to deal with them critically.

In the past few years, policy makers have issued various reform plans in ELT at different levels, many of which include descriptions on 'proper' assessments. The use of 'standardized tests' have been recommended in many occasions, while the rubrics, particularly the lists of CAN-DO descriptors adopted from CEFR (The Common European Framework of Reference for languages) are rapidly gained their popularity. Schools and universities have to accommodate the recommendations by policy makers, however, it is often the case that they accepts the recommendation without any criticism.

The presenter will, therefore, critically analyze the roles of 'standardized' tests and other alternative means of assessments appeared in recently proposed ELT reform plans in Japan,

focusing on the two key issues. The relevance of 'standardized' tests as a means of assessments in Asian context, as the set of norms used for assessments is still the native speaker norms in most of the cases (see Lowenberg 2012).

Second, the relevance of CEFR (The Common European Framework of Reference for languages) was introduced to ELT in Japan will be discussed. Attempts have been made to adopt its CAN-DO descriptors as a reference for evaluation. While it has given an additional dimension to the foreign language teaching profession, we often see that some institutions have developed their own CAN-DO lists specifically designed for their programs. In other words, the lists are used as a checklist to find fault with the students' performance and penalize them.

The presenter will conclude the paper stressing that a critical analysis of the policies is still possible at different levels even though policies are rather strictly enforced. Teachers should keep their critical eyes in order to help their students.

7 Developing Autonomous Learners in Japan through Teachers' Professional Development

Richmond Stroupe

Learner autonomy, commonly defined as learners taking responsibility for their own learning, is believed to improve motivation, engagement, and overall academic performance. However, the appropriateness of the concept has been contested in Asia, and the practices used for developing autonomy are considered to be highly contextualized. This paper investigates instructor views on their students' readiness for autonomy, the practices used for developing learner autonomy, and the constraints on promoting learner autonomy in Japan. The presenter will report on data collected from English language and content university instructors as they discussed, reflected on, and promoted learner autonomy through a series of workshops, surveys, interviews, and curriculum development over two semesters. The results provide outlines for enhancing learner autonomy in Japan, while providing points of comparison with other Asian contexts. This paper, together with similar regional studies, can contribute to an overall theory of learner autonomy in Asia.

8 Gender Analysis and the Teaching of Narrative Writing in the EFL Classroom

Saowadee Kongpetch

The purpose of this paper is three fold. Firstly, drawing on the concept of genre analysis proposed by the Australian genre theorists, it discusses the importance of the explicit teaching of the generic structure and language features of the Narrative genre in the EFL classroom. This is to raise students' awareness that, like other genres, Narrative has its own social purpose to achieve. As such, it has its own distinctive generic structure and language features. Second, it explores the ways in which the local folktales can be applied in the classroom so that students are aware of the characteristics of a successful Narrative as well as the local cultural values embedded in selected folktales. Finally, it describes the strengths and weaknesses of the genre analysis and students' attitudes towards it.

9 INCORPORATING CRITICAL LITERACY IN COLLEGE READING CLASS: IMPACT AND LIMITS

Sook Kyung Jung

Critical literacy means to bring the critical perspectives toward the text since textual meaning is understood in the context of social, historic, and power relations, not only as the product or intention of an author. This presentation will show how this critical literacy approach has been implemented in Korean EFL context, especially at college level, and discuss the impact of critical literacy training in promoting the students' comprehension of the English text as well as their critical thinking skills.

10 Assessment in Practice: How do EFL Teachers Use Assessments Effectively?

Visal SOU

Different assessment tools have been employed by many EFL teachers for various purposes, but have these purposes been achieved via these forms of assessments? Or to be more exact, have these assessment methods been used effectively to achieve its purposes? The paper examines the uses of different methods of assessments by EFL teachers in one famous English language school in Cambodia. Specifically, it looks at EFL teachers' perspectives of different assessment tools, and an in-depth study of how the EFL teachers have used these assessment forms to achieve their purposes and how the assessments have benefited the students' learning. Suggestions on practical use of the assessments are also included in the study, which the participants in the presentation will find them useful and able to adapt to their own classroom settings.

11 Redefining Coceptions of Grammar in English Education: SFL in Practice

Wawan Gunawan

This case study analyzes how a non-native speaker EFL teacher participating in a U.S. based MATESOL program made sense of systemic functional linguistics (SFL) and genre based pedagogy in designing and reflecting on literacy instruction for EFL learners in her country. Using longitudinal ethnographic methods, the findings indicate that this teacher's conceptualization of grammar shifted from a traditional sentence-level, form-focused perspective to a more functional understanding operating in interconnected ways across genre and register features of texts. This shift occurred as she developed an ability to use SFL to discover how language works in children's literature. However, the degree to which this teacher was able to use SFL and genre based pedagogy in classroom practices was influenced by the mandated curriculum framework and assessment practices in the context of where she taught when she returned to her country. The implications of this study relate to re-conceptualizing grammar in EFL instruction and teacher education in Asian contexts.

12 FROM LETTERS TO LIFE: CREATING PHONICS-BASED GAMES FOR YOUNG LEARNERS

Ade Rivky Hanif

As one of the reading and writing method, phonics allows learners to blend the sound-spelling patterns and synchronize the spoken and written components within words. In general, this method starts from introducing uppercase and lowercase letters to comprehending fiction and informational text books. English is such a complex language with an alphabetic writing system not easy to learn. It requires particular knowledge compared, for example, to studying sight words.

The task to make kids able to read is in turn somewhat a heavy challenge to do. As the end goal of all reading instruction is reading comprehension—the ability to make meaning from print (Threlkeld and Nathan, 2012), children struggle to decode letters, words, sentences even stories. Such difficulties will repeat when learners are consistently put in discouraging and boring environment.

Therefore, phonics educators must possess better solution how to teach reading and writing. Not only do they need to create a systematic approach to deliver phonics materials to children, but they also should apply an engaging classroom environment in order to maintain students' interest.

The choice for student to enjoy games when learning phonics ought to be at their disposal. Games help to create a context in which children's attention is focused on the completion of a task without necessarily realizing that language items are being practised (Toth, 1995). It also can build learners' character with patient repetition, cheers of approval for all progress, and building of self-esteem are part of the language growth process (Claire, 1998).

13 THE EFFECTS OF COMPUTER-BASED PEER-REVIEW AND ACHIEVEMENT MOTIVATION ON THE TENTH GRADER'S WRITING COMPETENCY

Adi Jaya Putra, I Nyoman; Sucipto, Wayan

This study aims at finding out whether or not: (1) there is a significant effect of computer-based peer-review on the students' writing competency, (2) there is an interactional effect between computer-based peer-review and achievement motivation on the students' writing competency, (3) there is a significant difference of writing competency between high achievement motivated students taught by using computer-based peer-review and high achievement motivated students taught by using conventional strategy, and (4) there is significant difference of writing competency between low achievement motivated students taught by using computer-based peer-review and low achievement motivated students taught by implementing conventional strategy. The subjects of the study were the tenth grade students of SMAN 1 UBUD in the academic year 2013/2014. Random sampling technique was used to gain a total number of 131 students as the samples. The design of this study was a *2x2 factorial design*. The samples were divided into four cells of treatment i.e., (1) the group of high achievement-motivated students, who were treated by using computer-based peer review (A1B1); (2) the group of low achievement motivated students who were treated by using computer-based peer review (A1B2); (3) the group of high achievement-motivated students, who were treated by using conventional strategy (A2B1); and (4) the group of low achievement motivated students who were treated by using conventional strategy (A2B2). The instruments for collecting quantitative data were writing competency test and achievement motivation questionnaire. They were analyzed quantitatively by using two-way Anova, and was continued with post-hoc testing by using Tukey test. Whereas, the instrument for collecting qualitative data was anecdotal notes, which was analyzed qualitatively. The findings of the study showed the followings. (1) There was a significant different effect between computer-

based peer review and conventional strategy on students' writing competency. The students' writing competency treated by using computer-based peer review was better than the students treated by using conventional strategy. (2) There was a significant interactional effect between teaching strategy (computer-based peer review and conventional strategy) and the students' achievement motivation towards the students' writing competency. (3) There was a significant difference in the writing competency between high achievement-motivated students' treated by implementing computer-based peer review and high achievement-motivated student treated by using conventional strategy. High achievement-motivated students' treated with computer-based peer review achieved better than high achievement-motivated students treated with conventional strategy. (4) There was a significant difference in the writing competency between low achievement-motivated students' treated by computer-based peer review and low achievement-motivated students' treated by conventional strategy. Low achievement-motivated students' treated by computer-based peer review achieved better than low achievement-motivated students treated by conventional strategy.

14 ADDRESSING CHALLENGES IN APPLYING FOR INTERNATIONAL GRADUATE EDUCATION PROGRAMS: RECOGNIZING THE GRADUATE APPLICATION PROCESS AS A UNIQUE GENRE OF RESEARCH WRITING

Adrian Rodgers

The creation of application materials for international graduate programs in English represents very unique genres of writing. The required toefl or ielts test poses specific demands of the applicant. The research statement is a document that not only states the research interests of applicants, but demonstrates the ability of the applicant to align their interests with the interests of the faculty at the target university. Understanding these genres has particular significance, since showcasing the abilities of the applicant well are likely to result in an increased likelihood of acceptance at the target university, and higher quality applications are likely to result in acceptance at higher quality universities.

A narrative case study of application materials to MA and PhD literacy programs at a US university identified a number of challenges in applicants' ability to navigate the cultural expectations related to these genres. Indonesian applicants often do not fully research the program they are applying to, do not align their research interests with faculty at the target university, and focus on autobiographical narratives. US faculty however expect applicants to identify which faculty they hope to work with, look for depth in program identification beyond 'ESL' and 'linguistics,' and expect the autobiography to be constructed in culturally specific ways.

Because Indonesian applicants are competing globally for positions in high quality graduate programs, the findings of this case study suggest that Indonesian faculty consider graduate school applications as a genre of writing that can be taught to their students.

15 TEACHER'S LOGIC QUESTION IN EFL CLASSROOM

Agis Andriani, Junjun M. Ramdani, Melisa Sri

This study investigates the teachers' question types and reasons of using the form which have the urgent part to give the effect to the students' participations (Farahian & Rezaee, 2012). The data are taken from Discourse Completion Test (Blum-Kulka, et.al, 1989; Dornyei, 2007; Walsh, 2011) given to thirty-five pre-service teachers from a university in Tasikmalaya, and observation is done by two of them while teaching English in the classroom. The theory of Long and Sato (In Inan & Fidan, 2013) become the foundation to analyse the types of questions where these types are related to logical properties as the reasons (Katz, 1972). The result

shows that the types of questions are echoic and epistemic influenced by parallel of analytic statements, parallel of metalinguistic truths, and parallel of logical truths. This influence arises the presupposition of the teacher in facilitating the students through questions. Finally, the essence of this action is as realization of the teacher's professionalism who focuses on valued student's outcomes, has worthwhile content, integration of knowledge and skills, assessment for professional inquiry, multiple opportunities to learn and apply information, approaches responsive to learning processes, opportunities to new learning with others, knowledgeable expertise, active leadership, and maintaining momentum (Timperley, 2008).

16 THE USE OF WHOLE BRAIN TEACHING AND STORY REENACTMENT TO TEACH ENGLISH FOR YOUNG LEARNERS

Agus Sholeh

Young learners are now learning in classroom in which teachers teach by lecturing, reading, writing, memorizing vocabularies or doing exercises. Such learning process makes children feel burdened with heavy duty every day. Young learners are supposed to learn language interactively with game or plays, Docket & Marilyn (2000) states that children undergo meaningful symbolic process, active, fun, without pressure and intrinsic motivation when they are playing. It is supported by Haliwell (1992:3) that when they learn the language, children are easier to interpret the meaning of a sentence without having to understand the meaning of each word, children are very creative in using the language, they like to repeat the words they do not understand and put these words in their sentences, children have a good capacity in learning indirectly, and they also have a strong ability to play. To minimize the boredom, the use of whole brain teaching and story reenactment can create a good atmosphere in the classroom more alive and meaningful, besides, the students can more easily understand the English lessons. The expected outcome of this study is to solve the lack of interaction in the learning process and the increased ability of teachers in the creation of media and the teaching strategies that they use in teaching and learning process.

17 STUDENT – GENERATED PODCASTS AS AN ALTERNATIVE REFLECTIVE ASSESSMENT IN TEACHER EDUCATION: A CASE STUDY OF PRE-SERVICE TEACHERS

Ahmad Syafji'i

Critical reflective teaching has been a goal of English teacher preparation program. Though many English educators have promoted and carried out reflective teaching in their methodology courses, success of such practice has been limited, not sufficiently reflecting what has been desired. It indicates that an innovative reflective teaching needs to be incorporated. Hence, incorporating technology within the whole process is inevitable. Student-generated podcasts (reflective podcasts) might be incorporated an alternative reflective teaching assessment. In addition to, podcasts are fairly easy for students to generate using audio recorders and commonly available free compression software This study explores 10 podcasts produced by 10 preservice English teachers after doing observation in the host school. In the first year, the students are obliged to observe the class. They are asked to monitor the process happening during the teaching and learning process, including the students' behavior and the teacher's activities inside the class. The student must be able to explain the same materials they observed before. Therefore, the students are asked to choose any materials they have discussed before. They had to practice to explain those materials in front of their peers. Then record their explanation in the form of podcasts. Student – generated podcasts were self assessed, and shared online in order to invite formative feedback from peers and also lecturers. A range of positive outcomes are reported, whereby students learned about and through podcasting, engaging in reflection, problem solving and interactive formative assessment.

18 TEACHERS OF ENGLISH FOR YOUNG LEARNERS: AN ANALYSIS ON THEIR ENGLISH PROFICIENCY, AND PROFILE

Akhmad Habibi

The main objectives of this study are to analyze and describe the teachers' profile and their English proficiency in teaching English for young learners as a foreign language. A total of fifteen teachers teaching English to grade four, five and six students both in the city of Jambi and in region of MuaroBulian are involved. Two research instruments were used in this study. One questionnaire about the profile of the teachers which includes the educational background, length of teaching experience and involvement in Teaching English as a Foreign Language (TEFL) trainings was given and an English Proficiency Test (EPT) which is a test equivalent to Test of English as a Foreign Language (TOEFL), was administered. The data were then qualitatively analyzed and describe. The result shows that the teachers are not qualified in term of English proficiency and they lack involvements on TEFL training. The recommendations for the improvement of teachers' English competence and performance of primary school teachers of English are also provided for the development of the teachers, school and relatedly educational institutions in Jambi.

19 LEARN TO KNOW YOURSELF AND YOU LEARN TO KNOW THE WORLD; PRACTICAL STEPS OF MAXIMIZING SELF ASSESSMENT PRACTICE IN LANGUAGE CLASSROOMS

Alfima Azmi Imananda

The latest Curriculum 2013 adopts scientific based approach which emphasizes on the practice of student-centered method and mastery goals. This belief requires the students to be critical and independent in developing their knowledge and skills rather than only attaining high scores in their learning experience. The government then sets authentic assessment as the standard assessment procedure to target a better learning practice and result for the students. As a part of authentic assessment, self-assessment seems promising to develop students' metacognition and efficacy which are needed in language learning. This paper elaborates the integration of self-assessment practice in the classroom. It aims at describing the practical implementation of self-assessment through worksheet, rubrics, activities, and tasks. There are procedures and samples to develop self-assessment worksheet strategies which are intended to make the students accustomed to the idea of self-assessment before and after the learning process. Moreover, this paper illustrates self-assessment integration into in-class activities and tasks like *traffic light cones*, *My confession* project, *Bucket lists*, and portfolios. Along with the spirit of Curriculum 2013 that focusing on the character building, this paper also discusses self-assessment for student personality and behavior through *Angel and Devil Side of Mine* journals. The procedures and samples are modified from the related literature into Indonesian language learning contexts. The samples and procedures hopefully can promote the implementation of self-assessment in Indonesian language learning.

20 IMPLEMENTING TRIADIC DIALOGUE USING TPS STRATEGIES IN SPEAKING CLASS BY THE TWELFTH GRADE STUDENTS OF SMA NEGERI 9 SAMARINDA.

Alfrida Pane Talebong, Theresia Hilda Kayani

This study aims to find out the improvement of teaching process by implementing the triadic dialogue using Think-Pair-Share strategies in speaking class, and to find out the student's perception toward the Triadic Dialogue using TPS in speaking class. The research was carried out at SMA Negeri 9 Samarinda of the twelfth grade students. The class consists of 30 students. This research is classroom action research. The results have shown that: (1) the implementation of triadic dialogue using TPS strategies in speaking class improve the teaching

process. It shown on the teacher's checklist, the collaborators assessment and the field notes. At the end of this research teacher could find her own way of teaching speaking and showed her teaching skills (2) the implementation of triadic dialogue using TPS strategies in speaking class improve the learning process. The class average score showed the improvement of learning process. Even though the first cycle class average score; 80 (C) had already above minimum success criterion; the second cycle class average score has improved to 84 (B), (3) the student's perception toward the triadic dialogue using TPS in speaking class was good. Their perception in questionnaire showed that they were actively involved in learning process (100%), improving the student's fluency in speaking English and relieving their laziness in learning English (90%).

21 STUDENTS' ATTITUDE TOWARDS COLLABORATIVE STRATEGIC READING (CSR)

Alief Noor Farida

Reading comprehension skills is highly needed by students to understand many kinds of texts. Students usually do reading on their own. This study aims to investigate the students' responses towards the implementation of Collaborative Strategic Reading (CSR) which helps students comprehend texts in small group activities. The participants of this study were twenty-five students of Semarang State University enrolled in elementary reading comprehension course. Data were collected through questionnaires, observation, and interview to students. Data were analyzed on the students' participation and willingness to complete the task. The study indicates that this Collaborative Strategic Reading (CSR) increases students' involvement in the reading classroom.

22 EXTENSIVE LEARNING OF READING WITH ICT: A DESCRIPTION

Alit Ida Setianingsih, Ni Ketut; Parthama, I Gusti Ngurah

Learning reading as one of the skills in English should be various. It cannot depend merely on the textbook. The textbook is not only limited on certain topic, but it has also very limited way to improve the ability of the students. This paper is aimed at describing the extensive materials used in subject of Reading in English Department, Udayana University. The extensive materials were taken from various sources in internet. It is aimed to expand and improve the students' ability in understanding certain topic in reading. They are also able to recognize various different materials and its variation in practices. These materials were designed for one semester of subject namely Reading Comprehension. The subject was taken by the 1st semester students of English Department. Besides learning reading, the students also learnt various combinations of materials and it is not merely about reading. The subject since beginning had been designed with combination between reading and writing, reading and speaking, and others. The combined materials were taken and reproduced by using the programs of internet. In this case, the programs for reading, writing, watching short movie, and producing sound of English words are provided in the internet. It was also designed in this subject with an aim that students would be familiar with ICT to support their learning process. This model of learning reading is also relevant to idea of extensive reading proposed by Harmer (2007). Harmer mentions that the extensive reading will expand the student's interest on various materials of reading and it is not limited to certain topics or genres.

23 The Task: An Often Overlooked Part when Preparing Students for Written Exams

Allen Davenport

When a student takes a standardized writing examination, whether it be the IELTS, TOEFL, or any other of the other numerous tests of writing competence, much effort is given to learning the basics of writing. Usually this includes instruction in verb forms, sentence structure, essay structure, transition devices, topics sentences, and a whole host of elements typically found in

academic writing courses. Often times, though, students in test preparation courses are taught about how to write, in general, instead of how to write for exams. This can lead to well-structured and well-written samples of writing which score lower than expected on the score report. This workshop aims to help teachers focus on a missing area of writing exam preparation -- answering the question. The presenter will explain fundamentals of task analysis and how to express these ideas to students. This workshop will also outline some of the most common question types faced on popular standardized writing tests. Teachers will leave with a better understanding of how to help students increase their writing scores, with particular emphasis on the IELTS and TOEFL iBT.

24 EXPLORING THE SUMMATIVE AND FORMATIVE ASSESSMENT APPLIED IN ENGLISH FOR SPECIFIC PURPOSES CLASSROOM

Alma Prisilya, Nurhaeni

English for specific purposes (ESP) requires particular approach which is different than the English for general purposes regarding the outcome intended for the students. Therefore, having appropriate materials is very crucial to meet the needs of students who are demanded to have the capability on specific work area. It is included to have the ability of the language used for the work field. In teaching ESP students, designing well-measured assessment is as important as designing a good materials. Generally, teacher will have their own assessment format to measure students' ability during and after a learning session or term. The assessments are commonly split into the summative and formative assessment. The terms are similarly acknowledged, but the format are designed and applied mostly based on the students' needs and the teachers' consideration. This research will explore on how is the summative and formative assessment designed for ESP students. It will be applied a case study design and take the sample of the English instructor of an engineering institution in West Java. The data will be collected through document analysis and interview. The expected findings of this research is that there will be a deep explanation of how the assessment of ESP students' is designed as well as the consideration taken in designing the assessment.

25 TASK BASED IN TRANSLATION PEDAGOGY

Alvin Taufik

A gap between practice and theory has always been the focus on the debate on teaching translation. Furthermore, for many language teachers, the role of translation in language teaching is only as a tool rather than an end goal. In other word, translation in the past was an integrated part of language teaching, as was the case with Grammar Translation Method. Only just recently has translation study been institutionalized as its own unique academic field. One of the learner-centered methodologies developed in the past two decades, which is said to be able to bridge between theory and practice (Albir, 1999) is *Task Based Instruction* (TBI). It is based on the theory on cognitive processing by Bloom. This in the past has been used to train professional translators and interpreter. The aim of this research, however, is to find out whether such methodology is appropriate to be implemented in university level classroom. The stages of teaching will refer to the cycle as proposed by Willis (1996). The cycle consist of seven stages which includes pre-task activities, task cycle activities which involves task distribution itself, and planning and reporting cycle. It is then followed by a cycle which focused in language. It deals with analysis and practice session. The pilot project will be done to the sixth semester students of Universitas Bunda Mulia who will be taking translation studies. The expected result is that such methodology can have a beneficial influence to the skill of the students as expected by the translation industry specialists.

26 A DATA-DRIVEN APPROACH TO DEFINING AN EFFECTIVE TEST PREPARATION RESOURCE

Andrew Stokes

More than two million candidates take the IELTS test every year. It is a high-stakes test used for immigration and academic admissions, and success or failure may have a significant impact on the candidate's life. As a provider of the test, the British Council therefore seeks to prepare its candidates to the point where they can deliver an optimum performance so that the band score achieved accurately reflects the best that the candidate is capable of. As part of its commitment to providing quality candidate support, the British Council therefore built an online support resource, Road to IELTS, in collaboration with ClarityEnglish, the ELT software publisher. A version of Road to IELTS is available to all British Council registered IELTS candidates and is very extensively used, with over 400,000 candidates running more than three million sessions in 2014. As a result there is a very substantial body of activity data available, and this paper draws upon the data in order to answer a number of questions.

1. How well are digital test preparation materials accepted by candidates?
2. Road to IELTS is divided into four sections: Reading, Writing, Speaking and Listening. Do usage patterns in the different skills areas of the resource vary in different countries?
3. How does length of usage by an individual correlate with scores achieved, and what does this tell us?
4. To what extent does the data reveal how cultural attitudes affect usage patterns?

27 IELTS SPEAKING TEST: REVIEW, LIMITATION, STANDARDISATION AND REVISION TO ENSURE VALIDITY AND RELIABILITY

Andy

IELTS is high stakes and gate keeping test for international students to participate at institutions and universities in English speaking countries. Considering its big impact to the future of test-takers (the students) as well as fulfilling the demand of language proficiency to succeed in the study at universities, and to understand better the need of different stakeholders. Therefore, ongoing research for development, revision, and also evolution have been done by the British Council, IDP: IELTS Australia and Cambridge English Language Assessment (jointly are the owners of IELTS) in order to address the problem, limitation and disadvantages, moreover mainly to assure its validity, reliability and consistency in doing the assessment, particularly of IELTS speaking test. This paper illustrates the review, limitation, standardization and revision. In terms of review, Brown and Hudson (2002, p.72) suggest that the disadvantages of performance test are "difficult to create; take considerable time to administer; may result in increased costs; causes logistical problems; creates reliability and validity problems; increase the risk of security breaches". For the limitation, verbal interview has subjective interpretation and also factor of gender of raters and test-takers that influence the scoring procedure. To maintain scoring consistency and steadiness, standardisation of test management is done through training, retraining, certification, monitoring, multiply rated, and video-rating. In 2001, interview format and criteria underwent revision to ascertain IELTS speaking test remains fair and unbiased. This paper tries to enlighten necessary consideration to speaking assessment developers to successfully provide evidence of representativeness of the skills and knowledge required.

28 IMPLEMENTING LISTENING STRATEGIES IN EFL CLASSROOM

Angga Rosma Pramodhawardhani, Esa Yolanda Putri

Listening is a basic skill for learning a new language. It plays a very important role in learning process. Before learners learn to read, speak and write, it is by listening they get information of language system, which can establish a base for their productive skills. In classroom, besides acquiring the language system, the main purpose of listening task is to get information. How

much information you get will depend on listening strategies that you use. In this case, teachers need to introduce and teach listening strategies so that learners can get more information needed to enhance their listening comprehension. Moreover, developing listening strategies is a must to become a good listener. Thus, this paper intends to describe listening strategies and purpose several possible activities to implement listening strategies in English as Foreign Language (EFL) classroom. Recognizing the type of text, going for gist, guessing on the basis of knowledge of the world, using tone of speakers' voices for clues, picking out cognates, identifying unfamiliar phrases and playing relevant section of the tape over and over again, holding unfamiliar sounds in head and saying them over and over again, trying to break down the stream of sound into individual words, trying to write the sounds down and to relate them to written words previously learn and listening out for clues from the tense and word order are listening strategies that can be used in the classroom. By implementing the strategies, learners can extract the information needed in order to have better comprehension.

29 "ENGLISH EVENT" AS A PROJECT FOR TEACHING PRACTICUM AT ELEMENTARY SCHOOLS

Ani Susanti

In most English Education Programs at tertiary education, practicum is one of the compulsory subjects that the students have to take as a prerequisite for their graduation. This paper describes to what extent practicum at Universitas Ahmad Dahlan is affected due to the change in the status of English subject at elementary schools. To facilitate the students with richer experience, a project based approach (named ENGLISH EVENT) is introduced. The students are assigned to design and to organize English Event for Children, such as Drama Performance, Spelling Bee Contest, and watching English Movie. Not only learn as English teachers and event organizers, the practicum students also learn how to assist the children preparing their performance, and communicate with other school member (teachers and parents). This presentation share how school members, assisting lecturers, and the practicum students themselves view English Event as a project for teaching practicum. The data were gathered through interview and documentation to elementary school students, school teachers, and practicum participants. In general, positive feedback are given by all parties. English Events provide more learning atmosphere, increase students' enthusiasm, and challenge practicum students to be more creative.

30 THE USE OF GADGETS IN EXTENSIVE LISTENING CLASSES

Anne Indrayanti Timotius, Maria Christina Eko Setyarini

Recently, the English Language Teaching Program of the Faculty of Language and Literature of Satya Wacana Christian University has developed a new curriculum to cope with the demand of KKN curriculum. Extensive listening course is one of the courses in the new curriculum. The course requires each student to listen extensively by finding their own materials for listening from the sources recommended by the lecturers. They are also required to listen to video or audio recordings both inside and outside the classroom. The genres that are covered in this class are news, children short stories, and short stories. Other than listening, the classroom activities also include sharing in which students can listen from their friends' recordings and discuss what they have listened. To do this, students are required to bring their own gadgets that they can use to play the recording and headsets to the classroom. As a consequence, each class is full of different kinds of gadgets, laptops, net books, smart phones, and tablets. Interestingly, the students seem to enjoy the class. This has made the writers interested to conduct a study. The study was aimed to investigate students' perceptions on the use of gadgets in listening classes. Therefore, questionnaires were distributed to around 110 students taking the course. The findings are expected to make a contribution for future Extensive Listening classes or other classes that make use of gadgets.

31 HOW EFFECTIVE IS SONG VIDEO TO ENGLISH FOR YOUNG LEARNERS

Anugrah Imani

This study aims to identify how effectively song video can be applied to development model of teaching English for young learners. As the English teacher we should pay more attention to the method, media, and the type of materials we use to attract children's interest. In most schools, the only English that the students listen to are the sounds of their teacher when she reads aloud at class. As the consequence, the students sometimes misspell in pronouncing the English words and it is hard for them to remember the new words. Based on those problems, this study chose the song videos from dreamenglish.com. This study believes that the benefits of using song video are the students can hear English directly from the native, so they can pronounce the words correctly. Here, the students can practice English by singing and following the dance from singer in the video. By doing this, the students can learn new words faster not only from what they hear in the song but also by what they do in the dance. In addition, language learning in the classroom is become more attractive. The research was conducted in Aurora English Tutorial Center Bandung. The elementary students of group age 8 years old were involved to be the participants of the research. This study employed a qualitative case study design utilizing observation and interview as the instruments to collect the data. The results of this study hopefully can develop model of teaching English for young learners.

32 THE CORRELATION BETWEEN VOCABULARY SIZE AND PERFORMANCE ON TOEFL READING SECTION

Ardi Nugroho

EFL learners often have trouble communicating because they lack the exact vocabulary to express their thoughts and ideas accurately. Vocabulary is not only crucial in communication, but the lack of knowledge of lexical items in English can also affect a learner's ability to understand various texts. In other words, if a learner's vocabulary size is not sufficient, he or she may have difficulties comprehending a variety of reading materials. One type of reading material that learners of English may encounter is the reading passages in a TOEFL test. TOEFL tests are commonly used for admission purposes in universities abroad, or even just as a general assessment of one's overall English proficiency. Seeing as TOEFL tests are important, be it for educational or other purposes, it is imperative that learners of English have an adequate vocabulary size in order to be able to do the reading sections of the test well. Therefore, this study attempts to explore the relation between vocabulary size and performance on TOEFL reading section. The data for this research is taken from students from the English department at Bunda Mulia University. This study is limited to analyzing the vocabulary size of the students and its relation to five types of reading comprehension items found in the TOEFL reading section, i.e. factual information, negative factual information, inference, vocabulary, and reference questions. The vocabulary size of the students is measured using the Vocabulary Size Test by Nation and Beglar (2007), and its relation to the different types of reading comprehension items is analyzed using Pearson product-moment correlation coefficient.

33 TEACHING REAL-LIFE EXPERIENCE IN TRANSLATION CLASS: THE APPLICATION OF MULTIPLE INTELLIGENCES TO FACILITATE STUDENTS' DIFFERENT LEARNING STYLES

Ardianna Nuraeni, Fenty Kusumastuti

Teaching a class of translation practice done conventionally only makes students bored because they are only demanded to do activities such as sitting, reading (the Source Text), opening dictionaries, and writing (the Target Text). As a result, students have a perception that a translation class is not interesting and, with this concept in mind, they will surely participate

passively in the class. Based on the phenomenon, this paper presents (1) ways to teach a real-life experience in a translation class by designing various interesting activities and also (2) the essence of each activity related to Howard Gardner's Multiple Intelligences (MIs) as reflected in translation class' lesson plans to facilitate students' different learning styles. Creating various activities that can teach them a real life-long experience in the nature of translating texts will be a solution to facilitate students' different learning styles. Gardner's MIs can then be applied to be used as the basic consideration to design a course plan and activities in a translation class. Students with linguistic intelligence, for instance, can easily help other students to brainstorm and connect ideas; while students with spatial intelligence enable them to recreate mental maps of the translation process. Nonetheless, not only beneficial for teaching translation, MIs are also proven to activate their engagement and enthusiasm during the teaching learning process. This paper is highly referred to those who are interested in translation teaching and learning activities, especially to make their students aware of the nature of translating with all the difficulties and ease that go hand-in-hand when they practice translating texts. In conclusion, the lesson plan presented in this paper can become a prototype of teaching real-life experience in translation class by using different learning styles.

34 PEER ASSESSMENT AS THE MAIN METHOD FOR ASSESSING STUDENTS' WRITING: A PROTO-DESIGN FOR DEVELOPING EFL LESSON PLANS

Ari Purnawan

Developing alternative assessment methods has been one of the main issues for EFL teachers who continually seek ways to improve the result of their students' learning. In the big world of assessment, peer assessment is often viewed as only an extra, minor method in collecting the data of learning results. This paper aims to show why and how peer assessment can –and should– be used as the main way to assess the writing process and product in EFL classrooms. A proto-design of the peer assessment technique was developed to provide a step-by-step guideline for teachers wishing to include this technique in their lesson plans for teaching writing. Because the technique is supposed to be included in the lesson plan as the main assessment method, teachers will have enough room for all necessary stages of preparation, and therefore they are expected to arrive at much better, well-organized assessment plans. This paper also serves as an attempt to answer the challenges of some pessimists who look down the amazing power of EFL learners in providing meaningful contributions to the improvement of their own writing skills. The advantages of applying this technique are two-fold: it helps teachers rate their students' production more objectively, and at the same time it also forces the peer assessors to learn and improve their own skills both in writing and, if necessary, in revising it.

35 THE USE OF INTERACTIVE MULTIMEDIA IN ELT TO ENHANCE STUDENTS' AUTONOMOUS LEARNING AND SELF-EFFICACY

Ari Setyorini, Masullah

Multimedia has been broadly known for its effectiveness to improve student's language acquisition, particularly in TEFL. The ability of multimedia to perform authentic audio and visual modalities is very important for English learners because it will help them to acquire better understanding about English. The basic role of multimedia in classroom is as a learning source from which students can use interactively without depend much on teacher. This study aimed at knowing the use of interactive multimedia to enhance EFL students' autonomy and self-efficacy. Furthermore, the study described three prominent issues, namely interactive multimedia, autonomous learning, and self-efficacy that were explored in the teaching process. The research was done qualitatively by observing and interviewing tenth-graders of Senior High School about the implemetation of multimedia in their learning activities. The research chose only two topics of English lesson in the tenth grade, they were "Daily Activities and Hobbies" and "Describing People". The interactive multimedia designed to meet the goals of

learning were used to serve the materials, assignments, and assessment integratively. Each pair of students must follow the learning process through the direction of interactive multimedia, while the teacher was only as the facilitator. Through this study it could be seen that the strategies of teaching using interactive multimedia were carried out very well and met the goals. It was also found that using interactive multimedia was one of the best strategies to facilitate students to experience autonomous learning, motivate student's self-efficacy to be more engaged in the learning process and create more interactive learning situation.

36 GRAMMAR TEACHING AND LEARNING: A CASE STUDY IN UNNES AND UNISSULA

Arif Suryo Priyatmojo

Grammar becomes one component in achieving communicative competence through linguistics competence. To do so, lecturers give attention in teaching grammar through varied teaching methods and techniques. This paper is aimed at understanding the process of grammar teaching and learning in Indonesia. It employs a case study approach taking UNNES (State University of Semarang) and UNISSULA (Islamic University of Sultan Agung) as the subjects of the study. Two grammar classes were taken as the objects of the study by using purposeful maximal sampling. The study covers four research questions: 1). how is the grammar teaching at UNNES and UNISSULA, 2). how is the grammar learning at UNNES and UNISSULA, 3). how is the technique of grammar teaching at UNNES and UNISSULA, and 4). how is the perception of lecturers and students toward grammar teaching and learning at UNNES and UNISSULA. To get the data three kinds of instruments - direct observation, interview and document are used, and in analyzing the data a holistic analysis is used.

37 PRAGMATIC-BASED LISTENING: A SOLUTION FOR BOOSTING ENGLISH PROFICIENCY OF INDONESIAN LEARNERS OF ENGLISH

Arifuddin

There might be sufficient professional English language lecturers and teachers in Indonesia and TEFLIN conferences have been held 61 times, but the TOEFL scores of Indonesian learners of English as a foreign language is low. Can they teach English as a Foreign Language? Until now, TOEFL Listening proves to be complicated. A number of factors determine the level of listening comprehension, and one of which is pragmatic competence. Understanding pragmatic meaning is one of the purposes of Listening Comprehension of a proficiency test, e.g. TOEFL-like. Unfortunately, listening practices in classroom 'ignore' the importance of pragmatic competence. As a result, test-takers are not well-prepared with pragmatic competence needed in understanding pragmatic meaning commonly tested in TOEFL-like. Therefore, the implementation of pragmatic-based approach in listening practices is expected to 'boost' English proficiency of Indonesian learners of English.

38 USING PORTFOLIO ASSESSMENT FOR TEACHING READING COMPREHENSION TO ADULT LEARNERS

Artini, Luh Putu

This paper describes the teaching of 'Advanced Reading Course' to the third year students majoring in English in Ganesha University of Education, Bali, using portfolio assessment strategy. The subject of the study comprised 60 students aged 21-22 years old who took the highest of the four level Reading Courses. Advanced Reading was a two credit hour course with the total of 16 sessions in one semester. The course aimed at facilitating students to build their critical thinking through analytical activities on advanced level of texts on the issues of human rights, politics, culture, economics, social, and education. For in class activities, students worked in groups and analyzed the provided texts based on analytical and hypothetical questions provided by the lecturer. For enrichment, each student had to find a number of other texts or articles under the same topics to read and analyzed independently and compiled

them into their portfolio. Each reading activity was followed up with a journal writing and self assessment rubrics so that individual reading could be expected to result in focused independent reading. The paper is resumed with a description of the impact of portfolio assessment on students' attitudes, motivation, and achievement in advanced reading comprehension.

39 INNOVATION OF TEACHING AND LEARNING ENGLISH APPLIED TO ANIMAL SCIENCES' STUDENT WITH THE COMBINATION OF COMPUTER MEDIA AND AUDIO VISUAL

Aryani, I Gst Ag Istri; Sri Rahayuni, Ni Ketut

Currently, knowledge era is not only concern on books but also technology use as the product to enhance the intellectual capability. This technology development can support the process of teaching and learning English in the classroom activities and language laboratory. Computer and audio visual is the essential media to assist a lecturer, besides books or hand out distributed to the students which also supported the method of teaching according to their needs. In this research, we have observed and analyzed 94 students from the Faculty of Animal Science in two different classes, 46 students in class A and 48 students in class B, year 2014/2015 by using Contextual Teaching and Learning (CTL) system for about one semester. Basically, collaborative materials were given on the scope of Reading, Writing, Listening and Speaking related to animals and their habits by using videos displayed that combined with ONIC DL-300 plus program provided at the English laboratory, Faculty of Animal Science, Udayana University as the supporting element in teaching and learning English. The progress of learning English can be observed and analyzed from their result of evaluation in the classroom and language laboratory. In this case, the result of achievement evaluated from their final scores of soft skill including assignments and participation, practicum, mid test and also final test. It showed that 100% students passed the final range scoring in class A and 96% students passed in class B.

40 LINGUISTIC AND CULTURAL KNOWLEDGE IN LANGUAGE TEACHING

Aryawibawa, I Nyoman; Udayana, I Nyoman

In teaching a foreign language, e.g. English, while its linguistic knowledge, e.g. grammar, vocabulary, discourse, is surely crucial to teach, cultural knowledge of the language should not be neglected. The main objective of this paper is to argue why both linguistic and cultural knowledge should be equally italicised by language teachers by referring to some spatial relation evidence in English and Balinese.

Employing monolingual Balinese speakers and using linguistic and non-linguistic tasks, Aryawibawa (2010, 2012) showed that Balinese subjects used absolute systems dominantly in responding the two tasks, e.g. The man is north/south/east/west of the car. Given the same tasks, unlike Balinese subjects, English speakers used relative systems, e.g. The man is to the right/left of the car as pointed out by Herskovits (1986) and Levinson (2003). The results suggest that language reflects cultural values of people speaking it. Specifically, while English emphasises the importance of ego in describing the tasks, Balinese highlights that of local landmarks, e.g. mountains, for their religious values. Provided with such evidence, language teachers should pay equal attention to both linguistic and cultural aspects in teaching a language with (at least) two advantages: (1) learners will understand thoroughly how a particular language works, (2) learners can avoid linguistic and cultural conflicts in using the language.

To conclude, referring to the findings, it is suggested that language teachers should put equal emphasis on both linguistic and cultural knowledge in teaching a particular language.

41 IMPLEMENTING SOCIAL CONSTRUCTIVISM FOR TEACHING CONTENT SUBJECT IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM

Astri Hapsari

Rooting from Vygotskian school of thought, social constructivism has been in the center of post-structuralist theoretical framework in second language acquisition and learning. Two of the crucial concept in social constructivism are collaborative learning and zone proximal development (ZPD) which enable learners to practice their higher order thinking process through their interaction with more knowledgeable others such as lecturers or peers (Lantolf, 2014; Nassaji & Cumming, 2000; Marchenkova, 2005). This essay will describe how the concept of collaborative learning and ZPD is set in teaching content subject in English as a foreign language (EFL) classroom. The content subject is Teaching Methodologies taught for second semester English Language Education Department students, Universitas Islam Indonesia. Using bilingual approach, the course design consists of four cycles uses various teaching and learning strategies such as lecturing and group discussion in the first cycle, group presentation in the second, lecturing and group discussion in the third and group simulation followed by reflective teaching in the fourth cycle. Samples of teacher-students and student-student interaction are recorded in each cycle to analyze and evaluate the collaborative learning set in a zone proximal development.

42 AN INVESTIGATION OF STUDENTS' LANGUAGE LEARNING STRATEGIES IN MASTERING SPEAKING SKILL AT ENGLISH AND LITERATURE DEPARTMENT OF UIN ALAUDDIN MAKASSAR

Aswin Abbas

This research aimed to investigate the students' language learning strategies used in mastering speaking skill, investigating the most dominant students' language learning strategies used by the students in mastering speaking skill and finding out the differences of using students' language learning strategies used between high achiever and low achiever students in mastering speaking skill.

The researcher applied mixed method research, *Qual-quant* model. The Population of this research was the second and fourth semester students of English and Literature Department of UIN Alauddin Makassar. This research used simple random sampling technique with think aloud and questionnaire as instrument.

The result of this study showed that (1) students' language learning strategies used in mastering speaking skill were memorizing vocabularies, using picture, using rhythm categorized as memory strategy. Listening to the music, watching English video, watching English movie, using dictionary, watching English TV program, practicing with friend, listing difficult vocabularies, reading English book, speaking with native speaker, speaking alone, doing conversation, sending English message, repeating categorized as cognitive strategy. Joining the club meeting, getting course, attending an English area, getting an English private, paying attention, writing in *Bahasa* categorized as metacognitive strategy. Using gesture, using similar word, guessing, categorized as compensation strategy. Speaking with friend, asking question to the lecturer or friend categorized as social strategy. Discussing problem, discussing with friend categorized as affective strategy. (2) the most dominant students' language learning strategies used by the student was metacognitive strategy with the highest preference. (3) The high achiever students employed different strategies than low achiever students. High achiever students employed indirect strategies, metacognitive strategy and low achiever students employed direct strategies, compensation strategy.

43 ADDRESSING 21ST CENTURY COMMUNICATION SKILLS: SOME EMERGING ISSUES FROM EIL PEDAGOGY

Athriyana S. Pattiwael

21st Century Skills has attracted the attention of various education experts, practitioners, school management, teachers and educational managers in ASEAN countries, including Indonesia. A number of activities in terms of seminars and workshops have been held by different institutions to address this framework in terms of how to align it to the curriculum and how to integrate it into classroom activities.

Regarding communication skills, Partnership for 21st Century Skills defines 21st Century Communication Skills – among the other five definition – as communicating effectively in diverse environments (including multilingual and multicultural). Realizing that this framework was developed in American context for their national education purposes, it is imperative for various parties, including teachers and practitioners of English as Foreign Language, to contextualize it by considering both local and regional context. As a minute contribution to the effort of contextualizing the framework, this paper will address some emerging issues in developing the instructional materials framed by the pedagogy of English as an International Language.

44 USING SMARTPHONES IN ENGLISH LANGUAGE TEACHING

Atiqah Nurul Asri

Smartphones are very popular and powerful tools. Students use their smartphones in class. They could be sending messages from their pockets and under the desks during lectures or play games and go on to the available social media. This often disengages them from what they are supposed to be doing in the classroom. Teachers are tired of telling them to put away their phones. In fact the smartphones can be used to facilitate their learning. The present paper therefore aims at revealing how smartphones can be integrated in interesting and effective ways in the English language classroom. They include problem-solving exercises to boost the students' higher order thinking skills, using applications to encourage participation and engagement around the ideas and issues presented in class, and creating a "scavenger hunt" to provide a real-world context and interpersonal interaction. The paper also addresses what to do and what not to do regarding the use of smartphones in the classroom.

45 TEACHING AND ASSESSING SECOND LANGUAGE POETRY WRITING IN ASIAN EFL CONTEXTS

Atsushi lida

Second language (L2) poetry writing is viewed as an effective literacy practice and applied linguists have discussed the value of poetry writing in the L2 composition classroom (Chamcharatsri, 2013, Hanauer 2012; lida, 2012). However, many English as a Foreign Language (EFL) teachers know very little about the potential of L2 poetry writing and its practical usage in the classroom. This workshop will address this issue by exploring the relationship between the task of poetry writing and EFL students.

The aim of this workshop is to discuss how EFL teachers can teach poetry writing and assess poems written by L2 learners in Asian contexts. The presenter will first identify several issues of L2 writing in Asia and then discuss how poetry writing can help to overcome those potential problems. The presenter will also share his teaching practice of L2 poetry writing in the Japanese EFL university classroom and demonstrate how to assess poems written by L2 writers. By attending this workshop, the audience will gain a better understanding of the value of L2 poetry writing and expand the knowledge of how to teach and assess it in Asian EFL

contexts.

46 BENEFIT AND CHALLENGE: POSTER AS AN EVALUATION IN LINGUISTICS COURSE

Aulia Nisa Khusnia

This paper reveals on how important evaluation, the challenges and benefits in linguistics course. Evaluation is an ongoing process of building understanding of professional work. Evaluation is also a systematic process which involves gathering information and giving feedback on the way the programs works. The purpose of evaluation is to support improvement in teaching and learning. In linguistics course, there are five core topics. Each group presented a topic. The challenge came up when the teacher gave a chance to the students to present their topics in interesting way. The teacher asked students to have poster in evaluation process. Some benefits of poster are 1) it facilitates oral practice;2) it encourages authentic communication;3) it augments self-confidence;4) it accommodates a variety of learning styles;5) it fosters learner autonomy;6) it minimizes incorrect language;7) it allows teacher to monitor students speech.

47 GETTING INTO LEARNING FACTORS OF A GOOD EFL STUDENT IN THE INDONESIAN CONTEXT

Aunurrahman

Studies have shown that there are factors that contribute to students' language learning, such as strategies (e.g. Rubin, 1975), motivations (e.g. Gardner & Lambert, 1959), language knowledge (e.g. Cook, 1992), and contexts (e.g. Pavlenko, 2002). Recent studies then have shown that learning factors, to some extent, are connected to each other and contribute to students' learning (Alsayed, 2003; Neemati, Hooshangi, & Shurideh, 2014; Wei, 2007; Yang, 1999; Zhang & Rahimi, 2014). However, how these learning factors stitched together and constitute a good EFL learner have not been studied in depth. Thus, this study would like to find out how the learning factors are related to each other and constitute a good ELF student in the Indonesian context. The learning factors are based on Kumaravadivelu intake factors (2006). Seven first-year doctoral students participated in this study. An open-ended questionnaire was employed to identify the students' learning factors followed with a reflective writing to explore how the factors constitute their EFL learning. Based on content analysis of the data, the study comes to conclusion that learning factors takes place in continuum relationship where the factors are facilitating the students' learning. Implications for English language teaching English have been drawn.

48 THE TRANSLATION OF ENGLISH CLEFT SENTENCES INTO INDONESIAN (A CASE STUDY OF STUDENTS' ASSIGNMENTS)

Ayu Widiastuti, Ni Made

The translations of English cleft sentences into Indonesian made by the students of the English Department, Faculty of Letters, Udayana University is the topic of this study. It becomes interesting to be conducted due to a cleft sentence is not always translated into a complex sentence in Indonesian and sometimes the translations become awkward. The purposes of this study are to find out the translation of English cleft sentences into Indonesian made by the students and to analyze the naturalness of the translation in the receptor language. The translations of English cleft sentences into Indonesian made by the students in two classes are taken as the data source. They were collected through note taking technique, and then analyzed qualitatively by using the theories of Quirk (1986) regarding cleft sentences, Newmark (1998), and Larson (1998) related to translation. The results show that the English cleft sentences were translated into both simple and complex sentences. Some of the translations do not sound natural because the students did not use the normal language forms of the receptor language, and the meaning of the translation in Indonesian is hard to be

understood.

49 TEACHERS' OPINIONS ON THE IMPLEMENTATION OF VARIOUS ATTITUDE ASSESSMENT INSTRUMENTS IN JUNIOR HIGH SCHOOL IN CURRICULUM 2013: ITS PRACTICALITY

Azhar Aziz Lubis, Meti Rahmawati

This qualitative case study aimed to investigate English teachers' opinions in attitude assessment of the first and second core competences (KI-1 & KI-2) in Curriculum 2013. The implementation of attitude assessment in Curriculum 2013 had been an issue as revealed in the previous studies. The study focused on analyzing the practicality principles involving time, procedure and easiness, resources, and cost. This involved two Junior High School English teachers in East Java. The data were collected through in-depth interview and document analysis. The former served as an instrument to reveal the implementation of practicality in terms of time, procedure and easiness, resource, and cost. The latter served as an instrument to explore the way teachers overcome the problems. It turned out that both observation and journal confirmed the existence of the four practicality principles. However, the other two instruments, self and peer assessment, had practicality problems in terms of time, procedure, and resource. Furthermore, the teachers' ways in overcoming the problems were discussed. All in all, the suggestions for English teachers and the Government were proposed.

50 HOW MUCH IS PARENTS' SES WORTH FOR YOUNG LEARNERS TO LEARN ENGLISH?"

Bambang Harmanto

The parents' awareness to equip their children with English continues to increase as the response of globalization demands. English now has been very influential in Asia's language educational policies and practices for the past couple of years including Indonesia. The concern of today's Indonesian parents toward their children seems to be getting better. This paper, therefore, tried to show the finding of study concerning whether the parents' SES has contribution in forming their views on equipping their children with English. The data were collected by employing a survey technique using questionnaires and interviews involving 245 parents as the research respondents. The data of study were analyzed using an analysis instrument of SPSS with Predictive Analysis Software statistics 18. The finding revealed that there was no significant correlation between parents' social and economic status (SES) either in their education, occupation, or income and their views on equipping their children with English because the significance value (Sig value) was 0.192. It indicated that today's parents' concerns on how their children get a good English education were equally good. They held remarkably similar beliefs on the importance of English mastery for the globalization era, regardless of the existence of English at elementary schools or English for Young Learners (EYL). They consistently offered a commitment to support their children with English learning by giving option to take an English course or English program at schools. They believed that learning English would not hamper their children to master Indonesian language and weaken their patriotism values.

51 THE MAN WHO WAS ALMOST A MAN IN THE PROSE CLASSROOM: ANALYZING SHORT STORY IN LANGUAGE TEACHING

Bambang Purwanto

Some people believe that almost all Education students always deal with teaching, in which they have to come inside the class and do teaching as one of their needs. This idea has also clicked in the students of Education in the past. They had the idea that the process of teaching is their way to be a teacher will be. Time by time they have used quantitative data in their research or teaching and they spread their positive influence to their juniors. There was a big question in their mind? Could they use literature in language teaching or could they analyze short stories in their teaching? At present, the students of English Education, especially the

students in my department, uses a qualitative data in their teaching. They analyze short stories to show that they also have the ability in dealing with the description. There are some ways I used in this article. At the first time, we examine the understanding and the evolution of literature in this class. Next, we give them short stories, not only to be read but also to understand and to analyze their intrinsic element. *The Man Who Was Almost a Man* is an excellent short story to improve their understanding of intrinsic element in this class. They find out that all intrinsic elements could show the writer's mind and it also shows that the writer's environment and behavior. Finally, they will also use qualitative data and they will also focus in their understanding of short story.

52 THE ROLE OF CAMPUS CLIMATE, FACULTY AND PEER ON ENGLISH MAJOR STUDENTS' SUCCESS

Bayu H. Wicaksono

English as a Foreign Language (EFL) students, enrolled in English Education Department, have lower graduation rates compared with students from other departments. One of the most important predictors in student retention is their perception of academic success. The purpose of this study was to explore EFL students' perceptions of campus climate, faculty and peer social support, and sought to determine whether or not there is a relationship between these factors and EFL students' perception academic success.

The study was carried out at University of Muhammadiyah Malang (UMM). The inclusion criteria for this study were: undergraduate students enrolled in English Education Department. A survey consisting of three scales: peer and faculty support, campus climate, and academic success were distributed to the participants. The content validity and reliability of each scale were tested. Generalized estimating equations (GEE) were used to test the study hypothesis.

The majority of participants were students with ages between 18 up to 24 years. The GEE analyses showed that campus climate was significantly associated with academic success, p -value=0.01, but peer and faculty support was not, p -value=0.07.

EFL undergraduate students' perception of campus climate may have an influence on their perception of academic success. Students' perception of peer and faculty support was not significantly associated with academic success. The findings were hampered by the small sample of EFL students recruited.

53 INDONESIAN ENGLISH TEACHERS' READINESS IN USING ICT FOR TEACHING ENGLISH

Benedictus B. Dwijatmoko

Stated in Regulation of Minister of National Education Number 16 Year 2007, the mastery of information and communication technology (ICT) is an important component of school teachers' pedagogic competency. With the mastery, school teachers are hoped to be able to enhance their teaching-learning process for a better result.

This research aimed at studying English school teachers' readiness to use ICT for teaching English. The samples were 119 English school teachers who participated in the Third Indonesian English Teacher Association held in Sanata Dharma University Yogyakarta on March 27 – 28, 2015.

A questionnaire was used to collect the data. The questionnaire covered aspects of the teachers' mastery of ICT for teaching English. They were computer operation knowledge, personal development chance, school facilities, school support and system, teaching habits, teacher-student relation, and computer-assisted language learning knowledge.

With the result of the research, it is hoped that the readiness of the English school teachers of

Indonesia and their problems in using ICT for teaching English can be revealed. Education experts, English education study programs, and policy makers, consequently, may take necessary steps to create situations and conditions where Indonesian English teachers can meet the Regulation.

54 UTILIZING MICROSOFT LEARNING TOOLS IN TEACHING ENGLISH IN THE FRAMEWORK OF 21ST CENTURY LEARNING

Betty Sekarasih Hadi Yani

Technology cannot be separated from our lives. It interweaved in almost every part of people's lives and affects how we work, socialize, connect, play, and most importantly learn. The presence of technology in the classroom becomes essential. It helps the students to prepare their future careers and real world environment, to interact more by encouraging collaboration and to conduct effective communication. Technology is also a great way to reach diversity in learning style. Well-integrated use of technology resources makes twenty-first-century learning possible.

Twenty-first-century learning embodies an approach to teaching that marries content to skills. *The term "21st-century skills" is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that schools need to teach to help students thrive in today's world.* Successful technology integration is achieved when the use of technology is routine and transparent, accessible and readily available for the task at hand, supporting the curricular goals, and helping the students to effectively reach their goals. *Project based that incorporating technology becomes the representation of 21st century learning in the classroom. Microsoft offers a lot of learning tools that can be utilized in the English teaching learning process. The tools such as autocollage, photostory, kids story builder, one note, songsmith, publisher, skype, lync and sway are effective for constructing knowledge, encouraging collaboration, presenting ideas, and improving creativity.*

By utilizing the microsoft learning tools in the project based learning, the students will get opportunity to work with technology to discuss and study real world issue. The technology they used give them ease to collaborate with others, to communicate their ideas and also improve their creativity. The students can learn the language with the topic of real world problem today and they also can be the designer of technology products. The other benefits obtained by integrating the technology are students become more responsible to take more control over their own learning and the classroom becomes a happier place. Students are excited about being able to use technology and therefore are more apt to learn.

55 VOCABULARY LEARNING STRATEGIES PREFERENCES BY EFL UNIVERSITY LEARNERS

Boniesta Zulandha Melani

Looking at the direct relation between vocabulary knowledge and learning strategies applied to remember words, the low English vocabulary acquisition by Indonesian learners reported in several studies (Quinn, 1968; Nation, 1974; Nurweni & Read, 1999; Melani, Isnaeni & Wardhana, 2013) has added more reason for the necessity to measure the application of vocabulary learning strategies applied by Indonesian learners. For this purpose, 86 first semester university students in English language program were questioned on their use of word learning strategies (Metacognitive Regulation, Guessing, Dictionary, Note-Taking, Memory Rehearsal, and Memory Encoding strategies) using Vocabulary Learning Questionnaire (VLQ Version 3.0) designed from previous similar research by Gu and Johnson (1996). Findings show medium use of all types of strategies, showing positive attitudes towards the application of word learning strategies. Specifically, Dictionary strategies (3.63) and Guessing strategies (3.56) are highly applied, and both Memory rehearsal (2.69) as well as Memory-encoding strategies (2.65) are the least applied. Similar study on Chinese EFL learners confirms frequent

use of dictionary and guessing for comprehension purpose (Gu and Johnson, 1999) for second language word learning, particularly at this stage of education level. This finding however, contradicts to the fact that Asian learners in general are likely to choose memory type of learning (O'Malley & Chamot, 1990; Politzer & McGroarthy, 1985). In this case, memory learning does not become learners' preference once they reach higher education level.

56 CURRICULUM RENEWAL IN A TRANSNATIONAL EAP COURSE: ADDRESSING DIVERSE NEEDS

Bradley Hughes

For a language course it is essential for syllabus documents to be detailed but flexible, and for course materials to be contextually suitable. It is also important for learners to feel the course is directly relevant to their needs. When the course is an Australian university EAP pathway program delivered transnationally, these matters need to be addressed in course design, and the course's quality assurance framework needs to be rigorous.

UTS Insearch is a transnational English language provider with schools in Indonesia, Australia, China, Korea and Vietnam. Its EAP curriculum, which is delivered across all centres, recently completed a cycle of renewal. Following feedback from all centres, the curriculum renewal project saw a number of improvements in relation to course flexibility and the ability of the course to address students' perceived needs. This latter point involved the development of IELTS and TOEFL supplements that integrate into units of the EAP curriculum.

This paper looks at the questions that inform transnational EAP curriculum design, and will be especially useful for those interested in alignment of syllabus and materials to students' needs.

57 GOOD PRACTICE IN MONITORING AND SUPERVISING UNDERGRADUATE THESIS WRITTEN BY EFL TEACHER EDUCATION STUDENTS

Budi Setyono

Based on the curriculum of English teacher education program, it is required that undergraduate students write a thesis as their final research project. Due to this policy, many undergraduate students in my institution could not finish their study in a fixed time although they are permitted to program their thesis earlier. In average, they could finish their study in 5.4 years, whereas the average length in completing thesis was 11.3 months. These indicate that the process of writing thesis contributes a lot to the total length of study. Based on the recent data, there are a number of factors identified to be the causes of the problems. First, discipline has been identified as an important factor in the process of thesis writing. As a matter of fact, most of students did not follow the fixed schedule they have made before. Second, persistency is also another essential factor in the process of thesis writing. In this case, when feedback is given by supervisor to the thesis manuscript it usually takes a long time for supervisees to return the revised manuscript to the supervisor. Third, unavailability of standard operating procedures (SOP) may also become the contributing factor in the long process of writing a thesis. To overcome such a problem, three important elements must be taken into account, i.e. the availability of a standard operating procedure (SOP) of thesis writing, a fixed plan made by supervisees, and a regular monitoring and supervision by supervisors and head of the English study program.

58 TESTING AS AN IMPORTANT DIAGNOSTIC INSTRUMENT IN LANGUAGE TEACHING AND LEARNING PROGRAM

Budiarsa, Made

In order to know the success of language teaching and learning by applying competence based learning process, it is important for the teacher to have a tool to measure the student's ability

to understand what they have already learned in the classroom with the teacher. Testing is not only allowing the teacher to see the progress of the students, but it also enables them to show their own success or failure in the classroom learning process. By doing so, the teacher will be able to understand what is going wrong with the teaching and learning process in the classroom.

This paper is aimed at discussing the success of language teaching and learning process and to indicate the group and individual progress of the learners toward the objective and specific achievement of the language training program. Formal classroom tests allow the teacher to form a more precise idea of how good the students have mastered and where their areas of weakness lie. Based on this information the teacher can develop the appropriate materials, methods, and classroom techniques to be used in the teaching and learning process.

59 TEACHING IMPLICATION ON CONTRASTIVE ANALYSIS BETWEEN BALINESE AND ENGLISH SPEECH SOUNDS

Budiasa, I Gede

Teachers of Foreign Languages may wonder why they have to go through a Contrastive Analysis (CA) of the students first language and the target language. CA is essential for fourfold reasons. Firstly, it is realized that the most effective materials (for teaching an L2) are those based upon a scientific description of the language to be learnt, carefully compared with a parallel description of the native language of the learners (Fries in Lado, R. 1945:13). Secondly, CA is a device for predicting points of difficulty and some of the errors that learners will make. Thirdly, by contrasting the sound system of the target language and the first language, could the problem sounds be anticipated to be taught. Finally, English teachers ought to be aware of the nature of the learners' native language and the language to be learned either on phonological aspects or others. The mastery of the target language phonological aspect is particularly important for the teachers. This enables them to have appropriate pronunciation in terms of accuracy as a good model because the students will imitate or mimic it.

For an empirical study, five out of seven individual sounds /v, T, D, z, S/ which occur most frequently but absent in Balinese are investigated in detail. The tests of individual five sounds in specific contexts, i.e. single sound, word-initial in all four boxes: (i) Sound Discrimination, (ii) Sound Identification (Reception); (iii) Repetition from the tape and (iv) Reading aloud (Production) are administered to twenty Balinese native speakers. The test results show that the phonological competence of Balinese native speakers on perceiving English difficult sounds is much better than producing them.

Recommendation to anticipate more effective and efficient teaching of the problem sounds are made after the empirical study on account of teaching pronunciation in general and in particular two English inter-dental fricative speech sounds: /T, D / out of seven 'offending' sounds' as trouble spot by presenting a sample lesson plan as a frame of reference in teaching these two speech sounds /T, D/ and its adjacent counterpart speech sounds /t/ and /d/ as alveolar stops. These two speech sounds are picked up for the most problematic ones not only for the Balinese native speakers but also for the Indonesian speakers in general.

60 GIVING INDONESIAN ENFL TEACHERS THEIR VOICES: A STUDY OF TEACHERS' PERSPECTIVES ON PROFESSIONAL TEACHING STANDARDS

Chairil Anwar Korompot

Following the trend of the Standards Movement in Education (SME) and responding to criticisms of the "poor quality of education and teacher professionalism", the Indonesian Government launched in 2007 the Teacher Certification Programs (PSG). The aims of PSG are to certify in-service teachers and pre-service teachers in one of five routes from which

teachers could obtain their Professional Educator Certificates which entitles them to monthly incentives. Among *PSG*'s many guide lines is the National Education Minister's Regulation on Teachers' Academic Qualification and Competency Standards, a standards document developed by a team at the Board for National Education Standard with little or no input from teachers. (This document is known as *Permendiknas No. 16 Tahun 2007* and is referred to in this paper as *SKAKG2007*.)

Drawing from ideas about the professional status of language teaching (e.g. Nunan, 2001) and language teacher cognition (e.g. Borg, 2006), the doctoral study reported in this paper presentation obtained its data from 66 Indonesian EFL teachers (IETs) in three Indonesian cities through interviews and focus group discussions, as well as from 32 key informants in the three cities and Jakarta through in-depth interviews. The data were analyzed qualitatively and the "standards statements" formulated by the teachers were organized into three major themes.

The *SKAKG 2007* were found to have been formulated for regulatory and control rather than developmental purposes. They were designed to provide a justification for implementing the Government's *PSG* program. To this end, teachers were systematically sidelined from giving their input to the standards, resulting in a lack of teacher authorship and ownership as well as subject-specificity in the standards document. The size of the country, the large number of teachers, the lack of coordination among IETs' professional organizations at the national level, and the urgent need to implement the ground-breaking Law Number 14 Year 2005 on Teachers' and Lecturers might have been the main reasons why it was considered more efficient to commission the experts to develop the standards rather than allowing consultation with teachers.

More importantly, the findings show that IETs do have substantial insights into and understanding of the areas of teacher knowledge, skills, and dispositions, as expected in international teacher cognition research findings and professional teaching standards documents. The implications are that IETs have a lot to contribute to the reform processes in the Indonesian education system. In particular, IETs could be involved in developing the overall construct of the current Teachers' Core Competency Standards and Subject Teachers Competency standards in *SKAKG 2007*, and elaborating the minimum to subject-specific standards for teaching EFL in Indonesia.

61 IN FOCUS: A BLENDED SOLUTION FOR DEVELOPING CRITICAL THINKING SKILLS AND HIGH FREQUENCY VOCABULARY

Charles Browne

Explanation of the thinking behind the In Focus series

1. Brief introduction to the background of the 3 In Focus authors
2. Introduction to the importance of high frequency vocabulary for second language learners and the NGSL and NAWL word lists used in the In Focus series
3. A walkthrough a typical In Focus unit
4. Introduction to the various In Focus online resources and tools
5. Time for Questions and Discussion

62 MODELING SINGAPORE SYSTEM SCHOOL'S ENGLISH EXAM PAPERS TO IMPROVE OUR LOCAL SCHOOLS' STANDARD OF EXAM PAPER WRITING IN THE PRIMARY WRITING.

Choiriya

Reading local schools' English test paper and English books and workbooks, I find so many flaws in the content, structure and language. If the local schools' English teachers cannot do much to change the content of those readily printed materials, they still have chances to

improve the quality of their test or exam papers. This analysis will bring about the empirical data of the flaws and how to fix them. Excluding the language proficiency factor, this paper focuses on comparing the structure of the paper and the language content and logic. The English exam papers from one local school SDN Lirboyo IV Kota Kediri, and one Singapore curriculum based school, Merlion School Surabaya, will be taken for the samples. The data will be collected from Primary 5 and 6 end of term exam papers. The papers will be first compared in the content structure and style areas then the common mistakes from SDN Lirboyo IV paper will be listed and corrected. Next, the effectiveness of the exam papers from Merlion School to test the skills that have been covered in the English language learning is presented. Last, suggestions on how to improve the quality of the local schools English exam papers will be clearly stated.

63 THE ROLE OF TRANSLATION COMPETITION IN IMPROVING STUDENTS' ENGLISH COMPETENCE: A SURVEY RESEARCH IN A TRANSLATION COMPETITION AT UPH LIPPO KARAWACI

Christiana Sidupa

The paper describes and discusses the three roles of a new competition, a translation competition intended to improve students' English competence: before, during, and after the competition. A survey was conducted with 30 participants in the 2015 translation competition held in the Faculty of Education, Teachers College, at UPH Lippo Karawaci.

The participants were college students who competed in three rounds. A new set of questions in Bahasa Indonesia was made and used in the preliminary round for 30 participants to translate into English. It focused on the grammatical accuracy. Thus, the best 10 participants moved on to the semifinal round to translate one article taken from the Jakarta Post. Three adjudicators eventually selected five participants to enter the final round, translating an article from Kompas. No dictionary was allowed during each round of the competition. Both newspapers were used in the final round edition to ensure its fairness. The duration for each round was 25 minutes. Three questionnaires were made and distributed during the technical meeting, approaching the final round, and also after the final round to determine the participants' perceptions about the role of the translation competition they joined.

The results of the survey show that the participants enjoyed and considered the translation competition as beneficial for them. Constructive suggestions from the participants are also presented in order to improve future translation competitions and as a basis for deciding whether to stop the competition or to modify it so it will be more beneficial in the future.

64 CORPUS ANALYSIS OF WORDS IN CONTEXT: A STUDY IN A CLASS OF ENGLISH FOR ACADEMIC PURPOSES (EAP)

Christianus I Wayan Eka Budiarta

Among several domains of studies, co-words have been considered as carriers of meaning. In line with the increase number of students who are interested to study overseas, one of the main challenges for EFL learners is using vocabulary in context. Thus, English for Academic Purposes has started to have a big portion in many higher institutions in Indonesia, particularly the institutions which have a 'sandwich' program with other institution abroad. This study examines the frequency occurrence of words pairs appear in students' academic writing, by comparing between male and female, and between students from java and outside of Java. There are three methods of analysis being employed to analysis the word frequency, i.e. Academic Word List, AntConc3.2.4w and Wordandphrase.info. The result shows that the frequency of words pairs used in certain group is strongly related to their language background and cultural belief.

65 EFFECTIVENESS OF ITSDRAS IN DEVELOPING CHILDREN'S READING HABIT, SIGHT WORDS, AND LITERACY

Chuzaimah Dahlan Diem, Diemroh Ihsan

The main objective of this study was to find out whether the use of Informational Text Structures during Read-Aloud Strategy (ITSDRAS) could develop fifth graders' reading habit, sight words, and English literacy skills. Forty pupils were selected based on their prior reading comprehension achievement. They were divided equally into an experimental group and a control group. All of the pupils were given a reading habit questionnaire, an English sight-words test, and literacy skills tests comprising listening, reading, speaking, and writing. While the experimental group pupils were taught English using ITSDRAS, the control group pupils were not. The results showed that there were significant increases in the experimental group pupils' achievements of the three variables measured. When the two groups of students' achievements were compared, it was also found that there was a significant mean difference between them which leads to the conclusion that ITSDRAS is quite effective in teaching English to young learners (TEYL).

66 THE IMPLEMENTATION OF TOEFL-ORIENTED LEARNING CENTER (LC) AT ENGLISH COURSES IN DENPASAR AND BADUNG

Dana Ardika, Wayan

This research is entitled The Implementation of TOEFL-Oriented Learning Center (LC) at English Courses in Denpasar and Badung. TOEFL-Based LC is a site where learners can learn and practice TOEFL on their own. The activity is aimed at providing the two English courses with model for learning TOEFL and exercise modules of TOEFL. There will be two English courses involved in this research, they are International Language Course (ILC) and Bali Excellent School and Training Center. In its implementation, 6 teachers from both institutions will be involved to be research participants. They will be taught the way to handle LC program. During the training participants will be given test on their performance. Participants have to demonstrate the way they handle LC and will be scored in terms of (1) the way they opened the class, (2) the way they explained the materials, (3) the way they closed the class, (4) the language they used to explain things, (5) they way they checked students' work, (6) The way they scored students' work, (7) they way they gave feedback, and (8) their attitude during handling LC.

67 A TEACHER'S BELIEFS IN GRAMMAR AND HER TEACHING PRACTICES: A CASE STUDY OF ONE EXPERIENCED EFL TEACHER IN SMA NEGERI 5 SURAKARTA

Dani Puspitasari

This qualitative research reports a case study of teacher's beliefs in grammar and her grammar teaching practice in SMA Negeri 5 Surakarta. The problems of this research were formulated as follows: a) What are teacher's beliefs?, b) What factors influence the teacher's beliefs?, c) Is there any relationship between teacher's beliefs in grammar to the grammar teaching practice?. The subject of this research is an experienced EFL teacher; while the term 'experienced' is based on the Farrel and Bennis's (2013) idea. They define the term 'experienced' as having more than three years of teaching experience (pg. 165). The data were collected by in-depth interview with the teacher, in-depth interview with students, and passive classroom observation. During the interview, good rapport with the teacher and students was established by the researcher. The data were analyzed by qualitative data analysis proposed by Miles and Huberman (1994). The result of the research indicates that the teacher's beliefs of grammar and teaching grammar influence her grammar teaching practices.

68 THE IELTS REVOLUTION – HOW IELTS IS CHANGING THE WAY WE VIEW ASSESSMENT

David Persey

Traditionally, language assessment for the purposes of both university entrance and immigration into English speaking countries was largely a question of ticking boxes to show an understanding of grammatical rules and vocabulary. Preparing for this type of test did not necessarily prepare students for the realities of life in an English speaking environment. The success of IELTS, now the most popular English test worldwide for university assessment, is largely due to the fact that to some extent it addresses these needs, basing assessment on communicative competence. In this interactive workshop, participants will become better acquainted with how the exam does this and will also look at some techniques that can be used in the classroom.

69 ASSESSING LEARNERS' UNDERSTANDING OF GRAMMATICAL MEANINGS FROM THE COGNITIVE PERSPECTIVE

David Wijaya

That meaning is still primary in learning English grammar is beyond dispute, and yet teachers do not regularly assess their learners' understanding of it. A typical practice that seems to underplay the role of meaning in comprehending the message conveyed in the target language through its grammatical structures is this: after presenting the rules and their functions, teachers proceed to assessing the students by giving production activities, such as fill-in-the-gaps exercises, which require learners to complete the sentences with the correct form of the verbs supplied. In this paper, I first argue that assessing learners' understanding of the meaning of the taught grammatical form is as important as assessing their use of the form in production for three main rationales: (1) the centrality of meaning in language use, (2) learners' primary attention to meaning and (3) learners' problematic meaning processing strategies. In light of this importance, teachers have to be able to define and present the meaning of a grammatical form they are teaching adequately. They could benefit from a definition of meaning from the cognitive perspective which I overview afterwards. This perspective is pedagogically beneficial because it refers to human perception, bodily experience and social interaction in conceptualizing meaning, and thus enabling learners to grasp what is seemingly abstract. Finally, I present some practical ideas that teachers can use to assess how well their students have understood the meaning of the form being taught. These practical ideas include, but not limited to, consciousness-raising, input processing, and choice-making activities.

70 TEACHERS' ASSESSMENT BELIEFS SHIFT IN ADOPTING NEW CURRICULUM

Deby Irawan

Indonesian education system recently adopts a new curriculum, the 2013 Curriculum. This curriculum has several developed elements, with the basis of the previous curricula, including the assessment aspects. It was reformed from cognitive-based into authentic assessment, from grading or reporting into contributing to students learning. Adopting curriculum may change many aspects and often followed by trainings. Some of the changes may conflict with teachers' pedagogical values and beliefs. The purpose of this study is to find out whether teachers' beliefs on assessment is change or not related to the curriculum adoption. In affection to reveal the phenomenon, qualitative method was utilized. The result shows that there was no shift in beliefs about assessment in adopting new curriculum. However, the use of assessment tools were shifted due to the curriculum demand. It can be concluded that adopting a new curriculum cannot

change teachers' belief instantly. Many aspects that make teachers reluctant or hard to change. Those aspects can be categorized as in the curriculum, training, and the belief system itself. This study suggests the teachers to administer reflective activity, which is expected to give a clarity to the teachers about their best practices. For the policy maker, it is suggested to provide a training that accommodate teachers' previous beliefs, and also a continuous support system for teachers related to the curriculum application. Since belief is a fundamental matter, it is need to be understood that it cannot instantly be changed especially if the previous belief is not accommodated in the process.

71 STUDENTS' NEEDS OF ENGLISH WRITING MATERIAL AT FPBS IKIP MATARAM

Dedi Sumarsono, Abdul Kadir Bagis, Moh Arsyad Arrafii

This research, which is categorized into Research and Development, is aimed at developing English writing material based on the students' needs at FPBS IKIP Mataram. The main purposes of this research are to identify English writing materials needed by students, 2) to evaluate English writing materials used, 3) to develop English writing material based on students' needs. To achieve these purposes, some methods of collecting data have been involved including interview, classroom observation, and questionnaire and document analysis. Through observing classroom teaching and learning and document analysis, researchers identify whether the materials suit students' needs. Interview with students and questionnaire have purpose to explore students' opinions about the current English materials used in the classroom and to discover students' needs in relation to English writing materials. For data analysis, inductive thematic analysis has been employed to analyze qualitative data from interview. Meanwhile, questionnaire has been used to triangulate the data from interview. Descriptive analysis differentiates text books/materials which meet students' need from those that do not. The output of research is a research publication of the early findings from classroom observation, interview and questionnaire. The preliminary results of the research indicates that many writing materials used do not address students' needs which include procedure of instruction, learning targets, teacher and students roles.

72 SPEAK UP! FIVE WAYS TO MOTIVATE YOUR STUDENTS TO SPEAK IN EFL CLASSES

Denok Lestari

Have you ever found it difficult to make your students speak English in your classroom? Generally speaking, Indonesian students of English as Foreign Language (EFL) find speaking as the hardest skills to learn. This reality is in contrast to the learning goals in which the students are expected to be fluent in speaking the target language. The teaching of EFL has put its focus on speaking skills as the competence of a speaker in one language is primarily determined by his/her performance in speaking the language. What happens in most EFL classrooms is that the students are often reluctant to communicate in English with others or even perform in front of the class. Hence the teacher should always be creative in finding alternatives to boost the students' motivation in learning English. This article is aimed to share experience in teaching EFL specifically in improving speaking skills. There are five activities proposed in this article which are proven to be effective in increasing students' motivation in speaking English, they are: guessing games, role play, find someone who, spot the difference, and video making. Those activities are not newly invented, they have been there for so many years – implemented and modified – for the sake of teaching speaking in EFL classes.

73 WORKSHOP ON USING AN ELECTRONIC DICTIONARY FOR ENGLISH LANGUAGE TEACHING AND LEARNING

Deny Arnos Kwary

Recent advances in pedagogical lexicography have resulted in new and innovative features of current English dictionaries. Nevertheless, most English language teachers and learners,

especially in Indonesia, have not realized the innovative features that new dictionaries offer. This workshop introduces a new electronic dictionary in assisting the process of English language teaching and learning. This electronic dictionary provides innovative features that can be divided into four groups. The first group deals with lexico-grammatical aspect. The dictionary helps the users to determine which words should be used in informal conversation and in academic text, and which words should come before or after a particular word when writing a sentence. The second group deals with essays. The dictionary helps the users to compose essays. The dictionary explains the writing process, the structure to follow, and the expressions that are commonly used for each type of essay. The types of essays include comparison, argument, summary, reports, and book reviews. The third group contains references, which include an encyclopedia and a guide to British and American culture. Finally, the last group consists of vocabulary lists that can be created automatically using the entries of the ten dictionaries available in this electronic dictionary. The knowledge on these innovative features will improve the skills of the teachers and the quality of the learning materials.

74 TOUR – PLACE BASED LEARNING IN EFL SPEAKING CLASS

Deny Efita Nur Rakhmawati

Students in EFL Speaking Class frequently deal with some problems with the boredom of class situation and lack of interesting activities to do. In such traditional classroom, learning is considered as a term of acquisition, in which the lecturer usually provides input and the students process the input as an output. Participation describes the situation in which the role of the lecturer is to provide learning opportunities to the students who are expected experience language learning as something personal. Tour can be one of the ways to give students an opportunity to interact each other and with their surroundings. Therefore, tour to some historical and cultural places based on theme of speaking materials are expected to increase students' interest to speak up fluently as well as train them to communicate with others out of classroom.

75 THE IMPACT OF ENGLISH NATIONAL EXAMINATION: A CASE STUDY OF STUDENTS' TEST ANXIETY LEVEL IN VOCATIONAL HIGH SCHOOLS

Desak Made Indah Dewanti, Ika Kartikasari

National examination becomes one indicator of eight National Education Standards which aims to measure learning achievement of learners and education quality. There are several changes of government policy toward national examination from time to time. In 2015, schools are given more autonomy. The result of national examination now does not determine whether students are able to graduate or not to decrease the pressure. As stated in the policy of national examination, one of the factors which become the consideration of this change is students' test anxiety (Kemdikbud, 2015). When test anxiety is noticeably high, it may negatively affect student's ability to achieve optimum outcome of the test (Saeidi & Khaliliaqdam, 2013). This paper aims to investigate students' test anxiety level dealing with national examination in 2015, in particular the English subject by using a case study. The research of this study is conducted in five vocational high schools in Malang Regency and the samples are 50 third grader students. Questionnaire developed by Suinn (1969 revised in 2002) is adapted to measure students test anxiety level with additional criteria from indicators of English national examination by BNSP. A Test Anxiety Index (TAIN) score will be calculated by summing the scores for each item of questionnaire. The result of this study will show the level of students' test anxiety toward English national examination. Gains will come in form of suggestions for Vocational High School English teacher and institutions to focus on indicators of which are considered potentially increase the anxiety level on students toward English national examination.

76 CULTURAL VALUES AS CATALYSTS IN LEARNING A FOREIGN LANGUAGE

Desak Putu Eka Pratiwi; Sidha Karya, I Wayan

A culture if it is to maintain its existence must have values by which its people identify themselves, how they should act and what the people think is important. It is very often mentioned that the success of foreign language learning must be an integrative one since language and culture are two intertwining aspects, the missing of one would cripple its speaker. While it is true that in intercultural communication one needs to understand the culture whose language he is learning, immersing the learner just in the foreign culture could, at best, devalue his own cultural identity. Learning a foreign language and culture may also be viewed as a reflection to how well we are consciously aware of our own. The one component aspect a foreign language learner often suffers from is his inability to recognize or say what values he adheres. The writer's point here is that in order for the learner to be equally balanced in his understanding of the target language and maintain his own cultural values, it is necessary for the teacher of English to juxtapose values from both cultures in the materials that he is using. One way this could be done is by introducing value concepts of both cultures through reading materials. A true cross-cultural understanding is when the foreign language learner is consciously aware of values from both cultures; then, a growth toward a mature individual could be expected as he constantly masters both values and has choices as to which or what values he feels fit to identify himself with.

77 USING DIGITAL CAMERA IN PROJECT-BASED WRITING INSTRUCTION TO DEVELOP THE WRITING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 17 PALEMBANG

Desi Surayatika

The objectives of the study were to find out whether using digital camera in project-based writing instruction could improve students' writing ability or not and to find out the significant differences in writing achievement between students who were taught by using digital camera in project-based writing instruction and that of those who were not. A quasi-experimental method was used in this study. The population of the study was the eighth grade students of SMP Negeri 17 Palembang. The sample consisted of 40 students (20 males and 20 females), and was selected by using purposive sampling. In order to get the data, a test was used. The data were obtained in the form of writing test. The test was given twice, to the experimental and control groups, as pre-test and post-test. The result of the test were analyzed by using t-test through SPSS program. The result showed that (1) there was significant improvement of students' writing ability before and after the treatment. (2) there were significant differences in students' writing achievement between the students who were taught by using digital camera in project-based writing instruction and that of those who were not.

78 DEVELOPING AUTHENTIC ASSESSMENT IN ESP FOR ENGINEERING STUDENTS

Desi Tri Cahyaningati

As a vocational institution, Politeknik Perkapalan Negeri Surabaya (PPNS) should consider to suit a specific need of profession in teaching English. The students should master certain skills in English that meet their background of study as engineer. Thus the ESP approach provides opportunities to the students to acquire their specific purposes.

One of the factors relating with the standard quality of vocational education is the effectivity of teaching learning process covering the assessment of students learning outcomes. The learning outcomes is an indicator about the vocational education as the source of work market. Thus the learning outcomes should be measured not only the students' skills but also their cognitif, attitude and characters during the learning process at school.

However, in reality English teachers in PPNS are still using the traditional written assessment forms that only focus on students' knowledge about English. This condition becomes a factor of the low level of relevance of vocational education graduation competence with the demands of employment. Thus the witer belives that the solution to overcome the problem of the relevance of vocational education on learning outcomes aspect is the development of authentic assessment. In this paper, the writer will discuss the importance of authentic assessment (Authentic Assessment) to measure PPNS students learning outcomes in ESP. Moreover it will also discuss the suitable authentic test in ESP for PPNS students.

79 PEER ASSESSMENT: LEARNERS' DIFFICULTIES IN ESSAY WRITING IN HIGHER EDUCATION

Desi Wijayanti Ma'rufah, [Srihidayanti](#), Cici RiksaWiliyanti

Peer assessment becomes popularly used in higher education recently. Indeed, it is commonly integrated in writing activity because it is able to improve writing skill. Some problems might occur in applying peer assessment of writing activity in the classroom. Thus, this study aimed to investigate learners' difficulties of using peer assessment in essay writing. To this aim, the data were collected through interview and questionnaire. Semi-structured interviews were directed to a lecturer of TEYL (Teaching English for Young Learners) class who gave peer assessment of essay writing and some students who had experienced in the assessment. Moreover, questionnaire was addressed for twenty five post-graduate students of English department. The questionnaire consists of ten closed ended questions and an open ended question to reveal the students' perception of their difficulties of peer assessment. Besides, interviews are to know their experiences and to clarify what the difficulties in their peer assessment of essay writing. Audio recorder and interview guidelines were used in conducting the interview. The questionnaire data were analyzed by descriptive analytic. The interview data were then analyzed by using coding and categorizing. The learner difficulties involve feedback of peer assessment, students' objectivity of peer assessment, and criteria of Assessment. The results show that students found peer assessment in essay writing difficult. They felt difficult to give feedback because of their lack of understanding the content, their objectivity in assessing, and the lack of understanding of assessment criteria. Therefore, it is suggested that the teachers should concern and give clear explanation about the procedure of conducting peer assessment and the assessment criteria used.

80 CHARACTER VALUES AND THEIR INTERNALIZATION IN TEACHING AND LEARNING ENGLISH AT MADRASAH ALIYAH NEGERI 1 SAMARINDA

Desy Rusmawaty, Milad Islami

The study is aimed to investigate the internalization of character values in teaching and learning English since the learners do not only learn how to master the language skills but also learn how to use it properly according to appropriate norms, and values. The design of this study was qualitative since there was no experimental or manipulated settings involved. The data that collected in this research were check list of observation, field notes, interview guide for the teachers and students, and teachers' lesson plan. The results showed that there were at least six character values performed by the students in learning English, they were independent, hardworking ethos, curiosity, democratic attitude, communicative manner, and reading interest. In addition, the character values were internalized by the English teacher into the process of teaching and learning even though she did not realize it. Referring to the results, there were some suggestions. First, the Ministry of Education and Culture should formulate the specific character values that really composed based on the four language skills competency of English. Second, the school should facilitate the training specifically for the teachers about character education and how to implement it into teaching and learning activity. The last, the teachers should increase their awareness about the implementation of character education into the classroom activities.

81 CONCORD ERRORS FOUND IN THE STUDENTS' WRITING ASSIGNMENTS

Detriasmita Saientisna, Made

This study deals with the concord errors found in the writing assignments made by the students of the Faculty of Economics and Business, Udayana University. It is aimed at finding the types of concord errors found in the students' writing assignments, and analyzing the occurrence of concord errors made by the students. The data were taken from the students' writing assignments in two classes. There are 30 writings taken as the data representatives from the two classes. This study uses the qualitative-descriptive method, in which the data were collected through note taking technique and analysed using the theory proposed by Quirk (1986) and Richards (1974). The results show that there are five types of concord errors made by the students, namely subject-verb concord, notional concord, collective noun concord, concord of person, and indefinite pronoun concord. The errors occurred due to the ignorance of rule restrictions and the incomplete applications of rules.

82 ENGLISH PROVERBS AS MNEMONIC DEVICES

Devaki Reddy

The use of mnemonic devices is known to be effective in helping learners remember difficult concepts. The paper describes an experiment using popular English proverbs to help students remember the contexts in which articles are used, in an English course offered to students of an undergraduate programme, in India.

The incorrect use of articles is one of the grammatical errors frequently seen in the writing of students using English as a second language. As articles are not a part of the grammatical system of most of the Indian languages, speakers tend to omit articles where needed or use them in contexts that do not require them. The idea of definiteness or indefiniteness, however, is conveyed by other linguistic means in Indian languages. Experience in teaching and assessing students' grammatical competence revealed that some students still made mistakes in the use of articles, in spite of explicit instruction. This was the motivation for trying a different method of teaching the use of articles in the classroom. Some of the English proverbs that students were familiar with, each of which illustrated specific contexts for the use of articles were chosen and discussed in class. Language tests that were administered to the students before and after the experiment indicated that most of the students had made significant improvement in the use of articles in English.

83 STRATEGIES AND PROBLEMS LANGUAGE TRANSLATION IN READING TEXT FOR BEGINNERS AT SENIOR HIGH SCHOOL WIJAYA PUTRA STUDENTS SURABAYA: SEMANTIC APPROACH

Dewanto

Translation is a transmitting message to target language (TL) from source language (SL). Translation well need a strategy to get the correlation meaning from result linguistic work. It is as aim from translators. Translation is called strategy because it has access forward in technology innovation and arts. The strategy of translation in interpretation text theory is as effort a translator to transmit source language (SL) into target language (TL). Translation is universally defined as a process of transforming a piece of linguistic work. It is a process transforming and transmitting SL into TL.

This translation article has aim to share on translation for the beginners, especially senior high school students in Surabaya to translate and transmit the English text into Indonesia language.

The translation strategies will be discussed in this article such as the reaching target language (TL) from source language (SL), the accuracy meaning in choosing words, sentence structures, and culture factors. Therefore, translators have to know a detail understanding of textual context and domain-specific knowledge. In translation is required strategy in interpretation to comprehend the theoretical and practice as urgent aspect of translation. The comprehension of source language as translators is the important thing to practice in translation and understand about the relevance theory to translate the foreign languages.

This research uses qualitative method to get the data in the field. Data will help to know and find some appropriate strategies and the urgent problems that students face when they translate book text in the class. The strategies and problems in translation in this research uses semantic approach to answer the problem students. The writing is descriptive in nature and based on the library research in the Surabaya.

84 TARGET LANGUAGE EXPOSURE IN EFL TEACHING: FROM THEORY TO REALITY

Dewi Wardah Mazidatur Rohmah, Fitria Muji Pratawati

Many studies indicated the significance of abundant target language exposure. This issue also has been widely discussed in second language acquisition (SLA) studies. Previous studies have explored the teacher talk in some aspects; teacher's perception toward the teacher talk, the expected teacher talk, and the features of teacher talk mostly occur in ESL classrooms. On the other hand, this present study focuses on the teacher talk as the important source of language input in EFL classroom. Therefore the aim of this study is to highlight the contribution of target language exposure to the students' learning process by capturing the factual conditions in EFL learning. We will also see the teacher's belief and how this belief affects their teaching practice. The discussion will be brought up under the umbrella of SLA (Second Language Acquisition). To find the answer of this study, a case study is employed from March to April 2015 to investigate the teacher talk performed by a novice teacher in a particular elementary school.

85 EFL TEACHERS' NEEDS AND THE ROLE OF GOVERNMENT PROGRAMS ON TEACHERS' PROFESSIONAL DEVELOPMENT

Diah Safithri Armin

Indonesian government provides many programs in developing teacher's profession. However, there is teachers' assumption that government programs are less effective in helping teacher's professional development. Therefore, this study attempted to investigate teachers' perspective on professional development, teachers' needs in developing their profession, and teachers' perspective on government programs to develop teachers' professionalism. This research was conducted in basic interpretive qualitative research, and used an open-ended questionnaire and semi structure interview as the techniques of collecting data. The data were analyzed by describing and interpreting. The participants of this research were eighteen EFL teachers in Bandung, Medan, Jakarta and Bangka Belitung. The study revealed that teachers have a positive perspective on professional development in improving their teaching skill. The teachers' needs in developing their profession are having more experiences in teaching, having enough time to do professional development, training or workshop, well infrastructures, supporting colleagues, studying in university, doing education research, and money. Almost the teachers have a positive perspective on government programs and a few of them argued that the government programs will be better if it is not only discussed about administration, but more focus on how to help the teachers improve their teaching skill.

86 ENGLISH WRITING PERFORMANCE OF BUSINESS STUDENTS IN INDONESIAN HIGHER EDUCATION

Dian Inayati

Professional genre-based writing on business has been receiving tremendous attention by ESP (English for Specific Purposes) curriculum designers as well as educators in business English classrooms due to the development of technology and its emerging needs in business practices (Hyland, 2013). As Business English is concerned, the professional genres learned in writing classrooms would be writing tasks commonly conducted in business practices like business letters, emails, and company reports. Despite its importance, there has been a concern over students' English writing proficiency that might not be sufficient for effective communication. The current study thus aims at (1) assessing the extent to which business students are proficient in English writing for business practices, and (2) analyzing factors influencing their writing proficiency. 60 seniors enrolling in a Business Administration Program in an Indonesian public university were randomly chosen as participants. Two instruments were administered to the participants: BULATS (Business Language Testing Service) Writing Test (paper-based test) and an in-depth interview. The former is a standardized business English test which was used to measure the students' writing proficiency, gained from the mean score and standard deviation. The latter employed a snowballing technique to capture the participants' background and experiences in (business) English writing as well as factors which might influence their success in writing. The current study is expected to bring fruitful information for business English curriculum designers as well as educators in revisiting and developing the curriculum, syllabus, and teaching techniques that take students' factors into consideration to help overcoming their problems in writing.

87 THE EFL STUDENTS' DIFFICULTIES AND MOTIVATIONS IN ANSWERING THE TOEFL EXAMINATION

Dian Kustiyasari

One consistent finding of academic research is that high motivations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement. This paper focuses on exploring the students' difficulties in answering the TOEFL (Test of English as a Foreign Language) exam and their motivation in TOEFL preparation classes. This is a descriptive study based on in-depth structured interviews with 10 students, TOEFL preparation class observations and questionnaires assigned to 40 students. A focus-group interview with the three teachers of the TOEFL preparation courses is conducted to reveal student weaknesses in English performance. The subjects are undergraduate students taking TOEFL preparation courses in English courses in Malang. Findings showed that the main difficulties of the students in answering the TOEFL test are related to the complexity of the test item, the duration of the test, fewer basic skills, and lack of practice and motivation. The study also provides insights about the role of motivations in TOEFL preparation classes and offers examples of TOEFL preparation practices that reflect high motivations. The findings reveal that the teaching of TOEFL for undergraduate students needs to focus on improving grammar and vocabulary abilities. The course, therefore, has to be set to help students improving their grammar and vocabulary competence and overcoming the dilemmatic problems they faced in learning TOEFL.

88 THE EFFECT OF USING CLOZE PASSAGE TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE SECOND YEAR OF SMAN 1 RAMBAH HILIR.

Dian Sukma

The purpose of this reseach were to find out students' reading comprehension on narrative

text taught by using Cloze Passage Technique and taught without using Cloze Passage Technique toward reading comprehension on narrative text at the second year students of SMAN 1 Rambah Hilir.

This research was an experimental research, precisely a quasi experimental research. The design of this research was pre-test – post-test non equivalent control group. There were seven meeting in giving treatments.

The research findings showed that the improvement from the score of t-test. The total score of t-test was 3.371. based on t-table, $2,00 < 3.371 > 2.65$. Therefore, it could be concluded that there was a significant effect of using Cloze Passage Technique toward students reading comprehension on narrative text at the second year of SMAN 1 Rambah Hilir.

89 MULTIMODAL PEDAGOGY IN TEFLIN CONTEXTS

Didi Suherdi

The advance of ICT is driving human communication to more complex and multimodal networks. The language used, including English, in the communication appears more in the forms of multimodal, which include not only verbal, but also images, graphics, cyber links, and other semiotic resources rather than mono-modal texts, which include only one mode of meaning-making, usually verbal. Therefore, the teaching of languages, including English, can no longer be developed in traditional, mono-modal fashions; and to give appropriate responses to the challenge, approaches to teaching multimodal texts in multimodal fashions needs to be specifically developed. This article is intended to present an analysis of a series of teaching-learning processes applying multimodal pedagogy to a genre-based teaching of English in a senior high school in Indonesia. Based on the result, some pedagogic principles and relevant models of teaching are then suggested to be applied in the Teaching of English as a foreign language in Indonesia (TEFLIN) context.

90 TENSES USAGE IN PRE- AND POST-TEST COMPOSITIONS OF INTENSIVE COURSE PROGRAM

Dinar Dipta, Lies Amin Lestari

Tense as a part of grammar should be mastered by the students to support the English skills ability. Tenses make learners understand the relationship between the form of the verb and the concept of time which an action happened. Error in the use of tenses mostly appears in written language since writing is considered as the most difficult skill in English. The study aims to analyze the use of tenses in IC students' composition. Furthermore, the study investigated whether or not the students use more correct tenses in the post-test than in pre-test and what tenses are difficult to master by the IC students. The study was a descriptive qualitative research. The subject of the study was the first year students of English Department in State University of Surabaya. The data of the study were the document of IC students' compositions. The analysis technique used descriptive analysis, identifying the tenses, evaluating the error, and drawing the conclusion in form of tables and sentences. The result of the study showed that the students were found difficulties in using certain tense form.

91 STRUCTURAL AND CORE FEATURES OF PROFESSIONAL DEVELOPMENT ACTIVITIES DONE BY PROFESSIONAL EFL TEACHERS IN MALANG REGENCY

Dini Kurnia Irmawati

The importance of professional development for EFL (English as A Foreign Language) teachers as well as the limitations of the previous studies in relation to selection process of the research subjects to be called professional EFL teachers and further analysis of their Professional Development (PD) activities have encouraged the researcher to conduct the present study.

This study intends to provide empirical data about Professional Development (PD) experiences done by professional EFL teachers at Junior High School (JHS) in Malang Regency in developing their pedagogical competence, and more importantly to analyze PD activities based on the six features of PD proposed by Garret et al. (2001) which include structural features (form, duration, participation) and core features (active learning, coherence, content knowledge). Regarding this, grounded theory design was employed. The data collection was done in two stages, namely: selecting the research subjects (which involves MGMP forum, headmaster, colleagues, as well as students) and analyzing the activities that have been done. The findings show that structural features of PD activities done by professional EFL teachers in Malang regency to develop their pedagogical competence are (1) the form of activities mostly includes study group, teacher network, workshop and conference; (2) the teachers spend more time to develop their competence in MGMP forum, workshop and conference rather than team teaching activities; (3) participation includes both individual and group activities. The findings of the core features of PD activities are (1) active learning feature in PD activities includes doing teaching reflection and reviewing students' learning progress; (2) the activities done are in line with the set goals; and (3) content knowledge includes mostly language components and skills.

92 THE NEED ANALYSIS OF MARITIME ENGLISH WRITING MATERIAL THROUGH GENRE BASED APPROACH FOR MARITIME EDUCATION AND TRAINING STUDENTS IN INDONESIA

Dirgeyasa, I Wayan

The objective of this research is to develop Maritime English writing material through genre based approach in order to improve the students' maritime English writing skill. This research is carried out by research and development method (R&D). The clients of the research is the Nautical students of Maritime Education and Training (MET) Medan Indonesia. The instruments for collecting data are questionnaire, documentary sheet, and in depth interview. The data are analysed by descriptive. The results of the research show: 1) the general existing phenomena of teaching and learning process of Maritime English is not optimal yet, 2) the existing Maritime English writing materials generally do not meet the the students', lecturers', and stakeholders' needs, and 3) there are two main dimensions of needs: the typical of teaching and learning process and various topics of writing materials.

93 CRITICAL THINKING IN AUSTRALIAN PRIMARY SCHOOLS: PEDAGOGICAL IMPLICATION FOR EFL TEACHING IN INDONESIAN CONTEXT

Djoko Susanto

This study investigates how critical thinking is taught by primary school teachers in Geelong, Melbourne, Australia. This research involved four teachers teaching in different level. The classes observed were preparation class, year 3, 5 and 6. The main aim of this study is to explore the pattern of teachers' talk and students' responses in the classroom interaction. The result of this study can be used as a model to develop students' critical thinking in EFL context in Indonesia.

This research employed qualitative design. The instruments for data gathering include observational checklist, field-notes, and interviews. The observational checklist was used as a research guideline to identify which critical thinking levels (remembering, understanding, applying, analyzing, evaluating, and creating) were taught by the teachers. Field-notes were used to add more data which might not be included in observations. Finally, interviews with the school principal and the teachers were done to obtain more explanations about the critical thinking implementation in the school.

This research found that critical thinking based-instruction was done through three steps: (1) situating the context, (2) giving students' projects, and (3) discussing and evaluating. From 12

classroom observations, the teachers used various critical question starters, such as: “What do you think about?”, “Can you describe what it looks like?”, “What can you see, hear, smell, taste, and touch?”, “What are you saying to make that happen?”, “How do you make a plan for your future?”, “Who or what is currently being affected by this issue?”, “How does this issue affect our global community?”, and “What is already being done to make change on this issue?” All of these questions were used by the teachers to ask the students thinking and doing critically on their projects. The teachers frequently used higher level of questions starters: analyzing, evaluating, and creating.

94 ESP VS GENERAL ENGLISH: A REFLECTION OF IMPLEMENTATION OF CURRICULUM 2013 IN VOCATIONAL SCHOOLS

Dodi Siraj Muamar Zain

The aim of this paper is to figure out the teachers’ perception towards the implementation of curriculum 2013 in terms of change of content of learning material. As it is known, curriculum 2013 covers several changes in some learning aspects starting from learning approach to learning content. These changes bear their own strengths and weaknesses. For vocational schools, one major change is learning content. The shift of focus from ESP (English for specific purposes) to general English triggers various responses from teachers.

The research applied descriptive method. The data were taken from ten teachers from two vocational schools in Banyumas that still applied curriculum 2013. The instrument used in this research was interview. Therefore, the qualitative approach was used to interpret the data. The finding showed that eight teachers considered the government policy to change the content of teaching to general English was irrelevant with the objectives of learning in vocational schools. The other two teachers considered that it was a good decision that it accommodated teachers’ creativity to organize the lesson. Reflecting to the need of learning English and the objectives of learning in vocational schools, it can be assumed that those two areas of English (ESP and General English) should be accommodated for teaching and learning process yet the proportion of language content should be adjusted with the students’ needs. It led to a conclusion that teaching English in vocational schools should prioritize ESP equipped with General English.

95 ASSESSING THE READABILITY OF INTENSIVE ENGLISH COURSE I, II, III TEXTBOOKS FOR THE ENGLISH DEPARTMENT STUDENTS OF SEMARANG UNIVERSITY (UNNES)

Dwi Anggani Linggar Bharati

The aim of this research is to assess the readability of the Intensive English Course Textbook I, II, and III used by the English department students of Unnes. The problems of the research are: 1) to what extent is the readability of the Intensive English Course textbook I? 2) to what extent is the readability of the Intensive English Course textbook II? 3) to what extent is the readability of the Intensive English Course textbook III? 4) is there any significant difference between the readability of Intensive English Course textbook I, II, and III? This study used descriptive quantitative evaluative research design; one hundred (100) students in semester I were taken randomly as the sample of this study; while the instruments used for collecting the data were cloze test, questionnaire and observation. The results of the research showed that the readability mean scores of the three textbooks were at the frustrating level 24.37 and instruction level 51,1; it means that when the students read the texts, some were not able to comprehend the messages of the texts well. Therefore, when these textbooks are defended to be used as the main material for the teaching of Intensive Course, it is suggested that they need to be revised each of which will fill the needs of the students.

96 THE USE OF PEER TUTORING TO IMPROVE THE STUDENTS' WRITING SKILLS

Dwi Fita Heriyawati

Myriad of studies have shown that writing is a very crucial part of language skill. To overcome this problem I try to implement peer tutoring technique to teach writing for the students who take writing I. Peer tutoring is the development of peer learning, but in this occasion the tutor comes from the students in the different level of education. The tutors are not the professional teachers; they are chosen based on some qualifications especially their results of academics scores and their ability in English writing. Besides, there are some characteristics of peer tutoring as explained by Topping (1996). They are cross-year small-group tutoring, the personalized system of instruction, supplemental instruction, same-year dyadic fixed-role tutoring, same-year dyadic reciprocal peer tutoring, dyadic cross-year fixed-role peer tutoring, same-year group tutoring, peer assisted writing, and peer assisted distance learning (Topping, 1996). Furthermore, this small research is conducted for the second semester students of English Education Department Kanjuruhan University. It is hoped that by applying peer tutoring in the teaching writing, students may develop strategies for collecting, synthesizing, and interpreting new information from their tutors and teachers as this promote students' autonomy in improving their writing skill as one of the significant principles to meet international standards of language learning.

97 THE EFFECTS OF TEACHER'S FEEDBACK ON THE PERFORMANCES OF WRITING IN PRIMARY SCHOOL IN INDONESIA

Dwi Rahayu

Teachers' feedback is one of the most important factors in assessments in relation to students' improvements. However, some feedbacks do not give the expected effects. This study mainly investigates the effects of teachers' feedback on students' writing tests. It aims at revealing the extent to which teacher feedback influence L2 writing performance by analyzing writing scores of grade 1 students in a primary school in Indonesia. Writing scores of 72 first grade students from two different classes were used in this study to find out the effects of teachers' feedback. This study analyzed two tests. The first test was the test before the feedback. The second test was the test after the feedback. Finally, both test scores were tested statistically for the effects and correlations by using T-tests. The results suggest that there are not any significant effects of the feedback on the improvements of students' writing scores. Moreover, this study also finds that teachers' feedback may not be the only cause of the absent of positive improvements of the feedback.

98 INTEGRATING ENGLISH IN THE CURRICULUM OF NON-ENGLISH DEPARTMENT IN UNIVERSITY

Dwi Wulandari

English in non-English department is taught for all majors in university as a basic required course. In most departments, as basic general course English is designed in the same ways as other basic general course such as religion or civics, without giving any consideration of its being a language skill class. The departments also do not have specific target on how English should be taught to the students, nor do they consider certain material designed for the students to suit their main competence or field of study. This study is aimed at finding the need in integrating English in the curriculum of non-English department. In doing so, the interview was conducted to 46 heads of non-English departments, and 15 English instructors in Diponegoro University. The data revealed that some departments find the need of integrating English to support their main competence. The departments also discuss the possibility of having more specific English targeted for establishing more specific abilities; hence the students will be able to see the importance of taking English for the betterment of their overall

study. The English instructors also are aware that they do have resources to enable the students learn English in accordance with what students needs and in more interesting ways, although such resources must be coordinated with the heads of the departments.

99 ENHANCING STUDENTS' CRITICAL THINKING IN COMPREHENDING TEXT THROUGH CDA

Dwijani Ratnadewi

Critical thinking has been understood as a basic survival skills expected for students to succeed in learning and entering into life. Yet, lectures that encourage students' critical thinking skills have not been explicitly implemented in the classroom. High-order thinking in EFL classes is not much implemented in classes. In understanding a text there is little attempt to connect with the broader social context, to use more stimulating text and to encourage students to think using text interpretation devices that uncover the intention and the supposed thought behind the text.

This is the best practice of how critical thinking is enhanced by comprehending texts of Discourse Analysis classes for students of English Department. Text was analyzed under the principles of Critical discourse analysis to explore hidden relationships of causality, ideology and vague structures of power and politics in language use. The discussion was done in Cooperative group work, and ended with topic debate of modified Australasia Debate. Text was selected based on the Indonesian current issue that was the Joko Wi's speech in China APEC CEO summit in Beijing, China. For assessment, St Pittersburgh College's Assessment of Critical Thinking (2010) rubric was applied.

The score shows that most speakers of the groups were developing (score : 2) their ability to think critically in understanding the text. As foreign language learners, students face difficulty in not only the way to present material based on the critical thinking perspective but they have to use English to understand, analyze, discuss and present material in the debate.

100 SUMMARIZING JOURNAL ARTICLES AND ITS CHALLENGES

Dyah Sunggingwati

In this paper I would like to explore how the students be able to accomplish summaries of research articles from open access journal including the challenges encountered by the master students of English department of Mulawarman University in the academic writing course. It is expected they are able to use the summarized articles for their thesis proposal.

The students are experienced English teachers, novice teachers, and graduated students from undergraduate program who are unfamiliar with reading academic texts especially the journal articles. The data of this study are gathered from self-report of during each process of reading, finding main ideas, highlighting and noting of the article. Interview with some students was conducted to have better understanding of the self-report.

The students have to read, find the main topic, highlight and note important points of each paragraph of the articles gathered from the open access journals. Paraphrasing and summarizing are the following steps to be completed.

The results reveal that they face difficulties in reading in terms of vocabulary, sentence structure, and unfamiliarity with the template of the article. Reading journal articles was uncommon for them. Some were confused with the introduction part which consists of

research interest and literature, and the methodology section especially for the analysis part. Furthermore, they lack of knowledge which part of the articles should be underlined.

This provides some suggestion that strengthening students reading of journal articles should receive more attention. This could be done by teaching them to read journal article from they are undergraduate program. Methodology course could provide students more comprehensive knowledge about research by reading articles and analyzing the methodology.

101 DEVELOPMENT OF INTEGRATED WRITING INSTRUCTIONAL MATERIAL (IWIM)

Ekaning Dewanti Laksmi

It has been common practice that writing is treated individually and its teaching is conducted separately from the other language skills. Learning to write this way, students are likely conditioned not to make use of their language skills synergetically. On the other hand, for students to become fully proficient in the target language, they need to successfully acquire all four language skills (Rivers, 1981). Hence, writing should be taught in cooperation with other language skills and the present academic writing course needs reorienting so as to include such an integrated writing instruction.

This study was aimed at meeting the need for an integrated writing instruction which involves students reading and listening to source-texts prior to writing. To achieve this objective, this study followed the procedural research and development (R&D) design to develop instructional materials to help equip students with skills so that they can acknowledge and reformulate information from the written and oral source-texts to produce academic writing work .

Through the steps in both research and development phases, including a series of evaluation and revision, a set of instructional materials for integrated writing (IWIM) has been resulted. This set of IWIM developed has answered the need for integrated writing instructional materials so that reorienting the teaching of academic writing by including integrated writing instruction can be embodied. The embodiment of integrated writing instruction will in turn satisfy the need for a writing instruction with writing being taught and developed in cooperation with other language skills as Rivers (1981) asserts.

102 THE EFFECTIVENESS OF RUBRIC TO IMPROVE STUDENTS' CONFIDENCE IN WRITING

Elisabeth Ngestirosa

This paper aims to measure the effectiveness of rubric in writing class. The paper investigated the class of writing which consists of 38 students. The problems found in the class were the bigger number of students and a number of business letter productions that should be checked by the lecturer. The class developed the ability of students in making business letter. The rubric was used to let the students to develop their understanding in kinds of business letter. This rubric provided checklist as the guided information about parts of business letter. Peer and self assessments were applied to let the students assess writing production. The students gathered the information about good business letter by developing their understanding to assess their friends and themselves. Data were gathered from the production of writing and the questionnaire given to the students during teaching learning process. The students were asked to write a letter, do peers assessment and self assessment. The final production was submitted to the class. During class, the students were given questionnaire to gather their opinion about the use of rubric, their difficulty in scoring or assessing and their difficulty in assessing themselves. Reflective writing by rubric finally created bigger participation, enthusiasm and confidence in developing students' ability in writing. The rubric also created the effectiveness of assessing the students in bigger class of writing for the lecturer.

103 CHARACTER EDUCATION AND NATIONAL IDENTITY IN BAHASA INGGRIS: WHEN ENGLISH RINGS THE BELL (A STUDY IN DISCOURSE ANALYSIS)

Ella Masita

In order to response for current global challenges current negative phenomena among Indonesian young generation such as national identity and morality decline, the Indonesian Ministry of Education has conducted more attention on character education specifically by focusing on character building and national identity programs at the recent curriculum. This paper, then, is to investigate how the nature and the roles of character building and national identity perceived and reproduced in the EFL textbooks published by the Indonesian government to teach EFL in Indonesia. I will firstly explore the nature of character education and national identity concepts based on related review of literature and previous studies. Furthermore, I will examine how the two concepts are reproduced in the textbooks through an application of discourse analysis. Based on the analysis, an interpretation will be constructed whether or not the reproduction of character education and national identity concepts at the textbooks are proportionally and systematically consolidated in order to achieve the intended goals of EFL education in Indonesia. Finally, a conclusion will be made.

104 THE APPLICATION OF COLLABORATIVE LEARNING USING PROBLEM BASED LEARNING (PBL)

Elli Setiyo Wahyuni

The practice of English theory should be improved along with the use of new technique. Grammatical order has various patterns in different time signal. Teaching grammar for adult learner as SLA needs some efforts as the curriculum expects the students are able to speak fluently using sentence order and appropriate structure. Collaborating Grammar mastery and Speaking ability improve the confidence and fluency. There are some steps in collaborative learning using PBL technique: (1). Grammar Dictation (2). Analysis (3). Group Presentation. The results show that using PBL technique for 16 meetings enrich the knowledge, confidence, and student participation. There are 8 groups who have different opinions towards the problem which is analyzed. During dictation, students learn the theory of grammar, repeat the pattern, and create sentences using correct order. Meanwhile, analysis gives the opportunity in understanding the problem-solution and putting the ideas in written form of English patterns. In addition, group presentation allows them to use greeting expression, formal conversation, question and answer, and debating technique. The findings indicate that adult learners could easily master grammar and speaking skills as collaborative learning which aims to be able to speak English using grammatical order as it is essential for the presentation material related to the subject of the study.

105 CHARACTER BASED LESSON PLAN DEVELOPED BY PROSPECTIVE ENGLISH TEACHER AT SMP NEGERI 5 KUPANG

Eltina Maromon

Character in education is about shaping one's personality through character building in education where the result is clearly visible in a person's action such as good behavior, honest, responsible, respecting the rights of others, and hard work. This writing is discussing character based lesson plan developed by prospective English teachers at SMP Negeri 5 Kupang. Lesson plan as guide line for teacher before started his teaching to build students' characteristics especially in Timor area. Juvenile delinquency as one of some problems faced in the society nowadays that arise degradation of morality and character as an impact of globalization and poverty, thus character education could be built through education. As the character building is integrated in instructional process which is implemented starting from planning, implementation and its evaluation then this writing is aimed to find out character education

through lesson plan developed. Therefore its method is descriptive qualitative. Based on the analysis about character based lesson plan which developed by prospective teachers who have done their teaching, it has been proofed that all the characters value are as follows; religious, democratic, curiosity, obedient to social rules, team work (cooperation), confidence, respect (polite), respect for diversity, care, strength, intelligent, communicative, honest, tolerance, discipline, love, science, democratic, team work and curiosity. Also the dominant characters in the lesson plan are; intelligent and communicative, care and respect (polite), peace, strength and confidence, honest, tolerance, discipline, love, science, democratic, team work and curiosity, religious, respect for diversity and the last is obedient to social rules.

106 ASSESSING INTERCULTURAL COMPETENCE THROUGH TEXTBOOK OR ANIMATION VIDEO PREFERENCE OF EYL MIXED CLASS: WHAT DO WE KNOW?

Emalia Iragiliati, Novika Purnama Sari

The use of the term intercultural reflects the view that EFL learners have to gain insight into both their own and the foreign culture (Kramersch, 2012). Intercultural communicative competence itself refers to the ability to ensure a shared understanding between people as complex human beings with multiple identities, and their own individuality (Byram, Gribkova & Starkey, 2002). This research is going to answer the following research questions (1) how the students preference on the assessing of intercultural competence through textbook and animation and (2) why the students would prefer into one of them. This study aims to define the preference of the students in a mixed class of normal and autism students towards those two media. The research applies ethnographic research which takes for one semester of study. The textbook and animation used in the investigation are "Fun and Happy with English Book 5" and "Come, Speak Up and Tell Us" video. The subject of this study will be fifth grade students of SDN Kebonsari V Jember that conduct inclusive educational program. This class consists of 13 male and 13 female students, while 2 male and 1 female are autism students. The instruments used in this study are pre-test, post-test, observation sheet, and questionnaire. The outcome of this research displays a constructive preference response among those students; both the normal and autism students.

107 THE TEACHER'S ROLE IN OFFERING DIFFERENTIATED INSTRUCTIONS FOR ENGLISH-LANGUAGE LEARNERS (ELLS) IN MIXED-ABILITY CLASSROOMS

Emma Malia

As one of the framework for 21st century skills covers a concept of deeper learning and student-centered pedagogies (Hewlett, 2010), the learners in 21st century classrooms have become a vigorous attention of preparing them for the challenges of the 21st century. Models of teaching and learning for English-Language Learners (ELLS) become increasingly prevalent in the sort of fostering knowledge building, self-regulation bonds, collaboration, and citizenship responsibilities (Ravitz & Hixson, 2012).

The purpose of this presentation is to share some ideas on how English teachers cope with ELLs in mixed-ability classes. To look at mixed ability, we view that the learners have different linguistic abilities for different reasons. They have a range of non-linguistic skills so everyone in the class has something special to offer to the class.

In line with the concept of learners in 21st century classrooms, this paper attempts to show what an English teacher can instruct throughout the lesson by proposing as Tomlinson (2001) suggests that teachers who differentiate instructions in a mixed-ability class focus on their role as coach or mentor, give students as much responsibility for learning. These teachers grow in their ability to (1) assess student readiness through a variety of means, (2) read and interpret

student clues about interests and learning preferences, (3) create a variety of ways students can gather information and ideas, (4) develop varied ways students can explore and own ideas, and (5) present varied channels through which students can express and expand understandings.

108 DEVELOPING A MODEL OF TEACHING WRITING BASED ON READING APPROACH THROUGH REFLECTION STRATEGY FOR EFL STUDENTS OF STKIP YPUP

Eny Syatriana Arifuddin

The purpose of recent study was to develop a learning model on writing, based on the reading texts which will be read by the students using *reflection* strategy. The strategy would allow the students to read the text and then they would write back the main idea and to develop the text by using their own sentences. So, the writing practice was begun by reading an interesting text, then the students would develop the text which has been read into their writing. The problem questions are (1) what kind of learning model that can develop the students writing ability? (2) what is the achievement of the students of STKIP YPUP through reflection strategy? (3) is the using of the strategy effective to develop students competence in writing? (4) in what level are the students interest toward the using of a strategy in writing subject?

This development research consisted of some steps, (1) need analysis (2) model design (3) implementation (4) model evaluation. The need analysis was applied through discussion among the writing lecturers to create a learning model for writing subject. To see the effectiveness of the model, an experiment would be delivered for one class. The instrument and learning material would be validated by the experts.

This research used development design. The researcher would do need analysis, creating prototype, content validation, and limited empiric experiment to the sample. In each steps, there should be an assessment and revision to the drafts before continue to the next steps.

109 TEACHING AND LEARNING IN A NETWORKED, DIGITAL WORLDE-LEARNING QUIPPER SCHOOL –NEW DIGITAL METHOD FOR THE 21st CENTURY

Erika Ambarita

We are now living in the digital era. Our students have changed radically. They think and process information fundamentally differently. They need to learn to use digital tools to empower their learning so that they can compete in our ever-changing world. Digital technologies and education are both recognized as essential to a global future. Communities throughout the world, including students and teachers, have access to knowledge, tools, resources that were only dimly imagined even 30 years ago. How can we encourage our students to improve their knowledge through the use of digital technologies? Quipper School (QS) an e-learning service that is designed comprehensively for teachers and students to help the learning process continues effectively with the benefit of digital technology. Using this service, teachers can manage classes and assign classwork or homework easily and efficiently. Students can learn and finish their homework anywhere while earning rewards, as well as isolating their strengths and weaknesses, at anytime. Quipper School has proven to be essentially providing new learning experience to teachers and students all around Indonesia, with many schools reporting that student's results has significantly improved. In pre task, introduce topics to students to discuss. Then, teachers can quickly see student's performance, analyze where their strengths and weaknesses lie, so that teachers can help them to improve and flourish. During the task, students work in pairs. They are able to share the ideas of a new material one to other students.

110 THE POWER OF COLLABORATIVE WRITING IN PROMOTING QUALITY OF THE STUDENTS' WRITING

Erlık Widiyani Styati

Collaborative writing is learning in pairs or in group by the students in the teaching learning process. It occurs when the students work together to write. It is believed working well which enriches and enlarges the students' quality in writing. The purpose of this study was to know the effect of collaborative writing and individual writing in promoting quality of the students' writing. The experimental research was carried out to know the effect of collaborative writing had better writing quality than the individual writing. It was single group pretest-posttest design. The subjects of the research were English Department students of IKIP PGRI Madiun in the fourth semester. The data analysis used paired sample t-test which the level of significance is .05. The result of the study showed that there was significant different between the students who wrote in in collaborative writing and in individual writing. It was since the exact probability that the difference due to sampling error was .015, lower than .05. Therefore, the null hypothesis could be rejected. The coefficient corelation was .911. It meant the reliability was high since the result was close to 1. The students who wrote in collaborative writing had better writing than the students who wrote in individual since the mean of collaborative writing was 76.9333 and the individual writing was 74.1333. It could be concluded that collaborative writing had significant effect in writing. It should be recommended to be used in writing class. It could help the students to produce good writing.

111 LANGUAGE ASSESSMENT FOR CHILDREN: THE USAGE OF GAMES FOR VERBAL TESTS

Erna Zulaeni Wiles

Being formally assessed, especially during verbal tests, is always nerve wracking for students especially those of young ages. Very often students become nervous and this results in the failure in giving the expected answers correctly. As one of the purposes of giving a test is to measure the students' proficiency as well as competency, it is only fair if other factors, such as students' mental states that may influence the results, should be minimized and if possible completely eliminated. Thus it is crucial that a relaxed atmosphere is created. Other than that, it would be really ideal if students at that appointed moment did not realize they are in fact being assessed. One method is by designing the test material in the form of games. In this paper ten different types of card games, which are very common to and quite well known by children in Indonesia, are presented. The requirements among others are 1) the games have been played in class over and over – rules of the game are known, 2) instructions should be concise and in simple sentences, 3) the games are designed in such a way that they only measure the intended competency, thus they should not be double barreled, 4) the design should be impressive – of children' interests, 5) the game should be short, 6) even when done in groups, each member of the group will not be able to copy others nor let others know the answers.

112 ENCOURAGING THE STUDENTS' CRITICAL THINKING SKILL THROUGH QUESTIONING

Ersy Laksita Rini

Critical thinking is a thinking skill. It is the process of evaluating what other people say or write to determine whether to believe their statements. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it. Therefore, everyone who wants to succeed in his/her life needs this mental skill, particularly college students. By having critical thinking skill, they can succeed in encountering not only academic problems, but also other problems in their lives. To produce critical students teachers are

suggested to engage the pedagogy of question which requires posing questions to students and listening to students' questions. Teachers should also reconsider their beliefs and attitudes about themselves, and their functions in classrooms which are supposed to have significant implications for students' ability to think critically. They need to believe that their major roles are to think, guide, initiate, facilitate and encourage the students. The best thing one can do to develop their ability to think critically is to become conscious of applying a series of questions to whatever they read. The questions that can enhance students' critical thinking are categorized into some inter-related parts, as suggested by Devine (1998): recognizing the writer's purpose, noting special points of view, being aware of the writer's choice of language, evaluating the writer's argument, and evaluating inferences. Those questions can be posed by teachers during reading class. This paper is written to describe the importance of having critical thinking skill for the students and the suggested way to encourage them to think critically through questioning.

113 WHAT GOES ON IN THE CLASSROOM: HOW THE ATTITUDE ASSESSMENT IS CONDUCTED

Erwin Rahayu Saputra

The 2013 Curriculum which mandates the authentic assessment becomes a hot debate among teachers due to the existence of attitude assessment. The way of assessing attitude is not known yet among teachers and practitioners. To that point, this study was then designed to investigate the teachers' practice in assessing attitude competence by focusing on the process of the assessment itself. To do so, two English teachers and their students from two different secondary schools in Tasikmalaya and Cimahi, West Java were involved in this multiple case study. The data from the teachers were collected through observation, interview, and document analysis while those that come from the students were collected using questionnaire. The collected data were then analyzed by using thematic analysis model by focusing on the attitude assessment process. The findings demonstrate that both English teachers conducted several steps of attitude assessment consisting of identifying the standard, selecting the assessment technique/task, identifying the criteria, creating the rubric, gathering and analyzing the evidence, sharing the result, and conducting follow up action. The first four steps were conducted in planning process and the rests were conducted simultaneously in the classroom.

114 DEVELOPING MODEL OF ENGLISH TEACHING (READING) MATERIAL (AN INITIAL STUDY AT ENGLISH EDUCATION DEPARTMENT OF IAIN 'SMH' BANTEN)

Eulis Rahmawati, Ila Amalia

This research deals with developing English teaching material in Islamic higher education. It specifically focuses on reading material taught in IAIN 'Sultan Maulana Hasanuddin' Banten. It has been known that material plays an important role in a teaching and learning process, as it becomes the sources of the classroom interaction, teacher therefore is required to be able to select and to develop the material based on the students' need and expectation in order to create an effective teaching and learning process. Thus, this research is aimed at developing the model of teaching material on the basis of students' needs at English Department of IAIN 'SMH' Banten. By applying qualitative study, this research will addressed to uncover the phenomenon in education institution related with teaching and learning process. The respondents of this research will be taken from English education department students of semester 2 and 4. The data will be collected by using questionnaire, study literature, and observation on reading syllabus being used by the lecturer. To analyze the data, the researcher firstly does the field study and analyze the questionnaire to know the students' needs in reading material by ranked them into graphic, followed by theoretical descriptive to see the parameter of appropriate model of reading material.

115 LEARNING THROUGH GAMES: ACTIVATE TEACHER CREATIVITY

Fabio de Oliveira Coelho

Are you looking for fun, meaningful activities to use in your classroom? Check out this workshop highlighting resources from American English (americanenglish.state.gov) on English language games! Game themes require students to produce certain types of expressions, so they practice a variety of vocabulary, grammatical patterns, and functional meanings. This interactive workshop introduces teachers to a variety of games to support learning, demonstrates classroom management techniques for playing games in the classroom, and offers tips on how teachers can create their own games that match their curriculum objectives. Participants will play sample games, brainstorm ideas, and also leave with digital resources and materials to activate their teaching through games.

116 THE ROLE OF NEEDS ANALYSIS IN EFL CLASS

Fahriany

Needs Analysis play a major role in determining the content of courses, particularly for language items and skills. As well as using needs analysis to set language goals, it is useful to decide the basis for the ideas content of the course. Even Needs Analysis have been conducted informally for years by all teachers which wish to assess what language that the student need to learn. It is true, various activity which usually refereed as approach is different expression of students desire to look for what the student needs to learn. There are many such issues to consider when designing a course. These include that learners' present knowledge and knowledge gaps, the resources available (including time), the skill of the teachers, the course designer's strengths and limitations, and principles of teaching and learning. If such factors are not considered, the course may be unsuited to the situation and learners and may be ineffective and inefficient in encouraging learning. This article will briefly discuss of the objective of Needs Analysis , the types and model of Needs Analysis, the users of Needs Analysis and the procedure for conducting Needs Analysis in EFL Class.

117 USING CORPORA TO DESIGN RELIABLE TEST FOR ENGLISH PROFICIENCY ASSESSMENT

Faisal Mustafa

Designing a grammar test, among other tests, requires much effort and the results need to be given a reliability test to ensure that it gives teachers the information they need about their students and to make sure students are fairly scored. However, the data shows that most of the tests given to students to measure their performance were not tested for their reliability. It seems that teachers, as well as lecturers, do not bother with the reliability test or do not have the knowledge or opportunity to conduct the test. Therefore, this paper presents a way to design a reliable test without having to test for its reliability by using corpora such as COCA and BNC. After designing three sets of TOEFL-Like structure test, the writer tested for their reliability to prove that this way of designing a test was effective. Then, the results were compared with the reliability of a real TOEFL structure designed by the ETS, the official TOEFL test designer. The result of this comparison showed that the structure tests designed by using a corpus were similar to those designed by the ETS, proving that the tests were reliable, thus did not require any reliability test. Therefore, it is recommended that teachers use a corpus in designing a structure test when a reliability test is not considered as an option for obtaining a reliable test.

118 USING GAMES IN TEACHING PRONONCIATION AT ENGLISH DEPARTMENT STUDENTS OF STKIP AL HIKMAH

Faishol Hadi

Pronunciation is one of the components of English that determine whether students have good competence of speaking or not. In learning pronunciation, students frequently face two obstacles in mastering this competence, they are producing appropriate English sound and understanding the symbol of the English sound. The objective of this research entitled "Using Games in Teaching Pronunciation at English Department Students of STKIP Al Hikmah" was to examine whether or not teaching using games was able to encourage students' motivation in improving their pronunciation competence. The pronunciation games are the learning activities that facilitate the students in improving pronunciation, either understanding the symbol of sound or producing the sound accurately. The setting of this research was the English Education Department Students of STKIP Al Hikmah Surabaya, so the games were applied in the class of pronunciation of that department. The data were collected using questionnaire and classroom observation. The result of this research was this teaching technique (games) was able to encourage students' motivation and interest in learning pronunciation. The interesting activities of this game effectively facilitate the students in improving their pronunciation competence.

119 PROMOTING PROJECT FOR ENHANCING STUDENTS' SKILL

Fajria Fatmasari

As ASEAN Economy Community has declared in 2015, it is big opportunity for any worker candidates around ASEAN countries to take part in other countries, including Indonesia. It becomes a big challenge for a university or vocational school to prepare its students becoming qualified worker candidates with a great communication skill, especially in English, as it is the acceptable language for countries worldwide (lingua franca). Based on the phenomena, there were many methods introduced for enhancing students' communication skill in English, especially for those who were not majoring in English Department. Here, project was promoted for exploring skill of freshmen or first year students through building a business plan. Business plan was chosen for the ease in developing their interest by implementing basic theories into some points. They were description of product, human resource, marketing plan, and financial projection. It was well understood that the process of making the business plan also required the skill for seeking the data through internet. Thus, the students combined all skills to finish the project. The project were presented orally and obtained comments from reviewer and audience. There were benefits be taken: (1) Students were accustomed to bring out their words by transferring theories into the plan; (2) Students were doing self-learning of passive skill by sequencing supervisory; and (3) Students were invited to communicate actively, through written business plan and oral presentation. Still, it needed improvement due to specialty of the university, college, or vocational school.

120 AN ANALYSIS OF WRITING LEARNING STRATEGIES USED BY THE STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP UNIVERSITY OF RIAU

Fakhri Ras, Syafri K

This study aims at determining strategies used by the students quantitatively to solve the problems in the course of Writing. The population of the study is the students who are taking Writing 3 in which the sample are all students due to the homogeneous characteristics especially in the aspect of academic achievement. Research finding contribute to the various parties, like: students, lecturers, an educational laboratory manager and curriculum designers of English Study Program. For quantitative data, Strategy Inventory for Language Learning (SILL) (Oxford, 1989) is used. In addition, the needed data for processing skills chosen by respondents, three approaches (Process Approach, Process-Genre Approach, and Product Approach) are investigated. The results are as the following: (1) Process Approach (students' experience to support the writing), (2) Process-Genre Approach (the model of the text should be known by the students), and (3) Product Approach (helping students writing in structure,

vocabulary, and transition signals). The implications of this study are that the preferred strategies used by the respondent should be well instructed to all students especially for those who are taking Writing 3.

121 ASSESSING SPEAKING SKILL: TEACHES STRATEGIES IN EFL CLASSROOM SETTINGS

Fathin Anjani Hilman, Fida Anisah, Lestiyani Sunarto

Teaching and assessing cannot be separated in teaching and learning process. Teaching speaking is an important part in the language teaching, as well as the assessing speaking. However, assessing speaking skill among English teachers is frequently misleading. Therefore, teachers need to use some strategies in conducting the assessing speaking. Based on that issue, this research is aimed at exploring teachers' strategies in assessing speaking skill. To explore the problems, case study with a qualitative approach was adopted. This research employed interview technique in collecting the data and involved three teachers from one of senior high schools in Bandung. The collected data were analyzed by using flow data analysis process of Miles & Huberman (1994). The findings revealed that teachers apply the strategy of conducting the speaking assessment in the classroom which are start from the way they identify the purpose of their speaking assessment, planning the speaking assessment, then selecting the type of speaking assessment and last, developing the rubric for the speaking assessment. In general, teachers implementing some strategies in conducting the speaking assessment. This research is expected to broaden teachers' knowledge about strategies in assessing speaking in terms of the purpose and planning the speaking assessment, the type of assessment used, and scoring rubric used.

122 APPLYING THE ACTIVITIES OF CASE BUILDING TECHNIQUE FOR THE STUDENTS' WRITING IMPROVEMENT

Fatimah Hidayahni Amin, Nur Fitri, S.

The study focuses on investigating the implementation of the case building technique to the students' writing improvement. Specifically, the study aims to find out and describe the activities of case building technique to the students' writing improvement within five areas: content, organization, vocabulary, structure, and mechanics. The study used quasi-experimental method with two groups, experimental and control. The populations were all students of English Department in university level. The samples were taken randomly. Data of the study were collected by employing a writing test. The analysis of data was obtained by using inferential statistics with 17.0 version SPSS and descriptive interpretation. The research results showed that students' writing skill in the experimental group was improved after the implementation of the activities in the case building technique and this leads to a significant difference between the students' writing improvement in experimental and control groups. Thus, it is inferred that the activities of case building technique can become one of the promising ways for the students' writing improvement.

123 INTERFERENCE IN LANGUAGE LEARNING

Fauzia

English has been considered to be the first foreign and second language in Indonesia. It functions to help the development of the state and nation, to build relations with other nations, and to run foreign policy including as a language used for wider communication in international forum. In relation to that, Indonesia has been carrying out teaching EFL in almost level of schools, starting to be taught in basic primary school until the higher level. However, since it is only a foreign and second language, there are a lot of problems found in the English language learning. One of kind is interference. Interference means the influence that the learner's L1 exerts over the acquisition of an L2. There are some factors that cause interference: (1) It is not used in everyday life, so the language is lost, (2) since it is not native

language, there is no opponent interaction (interaction is only in a course, in a short time), (3) accent cannot be lost, (4) Time table, gender, sentence structure: Indonesian and English are different, (5) different culture, and (6) it is also difficult to mix and match the vocabulary encountered. By knowing the factors, teacher will be easier to decide the methodology and material that will be used in teaching second or foreign language.

124 THE USE OF CLASSROOM ASSESSMENT TECHNIQUES AND THEIR EFFECTS ON STUDENTS' LEARNING MOTIVATION (A CASE STUDY OF SENIOR HIGH SCHOOL STUDENTS)

Felicia Miranda Lekatompessy

The role of classroom assessment has been a critical issue to be discussed among educators for recent years. It is argued that classroom assessment should no longer be viewed as simply a tool to determine learning achievement. However, when the classroom assessment is properly designed and developed by using various assessment techniques, teachers can utilize this process to promote learning, particularly to enhance students' motivation. This study is an attempt to identify students' motivation when they were assessed by two assessment techniques, namely traditional paper-and-pencil test and presentation. Therefore, the Motivated Strategies for Learning Questionnaire (MSLQ) consisting of five motivational variables in terms of perceived task characteristics, perceived self-efficacy, mastery goal orientation, performance goal orientation and test anxiety, was employed as the primary research instrument to measure students' motivational orientation, which was also supported by the qualitative data from structured interview. The statistical measurement of the t-test analysis showed that the use of two different assessment techniques did not give significant differences on students' learning motivation. It is recommended and highly suggested that the assessment process in classroom should be rearranged by promoting students' active involvement and autonomy in assessment process, as well as providing clear and detailed feedback on students' achievement.

125 HOLISTIC RUBRIC VS ANALYTIC RUBRIC : HOW RATERS USE THESE ASSESSMENTS IN SCORING EFL STUDENTS' WRITING IN INDONESIA

Festif Rudolf Hoinbala

The aim of the present study is to analyse the use of holistic and analytic rubric in scoring the essay of EFL students in Indonesia. By comparing the inter-rater reliability and intra-rater reliability using Intraclass Correlation Coefficient and Spearman's rho, this study analysed what both of these rubrics tell us in assessing students' writing. 28 student's essays were evaluated by four participants from Artha Wacana Christian University in Indonesia using their own version of holistic rubric at first hand. In order to make the participants become "reliable" raters in this study, two sessions (including CEFR workshop) of rater training were conducted before they assessed the same essays using analytic scoring method which developed from The Jacobs et al. (1981) ESL Composition Profile. The result showed that there were significant positive consistencies among and between the raters in holistic, analytic, and each component (content, organization, vocabulary, language, and mechanics) of analytic scoring method (in term of inter-rater reliability). However, two negative correlations between raters were found in the mechanics component of analytic indicating different ways of raters in assessing this component. This study also revealed that one rater performed extremely weak correlation in intra-rater reliability while the others were in the moderate level. Accordingly, some recommendations were stated in order to develop further research based on the result of this study.

126 ADOPTING FINNISH LESSON ON TEACHING ENGLISH FOR YOUNG LEARNERS (A CASE STUDY AT SMP LAZUARDI AL - FALAH KLATEN)

Fibriani Endah Widyasari

English is considered as a means of communication among people in the world and has to be learned and used by Indonesian in order to establish mutual relationships with people from other nations and grow worldwide as the part of global development. Many efforts have been done by Indonesian government through its education policy by developing curriculum for learners on improving their English ability both at public and private schools. Schools have to determine appropriate teaching model to provide convenient learning atmosphere for the students especially for young learners which are identically to learn with fun. One of the private schools in Klaten which considered enhancing of its teaching quality is SMP Lazuardi Al-Falah which adopting teaching model from Finland Educational system which is reflected on the teaching and learning English. The aims of this research are, (1) to get description how is the implementation of Finnish lesson adoption in teaching and learning English of SMP Lazuardi Al-Falah Klaten, and (2) to find out what are the significant policies changing had been made by school principal regarding to the Finnish lesson adoption in teaching and learning process. The research belongs to the case study which investigating phenomenon happen in private schools in Klaten which make very serious efforts to increase students' achievement in learning English. The findings can be concluded that the adoption of Finnish lesson can dramatically change students' motivation and interest in learning English and create positive classroom atmosphere which encourage students learning with less of pressure.

127 IMPLEMENTING TEAM TEACHING IN TEACHING ENGLISH FOR YOUNG LEARNER

Fida Anisah, Fathin Anjani Hilman, Lestiyani Sunarto

In Indonesia, classroom is set to large classes consisting of 30-40 students and one of the problems that encountered by teachers is due to classroom management. This condition encourages teacher to discover a solution to overcome this problem. Team teaching is a teaching method in delivering certain material that conducted by two or more teachers. Team teaching is an effort to provide an opportunity to get teacher attention equally and a more supportive environment for students. This research aimed at investigating how team teaching is implemented in teaching English to young learner and to see how the team teacher work cooperatively in the 3 stages of teaching and learning process (preparation, learning and evaluation process). Qualitative case study using classroom observation and semi-structured interview was employed to reveal the implementation of team teaching in teaching English to young learners. The participants who are involved in this research are students and team teacher of 3rd level in one of private school in Bandung. The result of this research showed that team teacher were worked cooperatively in the three stages of teaching and learning process with different proportion of tasks and responsible and the classroom was were also managed well as reflected from the learning process. Therefore this study is expected to provide a clear picture of team teaching implementation in teaching English to young learner as well as a recommendation for teachers of young learner. It is also purposed to be a suggestion to whom are in charge in the field of primary education.

128 CHALLENGES IN TEACHING EFL FOR PRESERVICE YOUNG LEARNERS TEACHERS

Fika Megawati

To educate 21st century young learners, a teacher is demanded to have balanced knowledge in both theory and practice. Focusing on EFL, regardless whether English is taught as a compulsory or local subject, primary school students need introductory concept of English covering several skills and components. To encourage the students' English mastery, the teacher indeed becomes the center point of the class. The success in achieving the competencies depends on how creative and innovative the instructors are. However, Indonesian preservice teachers seem to have obstacles in learning and preparing sound English instruction. Various factors contribute to their competence including the fact that they tend to think English teaching is not their primary goal. Thus, this article aims to reveal potential

challenges appeared to the college students in the English for Primary School class and propose several strategies to enhance their English performance. Furthermore, to show the responds that the efforts had been conducted to prepare the preservice teachers for better teaching experience, the results of interview and questionnaire were used. In short, the earlier preservice young learners teachers get a lot of ELT illustration and treatment, the more ready they will undergo English teaching. This is considered significant to discuss, especially for the teacher candidates to build and develop their professionalism in teaching English for young learners.

129 RETHINKING AND REPURPOSING THE USE OF TECHNOLOGY IN LANGUAGE CLASSROOM: A WORKSHOP ON SCREENCASTING

Finita Dewi, Gumawang Jati

The introduction to technology in the classroom can be overwhelming for both students and teachers. Many times the initial technology integration may seem like more of distraction than learning opportunity. Some were trapped by utilizing technology as the learning outcomes instead of a tool to leverage the quality of learning and facilitate students in demonstrating their knowledge and understanding. New technologies are commonly used only to replace something previously achieved through older technologies. Therefore, there is an urgent need to rethinking and repurposing the power of technology to be implemented in Indonesian learning context. Screencast can be simply explained as videos recorded from a computer screen accompanied by a voiceover. Screencast can be a good tool for teachers to deliver lecture-based content over the video. Additionally, having students to screencast can solidify their knowledge and help them make their thinking become visual. This workshop on screencasting will concentrate on the pedagogical aspects of using screencasting tool – Screencast O’Matic – in language classroom.

130 EXPLORING SENIOR HIGH SCHOOL EFL TEACHERS’ PERCEPTIONS AND PRACTICES OF AUTHENTIC READING ASSESSMENT

Fitria Azifah Dewi, Risma Rahmawati

The attention of authentic assessment has been growing since the issue emerged that what students have learned does not reflect situation beyond school. Indonesian educational curriculum have maintained authentic assessment to be integrated in EFL classroom teaching. Assessing reading which is an advanced issue in 21st century learning requires teachers to involve authentic reading tasks in authentic assessment (Sweet, 2000; Frey, 2013). Many teachers have been reported to have problems performing authentic assessment (Ministry of Education as cited in Republika Online, 2014; Kompas, 2014). Lack of knowledge about authentic assessment and less adequate assessment training have caused some teachers doubting their ability to construct test for assessment (Frey & Schmitt, 2007). Following those problems, this study aims to explore EFL teachers’ perceptions and practices toward the concept of authentic reading assessment in terms of its criteria, purposes, methods, and techniques. This exploratory study will involve 30 senior high school EFL teachers from Central Jakarta as survey respondents. A questionnaire comprising a five-likert type scales, an interview, and checklist of documents will be utilized to obtain the data. Since this study is being in progress-research, findings of this study will be discussed later in detailed.

131 ARE PRE-SERVICE TEACHERS READY TO ACCEPT NEW ENGLISHES?: A CASE STUDY

Flora Debora Floris

This paper discusses the perceptions of non-native English speaker pre-service teachers towards Englishes and which variety of English should be taught and learned. The study described in the paper involves the analysis of (1) questionnaires filled in by 100 Indonesian pre-service teachers, (2) listening journals written by 30 non-native pre-service teachers after

listening to audio recordings available on 6 different websites and (3) interviews with 15 pre-service teachers to find out their current reflections on Englishes spoken by people from diverse linguistic and cultural backgrounds. Pre-service teachers are selected to be the respondents of this study because they carry with them some strong ideas and beliefs about ELT (including the ones on varieties of English) which can significantly impact their learning process during their education program and their future pedagogical practices. Based on the findings, I would like to argue that teacher education should go beyond the inner-circle dichotomy and should focus on the preparation of competent users and teachers of EIL.

132 TRANSLATION TECHNIQUES IN RENDERING LEXICAL ITEMS OF INDONESIAN FIGURATIVE SENSES INTO ENGLISH

Frans I Made Brata

The different vocabularies of two linguistics systems and cultures of two languages may make the student's task in transferring the meaning of the source language into the target language is not easy. The aim of the study is to explain the kinds of translation techniques of the lexical items of Indonesian figurative senses into English.

Larson, (1998:169-193) proposed two principles translation techniques. Form and Meaning-Based Theory used to identify and explore the lexical equivalent which is due to the cultural gap. Descriptive qualitative methods used to analyze the shared and unknown lexical items of figurative senses of an Indonesian novel entitled *Perburuan* (Toer, 1975) and its translation in two English versions in the same title *Fugitive* (Aveling, 1987 and Samuels, 1992). They are not opposed to but used to support the analysis.

It was found in the study that: (1) Lexical equivalents when concepts are shared. They are: non literal equivalents, descriptive phrases, using relative words as equivalents, generic-specific words, and secondary and figurative senses. (2) Lexical equivalents when concepts are unknown. They are: form and function, equivalence by modifying a generic word, equivalence by modifying a loan word, and cultural substitutes. The two kinds of the translation techniques can be used as a model in translating the lexical items of figurative senses.

133 FORMAL AND INFORMAL EXPOSURE IN ACQUIRING ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA – TEACHERS' CHALLENGE IN THE 21ST CENTURY

Fransisca Endang Lestariningsih

Indonesian students have got English subject since they are in middle school (SMP). In addition, based on the policy of the Department of Education and Culture of the Republic of Indonesia No. 0487/4/1992, Chapter VIII, English may even be thought earlier, in elementary school, and it has been one of the exceptional subjects in almost every elementary school in Indonesia. There are, however, still many students, who continue their studies to higher education, who do not have good enough skills in English, especially for reading references, writing reports, discussing, and presenting academic topics.

This paper would like to analyze the reasons behind the "failure" of acquiring English among students in Indonesia by reviewing some articles concerning with second language acquisition and teachers' challenge in the 21st century, and to give some recommendations to teachers with the emphasis on the formal and informal exposure of the usage of English.

134 WTC : TEACHERS' BELIEFS ABOUT THEIR ROLES AND TEACHING STRATEGIES

Funny Amalia Sari

Previous studies show that students' willingness to communicate (WTC) is a predictor of classroom participation since students with high rank of WTC participate more in classroom

interactions and are likely to be ready to involve in any interactions using their L2 outside classrooms.

The main aim of modern language pedagogy is to enable learners to communicate naturally in their L2/FL; therefore students' interaction in their L2/FL is essential.

Employing particular interaction strategies and utilizing certain pedagogical roles can be teachers' attempts to facilitate students' WTC.

Lee and Ng (2009) propose three teachers' interaction strategies namely teacher-fronted, facilitator-oriented and learner-oriented strategies.

Teachers also commonly perform various pedagogical roles such as instructors, organizers, counselors and helpers.

Given the important teachers' contributions in generating and maintaining students' WTC, it seems essential to value teachers' beliefs about their interaction strategies and pedagogical roles as their beliefs define their actual teaching practices.

This small- scale research project was conducted to find out English language teachers' beliefs about their roles and interaction strategies applied in facilitating their students' WTC.

Four experienced English teachers in language courses in West Java Province, Indonesia were asked to answer an open self-completion questionnaire.

The study suggests any pedagogic interventions always depend on good teaching, a method alone does not promise success.

135 INCORPORATING ART PROJECTS INTO THE EFL CLASSROOM TO PROMOTE THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS OF YOUNG LEARNERS

Gita Mutiara Hati

Starting to learn English at the early age undoubtedly gives many benefits. Children's speech organs are still in the stage of developing, so surely there is a great chance for them to produce native-like pronunciation. Children are also enthusiastic and positive about learning. Thus, it is more likely that they are able to master English language faster than adult learners. However, to achieve the best result of learning English, the teacher needs to carefully prepare the lessons in the classroom. Considering that the children love to play, are creative, and are eager to be involved in physical activities, the teacher should find activities which are able to fulfill those needs. One of the many possible ways is to integrate art projects in the English classroom. Through this way, students will be engaged in a variety of themes, and are able to use their imagination to create visual arts. The goal is they use the arts as a tool to build their English language skills. This paper tries to discuss what is actually meant by art projects, the advantages they would share, and how to actually implement this in the classroom. Some examples of activities will also be presented. At the end of the paper, a possible way to assess the students' performance after the lessons using the art projects will be proposed.

136 ASSESSING UNIVERSITY STUDENTS' ENGLISH PROFICIENCY: THEN WHAT?

Golda Juliet Tulung

In the era of globalization, particularly as the ASEAN Economic Community opens its borders, English proficiency has become a benchmark for success in work and higher education. Consequently, universities in Indonesia, including Sam Ratulangi University (UNSRAT) Manado, have set a specific TOEFL (Test of English as a Foreign Language) score, a standardized and internationally recognized test, for their students to assess their English proficiency. A study in this university was conducted to statistically describe the TOEFL test results of UNSRAT

students to see their English proficiency. Samples of 100 students were taken randomly, 25 students each from four faculties that have required their students to have TOEFL Prediction score from the Language Center. The findings show that the highest TOEFL score was 520 and the lowest was 327, with the average score of 402.5 which is below the targeted TOEFL score of 430 as specified in the Strategic Plan of the university. This condition indicates low levels of English among the students. Considering these results, the 'then what' question will be addressed by discussing the possible reasons behind it, raising the issue regarding the use of TOEFL as an assessment tool for university students, and presenting a couple of possible solutions, including a model of English language programs for universities.

137 EXTENSIVE LISTENING: FROM THEORY TO CLASSROOM PRACTICE

Gusti Astika

For many EFL students, developing listening skill is a challenging task especially for those who are not sufficiently exposed to spoken English or lacking access to learning facilities to develop their listening skill. Listening involves not only the micro skill level such as recognizing stress patterns, reduced forms of words, word classes, etc, but also the macro skill level such as recognizing communicative functions of speech, inferences, new information, etc. (Richards, 1983). To acquire both types of skills, EFL students have to practice a lot, get enough exposure and opportunities to listen to spoken English with materials that are interesting and appropriate to their current level. As Renandya (2011) suggests, materials should be at an i-1 or -2 level which means the materials should be a little bit below students' current listening ability. Therefore, the right kind of listening texts appropriate to their levels are needed. To achieve this, an extensive listening course has to be designed to facilitate students to listen to massive amounts of easily comprehensible recorded materials, at their own convenient time, in and/or outside classroom. In such a course, students have the freedom to choose materials that they consider easy and enjoyable within their listening comfort zone.

My presentation will describe an Extensive Listening course currently running at my department; English Education Program at Satya Wacana Christian University, Salatiga. The course has been designed following a model of curriculum development proposed by Brown (1995) which involves needs analysis, objectives, testing, materials, and teaching. This presentation will also present the course syllabus, sources of materials, students' listening journals, their presentations, and comments they wrote for the class.

138 INVESTIGATING STMT (SEKOLAH TINGGI MANAJEMEN TRANSPORTASI) STUDENTS' ATTITUDES TOWARDS LEARNING ENGLISH FOR TRANSPORTATION AND LOGISTICS

Hanifah, Indri Yusnita, Novi Indah Susanthi

The positive attitudes are expected from students when they are learning English. These positive attitudes will help them to get the benefit of learning the language easily and smoothly. When students have positive attitudes meaning that they are at ease to learn and accept the material from the lecturer. This is important since learning process takes place when they are at ease. On the other hand, if students already perform negative attitude towards the language, they will stuck with the barrier, the difficulties to master the language. Consequently, students are de-motivated in mastering the language. For this reason, teaching learning process in the class is not optimum. If this happens, students do not learn the language at their best. Then, they are not capable to learn the material that they need to master. Language mastery, in the future, will help them to be able to cope with the language which is related to their career or job. This study is aimed to find out whether there is a relation between their attitude towards English learning and the mastery of English in their work field. The students are asked to fill in the questionnaire and the researchers are observing the students' attitudes in the classrooms when they are studying. The implication of this study is to influence the students' attitude in the teaching learning process.

139 ROLES OF CHILDREN'S LITERATURE FOR ADULT LEARNERS IN L2 READING

Hanna Juliaty

The role of literature in L2 Reading have long been causing debates in second language teaching and learning. Traditional approach argues that the main purpose of reading should be to facilitate learners, through the reading text, to improve their linguistic competence. For this reason, the traditional approach believes that literature plays an irrelevant role in L2 Reading as the language in literature is generally informal and lacks of standard grammatical rules. Nonetheless, in Communicative Language Teaching (CLT), literature is considered a helpful resource in Reading as it provides learners with authentic L2 use, which potentially can also maximise learners' learning experience and outcomes. This research, therefore, was conducted to investigate the roles of literature in L2 Reading. An ESL/EFL simulated Reading class of 34 international adult learners participated in this research. They were given a children's literature as a reading material and were assigned tasks that integrated all language skills related to the reading. After the lesson, the participants filled in a reflection questionnaire and written interview about the lesson's effectivity. The data collected was analysed by using qualitative approach. The findings show that unlike literature in general, children's literature can be both engaging and disengaging for adult learners. Factors such as reading purpose, choice of literature and design of the reading task significantly influence the learners to engage or disengage in their reading. Aspects of children's literature that can potentially engage or disengage adult learners, learners' perceptions and pedagogical implications of the study are also discussed in this paper.

140 ONLINE PEER FEEDBACK IN EFL WRITING CLASS: HOW IT IMPROVES STUDENTS' WRITING AND THE PROBLEMS THE STUDENTS FACE

Hartono

The paper presents a study on online peer feedbacks in an English as a foreign language (EFL) writing class. Some studies as by Lin & Yang (2011) and Nicol & Macfarlane-Dick (2006) suggest that peer feedbacks have the advantages of improving students' writing quality and are useful not only for the learners who are writing the drafts but also the learners who provide them. The students of Writing 4 at English Education Department of Sultan Agung Islamic University 2014/2015 participated as subjects of the study. Instead of collecting their writing works printed, they were required to post them on a weblog already prepared by the teacher so that their writing works are accessible for their peers and a bigger number of people. Students were suggested to write comments as feedbacks for their peers' works and read comments from their peers to improve their own writings. Some did participate and contribute well in this kind of collaborative work; some others were in some way reluctant because of some factors. Besides the feedbacks provided by the learners, the study also devised questionnaire and interviews to collect the data. How this practice helps learners improve their writing quality and possible problems that hindered them from actively participated in this program are analyzed, discussed and elaborated.

141 EFL LEARNERS' PERCEPTION OF EFFECTIVE VS INEFFECTIVE EFL TEACHERS' PERSONAL AND PROFESSIONAL COMPETENCES

Haryanto, Arifuddin Hamra, Khaerati

This paper is based on a qualitative research study investigating EFL learners' perceptions about the characteristics of effective EFL teachers as well as that of ineffective EFL teachers. This researchers applied a think-aloud technique in data collection and coding in data analysis. The subjects of the research were the second semester students of English Department in

Academic Year 2013/2014, Fakultas Bahasa dan Sastra, Universitas Negeri Makassar, Indonesia. A total of 86 individuals participated in writing their EFL learning experiences and perception of the characteristics of effective and ineffective EFL teachers. Several selected subjects were interviewed to have a more detail and deeper explanation about their experiences and perceptions of the characteristics of effective and ineffective EFL teachers.

Some categories explaining the characteristics of effective and ineffective EFL teachers are revealed as the result of the study. The categories are presented in four areas: personal competence, professional competence, pedagogical competence, and social competence. However, due to the limitation of the space, this paper only presents the first two: personal and professional competences. Thus, the result of study has been used to provide “the DOS” and “the DON'TS” for every EFL teachers in Indonesian context.

142 THE CODE-SWITCHING IN TEACHER-TALK IN AN EFL CLASSROOM

Hepy Sri Rahayu Puji Astuti, Nia Kurniawati

Classroom code-switching is a common as well as an arguable practice in EFL classroom discourse, even though in an EFL setting the teachers often use it in their teacher-talk. The success of teaching depends to a large extent on the classroom interactions that occur between teachers and students. This research tried to reveal the code-switching in teacher-talk in an EFL classroom, the students' perception toward it and also the teachers' consideration in practicing code-switching. The research is qualitative in nature. It was conducted in a private university and involved two lecturers and also the classes they taught. The instruments used in this research were classroom observations, a questionnaire, and interviews. The functions of the code-switching were analyzed on the basis of Hyme's (1962) framework. The study results showed that the teachers often used code-switching in their interactions in the classroom, they used code-switching to give students' instructions, to explain complex concepts, and to explain the difficult words. The students also perceived code-switching positively, because it helped them in understanding difficult subjects. They felt more comfortable in communicating with the teachers. While the teachers' main considerations in using code-switching in the classroom are to facilitate the second language learning and to lower the affective filter in the learning process. Thus, L1 could be a useful and important component to help L2 learners to learn English as foreign language (EFL) during the learning process and facilitate the students to understand the content as well.

143 EXPLORING VOCATIONAL SECONDARY SCHOOLS EFL TEACHERS' PERCEPTION OF AUTHENTIC READING ASSESSMENT

Herdiyana Nurcahyanti

Since past decades, authentic assessment has gained rapid interest because of its shift from traditional assessment to modern or authentic assessment. Authentic assessment of reading is an advanced issue in teacher education since reading is considered as one of the most fundamental parts of literacy and the most frequency-measured abilities. Recent Indonesian curriculum have stipulated authentic assessment. Many Indonesian teachers considered authentic assessment as a problem. This can be due to their lack of understanding of the concept of authentic assessment since they have not experienced adequate assessment training. This exploratory study aims to enquire into EFL teachers' conceptual understanding of authentic reading assessment. For this purpose, thirty Vocational Secondary School EFL teachers from Central Jakarta area will be randomly chosen since this study utilizes both qualitative and quantitative data. The data will be obtained by using interview and open-ended questionnaires. The result will provide some information on how teachers perceive the concept of authentic reading assessment.

144 THE IMPROVEMENT OF SPEAKING ENGLISH SKILL IN ELEMENTARY SCHOOL STUDENTS THROUGH THE MONTESSORI METHOD

This study is aimed to developing student's speaking ability through Montessori method. The speaking ability here means ability known a letters, words, phrases, and simple sentences in English. These speaking consist of three aspect assessment; accuracy, fluency, and activity. This study was conducted in the four grade of elementary labschool in south Jakarta, for six months. This study was conducted in two cycles applying by Jhon Hopkin Models. Each cycle consists of planning, action, evaluation and reflection. The second cycle is to give an additional of treatment based on reflection of the first cycle. Each sub cycle was discussed and analyzed in accordance with some component. The improvement of students ability in the speaking component of learning were discussed and studied. Component with were regarded having influences observed during this research. The cycle running like teacher work in learning the students through Montessori Method as well as the most important thing is ability of student's speaking ability with three aspects before. Collaboration, observation, were applied to collect of the action which done in this research. The data evaluation and reflection were also applied in order to know the result of the research. Therefore, data analysis was qualitatively and quantitative. Qualitative data were analyzed based on Spradley theory. Quantitative data analysis shows that the English speaking ability of the subject are increased. Students are able know the letters, words, phrases, and simple sentences in English. Therefore, statistically, there is a significant growth in speaking ability by Montessori Method.

145 STUDENTS DISCOURSE COMPETENCE IN ENGLISH WRITTEN LANGUAGE: HOW PROBLEMATIC?

Hermawati Syarif

The paper aims to discuss the problematic discourse elements of students' sentences on their written text and how they influence their comprehension in the process of writing. It is based on the tendency that English Department students, FBS UNP Padang appeared with poor written language performance. All the data obtained from students' writing were analyzed and discussed based on the determined parameters. The findings show that using discourse components, namely, text design and rethorical effectiveness, thematic organization, cohesion and coherence, as well as register appear with problems in their written language production. In text design, the students have problem in building up the case. They ignore the real case faced in the field which weakens the foundation of argumentative writing. In rethorical effectiveness, the students didn't provide thesis statement of the writing clearly; consequently, the text produced didn't contain the most important component that gives general clues about the content of the whole text. In the case of thematic organization, the students were lack of ability in elaborating the ideas and related in a logical description; so that more paragraphs in their essays were elaborated by insufficient supporting details. In relation to cohesion and coherence problems, they were difficult to use almost all types of cohesive devices as well as coherence such as lexical coherence and reference. In register, the degree of formality of the language is also problematic. Those problems influenced very much their comprehension on the topics being written. Due to their lack discourse competence, students could not write the argumentative essay well.

146 APPLYING THE ACQUIRED KNOWLEDGE AND SKILLS FROM THE MTCP COURSE, 21ST CENTURY PEDAGOGICAL SKILLS: BEST PRACTICES AND ASSESSMENT, IN IPGKBA TO ENHANCE LISTENING AND SPEAKING SKILLS AMONG UNDERGRADUATES OF ADI BUANA UNIVERSITY SURABAYA

Hertiki, Aslam Khan Bin Samahs Khan

The Malaysian Technical Cooperation Programme (MTCP) was officially launched on 7th September 1980 in New Delhi. The main objectives of MTCP are; to share development experience with other countries; to strengthen bilateral relations between Malaysia and other developing countries; to promote South-South Cooperation; and to promote technical

cooperation among developing countries. The Institute of Teacher Education International Languages Campus (IPGKBA), Kuala Lumpur has been conducting MTCP programmes since 2001. Being the centre of Teacher Education for international training, IPGKBA has conducted numerous courses for more 1000 participants from nearly 100 countries. The participants include teachers, lecturers, education officers and administrators. Through the 4-week course, the course participants are exposed to 21st Century Best Practices Pedagogical Skills in ELT. Course participants are also required to adapt and adopt the best acquired knowledge and skills during the implementation stage in their respective countries. This paper, which is a case study, aims to share the acquired knowledge and skills from MTCP course in IPGKBA in improving listening and speaking skills among the undergraduates in Adi Buana University, Surabaya, Indonesia. The data was collated from interviews, questionnaires, classroom observations, field notes, voice recording and pictures taking. Issues, challenges and conclusive results would also be shared in this presentation. Some recommendations and suggestions will form the conclusion of the presentation for a contextualized implementation of the acquired knowledge and skills.

147 CANVAS: ASSESSING L2 ENGLISH AS A FOREIGN LANGUAGE LEARNERS IN DIGITAL ERA

Hery Santosa, Made

Today's teachers, mostly digital immigrants, face challenges in teaching their students, the digital natives. The teachers must keep up with technology advancement while their students were born with gadgets in their hands. However, this does not mean that the students are able to utilize technology for effective learning. This study aimed to investigate university students' learning quality in English as a Foreign Language (EFL) learning practice. Using an inquiry-based learning framework aided by Canvas as an online learning platform, the research employed tests, questionnaire and semi-structured interview. Statistical analyses showed that the students made gradual progress from low to high levels in their learning tasks. There were statistically significant differences in students' mean scores on the post-tests for a sub-set of each group of students with a relatively large effect size. Results from interviews showed that socio-cultural dimensions, like power distance, saving face and hierarchy have been uniquely strong in influencing students' learning. Findings suggest the need for educational reforms to assist student learning through change processes related to pedagogy and policy.

148 FLIPPED LEARNING FOR THE 21ST CENTURY TECHNOPRENEURS: A PILOT STUDY

Hery Santosa, Made; Ayu Redi Pudyanti, Anak Agung

The 21st century learning has eventually transformed today's classroom. With more digital natives in the class, both educators and students face a changing classroom that should accommodate different learning paces, styles and needs. This study is an ongoing case study which aims to help students in becoming English as a Foreign Language (EFL) competent technopreneurs. Using Flipped Learning as a learning model, the study utilizes its four FLIP pillars into EFL learning, they are Flexible environment, Learning culture, Intentional content, Professional educators. The study employs three instruments, namely tests, survey and interview. A preliminary test result shows that there is a promising students' progress from low to high achievement. Initial survey and interview results show more interesting data that students feel more confident and proficient in using English. However, heavier task loads and learning model familiarity have been highlighted. Effective socialization of the model and sustainability of use of the model are suggested.

149 THE EFFECT OF MULTIMEDIA AND FLASH CARDS ON STUDENTS VOCABULARY MASTERY (A STUDY AT 4TH GRADE STUDENTS OF ELEMENTARY SCHOOL 15 PADANG)

Hevriani Servika

Vocabulary mastery is very important for the students to get successful in learning English

skills. However, in fact most of the students still have low or lack of vocabularies, because they still have some problems to get them. The first problem is; they can not pronounce the single word correctly and they do not know the meaning of the word. Thus, they will have a problem in communication through speaking. The second problem is; they do not often listen the English, because English as Foreign Language in Indonesia, so they only listen and learn English in the classroom or in the English subject. The last problem is the teacher rarely speaks English in teaching learning process. It is caused most of the students still do not know much if the teacher speaks English fully.

The Multimedia can be defined as the combination of text, sound, pictures, animation, and video (Suyanto, 2008: 101). Thus, in this research the researcher used the multimedia through combined text, sound, and picture. Then, a Flash Card is Cahya (2011: 15) stated that flash cards are small cards, big enough to carry on it: part of sentences, phrases, single words, minimal pairs and so on.

This study was an experimental research. Population of this research is the fourth grade students of Elementary School 15 Padang in academic year 2011/2012 who was totally 157 students. The sample was selected by using cluster random sampling technique. The instruments were vocabulary test. The data were analyzed manually by using t-test formula.

The mean score of the class that was taught by using multimedia was 78, but the mean score of the class that was taught by using Flash Cards is 75,4. Therefore, the multimedia is a good media that can be applied by the teacher to improve student's vocabulary and can attract student's attention to study English.

150 DEVELOPING A SYLLABUS AND PROVIDING INSTRUCTIONAL MATERIALS FOR THE TEACHING OF ENGLISH IN KINDERGARTEN

Hidayatul Maulidiyah

This study aims at developing a syllabus and instructional materials for the teaching of English in kindergarten to fill the gap of the unavailability of ready to use syllabus and instructional materials which are appropriate and relevant with kindergarten's context. The study is a design and development research involving field information and library research for needs analysis, followed by syllabus and material development, expert validation and try out. The syllabus development followed Richard's (2001) steps on syllabus design. The material development involved steps which are mapping materials, developing criteria and framework for evaluation and development, selecting and adapting available materials, developing necessary original materials and designing activities. Upon development, the products were then validated to evaluate their appropriateness with young learners' characteristics as well as their applicability and effectiveness in achieving the objectives. The products were then revised based on validators' suggestions before being tried out to know their level of usefulness and efficiency for the users. The result of the try-out showed that the kindergarteners were actively engaged in the instruction, they showed interest and enjoyment with it, the pictures and visuals helped in comprehension and the multiple activities facilitated different types of learners, and the instruction encouraged the kindergarteners to use the language for communication. The final products, which are in the form of syllabus, a guideline for teachers and instructional materials in a CD, were considered appropriate and applicable to be used in kindergarten context. They help kindergarten teachers in supplementing English instruction in their teaching.

151 LEARNING BY READING NOVELS: TO DEVELOP STUDENTS CLASS 10-12 ABILITY IN MASTERING VOCABULARIES

Hiqma Nur Agustina

Literature is limitless without any boundary. As the products of mankind, literature contributes

many aspects of creativity, unspoken feelings, minds even the hidden events. Many common people, scholars, students have changed their mindset to appreciate more about many literary writings nowadays. To see this changes attract me as the English literature lecturer to reveal some benefits while people in common and finally students changes their habits with reading than busy with the sophisticated gadgets. Literature can't be denied also give contribution to fulfill our passion about humanity. For example: novels as the source of literature masterpiece deliver many themes which represent human beings' problems in the long period till now. This writing tries to show the importance of mastering vocabularies through reading novels in English course for Senior High School class 10-12 students since the curriculum in our country prefer teaching Structure or Grammar than giving practice in comprehending English through reading novels. There will be a great wish to see students in this level will have great skill in delivering, understanding, enriching vocabularies through reading novels. In the conclusion, the writer denotes through the concept of reading novels as one of the sub-topic in Reading skill will develop students' ability. There must be a strong willing and concept changes of the curriculum to improve the students quality. Both it can be from government as the decision maker, teacher as the direct guidance and mentor in the class and the students as the object of learning.

152 TEACHING ENGLISH FOR YOUNG LEARNERS THROUGH BLENDED LEARNING MODEL

Husni Mubarak

This paper is aimed at 1) introducing blended learning model, 2) explaining kind of blended learning model, 3) implementing blended learning model in teaching English for young learners.

Elementary students are English young learners that should be facilitated well in their learning (English) by using good strategy. Hopefully, they can master English and get message from the materials given by teachers because English is not their first language. It means that teaching strategy is very useful in bridging students to understand and comprehend the material. If there is not teaching strategy, students will not be active in teaching and learning process. Students in elementary or primary school are grouped as children where the range of their age is 6 until 12 years old.

Technology in teaching and learning had promoted students' engagement in their daily learning, promoted students to be active, built students' motivation, and been mobile or portable which can support in searching the information and knowledge whenever and everywhere they are. Technology has a power to transform teaching by ushering in a new model connected teaching. The method in which internet or web can be used in learning is blended learning. The term of blended learning can be called as hybrid learning, technology-mediated instruction, or web enhanced instruction. Blended learning is a combination of face to face learning in the classroom and online learning. Beside that, blended learning can be viewed as a simple and complex level. At a simple level, blended learning is the thoughtful integration of classroom face to face learning experiences with the online learning experiences.

The goal of blended learning is to provide the best aspect of face to face and online instruction. Classroom time can engage students in advance interactive experience and the online instruction can provide students with the multimedia-rich content, information, and knowledge at any time of day and anywhere the students have internet access. In the university, blended learning is often introduce to improve the quality of learning and students' engagement and a typical example like virtual learning environment can reshape learning relation between students and lecturer.

Blended learning asks the leacturer to shift from their traditional roles to new skills which can help students to be active. The roles are lecturer must learn to be comfortable facilitating

learning in this environment and creating a culture that sets high academic expectations and encourages students to own their learning, lecturer should model the learning and show the students how to find information and ask and answer the questions, lecturer should be able to manage and evaluate project based learning activities, and lecturer should have strategy to keep students on task, engage and motivate them.

153 PEDAGOGICAL COMPETENCIES IN THE PRESCRIBED AND ENACTED CURRICULUM FOR THE GRADUATE STUDENTS IN TEFL

Ignatius Harjanto, Fransisca K. Tondoprasteyo

The Master's Program in TEFL aims to help student teachers to acquire pedagogical competencies. These competencies are outlined in the prescribed curriculum and delivered in the enacted curriculum. The students are to acquire the pedagogical competencies through the processes and objects of education. It is believed that students learned theories and practices through learning activities and their supporting objects. This research investigates the pedagogical competencies of the TEFL Graduate students of Unika Widya Mandala Surabaya using Actor-Network Theory (ANT). This study perceives that both humans and nonhumans entities in a communication network are used to map out and see how pedagogical competencies in the prescribed curriculum are planned and delivered in the enacted curriculum. In this research, ANT is employed as the tool to explain how the nonhuman entities, such as handouts, class location, students' tasks, and class setting influence the in-service English teachers in mastering the pedagogical competencies, as they interact with the human entities. The results of this research show that the nonhuman entities in their interaction with the human entities have influenced the environment where the MPBI students learn to master the pedagogical competencies. The students' pedagogical competencies cannot be separated from the coursenet formed by the interaction of both human and nonhuman entities. The networks formed by these coursenets could provide information to improve the quality of teachers' education curriculum.

154 PANORAMA: A BRIDGE TOWARD SECOND LANGUAGE CONTENT-AREA READING

Ika Fitriani, Gunadi H. Sulistyono

The integration of content and language becomes a challenging paradigm in the 21st Century language education. Particularly in L2 reading, it provides myriad-new knowledge and opportunities with comprehensive, meaningful, challenging, and authentic input to develop L2 acquisition. It also promotes students' HOTS which are characterized by heavy content loads and technical vocabulary. Learners are also required to activate linguistic, cognitive, as well as sociocultural ability simultaneously. In the reading classroom practices, then, it is not sufficient for teacher and students alike merely applying reading and translation, yet it is necessary to have more interactive and meaningful strategy which one of them is through PANORAMA. PANORAMA, further, is a kind of reading strategy consisting of sequential reading steps that are Purpose of reading, Adaptability, Need to pose questions, Overview, Read and Relate, Annotate, Memorize, and Assess. These steps are usually divided into three main stages, Pre-reading, Whilst-reading, and Post-reading. Regarding this rationale, this current research paper, then, is based on a research project on implementing PANORAMA in a Junior High School. To be more specific, this paper highlights its implementation and students' perception toward it. It is expected that, later on, it brings new ideas in teaching language across curriculum which is in line with the issues of K13 and CLIL in which one subject should be horizontally and vertically interrelated.

155 THE IMPLEMENTATION OF ESP FOR ECONOMICS STUDENTS: INCONGRUENCY BETWEEN THEORY AND PRACTICE

Ika Puspitasari, Hajar Anisa Perdana

To comprehend the current practice of English for Specific Purposes (ESP), many parties are expected to provide the information on what type of ESP needed from the Faculty, alumni and end-users, as well as for materials designing and teaching. Since many parties are involved, there might be some misunderstandings among them. The discrepancy might be caused by the faculty's unawareness on the current situation. When incongruency transpires, it causes difficulties on the teachers during classroom activities as precise information is very crucial for the ESP to run well, especially in the practice of teaching, materials selection, and development. Aside from the aforementioned issue, the classroom input become another setback of the implementation of ESP. Ideally, this course is aimed for the students who have mastered general English so that the English offered will truly be for specific purposes. Yet, the reality shows there are many low-skilled students. Consequently, the applications of ESP need to be revisited in order to have a clear comprehension for future betterment. It is in line with Tsou and Chen (2104) who think that Evaluation of the implementation of ESP courses is greatly needed. Then, this study is aimed at disclosing on some of the major aspects of ESP for Economics students to reach a better understanding of the issues raised above. This study occupies descriptive qualitative methodology employing interview, questionnaire distribution and classroom observation. The result is then expected to give benefits as it would assist English teachers in providing the correct practice of ESP.

156 NEED ANALYSIS AT COOKERY DEPARTMENT OF SMKN 3 PAREPARE (A STUDY OF ENGLISH FOR SPECIFIC PURPOSE)

Ika Yanti Ziska

The problem in this analysis contents is about the suitable material for students at SMKN 3 Parepare especially for cookery department. The objective of need analysis is to find the students needs, wants, necessities, and lack in learning English. This study also wants to know how important of English language for their future, what difficulties they face, and what they want in the learning process.

The significances of this analysis was divided into two benefits namely theory and practice. Theoretically, the result of this study is expected to be helpful and useful information for English teacher in teaching and learning process to improve student's ability. Practically, the result of this research will provide the useful information such as: For the English teacher, the information from a needs analysis can be used to help define program goals. These goals can then be stated as specific teaching objectives, which in turn will function as the foundation on which to develop lesson plans, materials, tests, assignments and activities. It also can make the teacher easy in choosing the best material and method in learning process that suitable for learners needs. For the English students, the result of the study can make them understand the suitable materials for them.

The population of this study consists of 35 students of Cookery Department at SMKN 3 Parepare. Total sampling was used in this study, it means all of the population became the sample. The instrument which used were questionnaire and interview. In analyzing the data, the researcher applied descriptive analysis. The kind of this study is classroom observation which conducted in to three steps. The first step was classroom observation for all of the students. The second step was giving questionnaire for them. The last step was interview. Based on the result, the researcher found that more than 75% of the students likely study English for two times a week. They also interested in Vocabulary class. They do not really like composed a paragraph. They think that mastering vocabulary is better that composing idea.

157 DATA-DRIVEN LEARNING IN THE CLASSROOM: THE USE OF CORPORA (CORPUS OF CONTEMPORARY AMERICAN ENGLISH AND BRITISH NATIONAL CORPUS) IN TEACHING VOCABULARY

Corpus (or corpora—pl.) is well-known as the best linguistic database as it enables researchers to seek for data in real use context. In 1960s and later decades, linguistics scholarship have focused on data resulting from elicitation, including introspective method. Corpus, then, becomes a breakthrough in the field of theoretical linguistics, language variation studies, and so forth. However, the use of corpus is not limited to language research, rather it can also be used to enrich language classroom activities by having data-driven learning. By conducting this data-driven learning in the classroom, students are capable of figuring many linguistic aspects which cannot be obtained by only listening to teacher's explanation or reading text book. Moreover teacher can make use of corpus to vary the learning source and materials. This paper therefore aims at describing the use of two English corpora, Corpus of Contemporary American English (COCA) and British National Corpus (BNC), in teaching English. Regarding the wide coverage of corpus role in language teaching, this paper will focus on the use of those corpora in teaching vocabulary: what are the activities that can be done in the classroom with corpus assistance? What can corpus offer to vocabulary teaching?

THE EFFECTIVENESS OF USING CARICATURE MEDIA IN TEACHING ARGUMENTATIVE WRITING

158 AT SECOND YEAR STUDENTS OF SMA PGRI 109 TANGERANG (A CLASSROOM ACTION RESEARCH)

Ikhfi Imaniah

The title of the research is "The Effectiveness of Using Caricature Media in Teaching Argumentative Writing at Second Year Students of SMA PGRI 109 Tangerang (Classroom Action Research)"

The objective of the research was to know the effect of caricature on students' ability in developing argumentative writing. The research was conducted to the second year students of SMA PGRI 109 Tangerang. The subject of the research was the second year students of XI IPA 2. The methodology of the research was Classroom Action Research (CAR), in which the researcher did 2 cycles in teaching argumentative writing by using caricature. The researcher applied three meetings on each cycle; two meetings for the teaching and learning process and one meeting for the evaluation or the test.

The scores were taken from the essay tests of the argumentative writing which given to the students on cycle 1 and cycle 2. Those scores have to be counted to find whether there was improvement on students' ability in developing argumentative writing by using caricature. The researcher counted the average score of the test on cycle 1 and cycle 2. The result of the students' average score on cycle 1 was 59.2 and the result of the students' average score on cycle 2 was 66.17. So, there was increasing score from cycle 1 to cycle 2. The gain from the increasing was 6.97.

From the evidence above, the researcher concludes that there is positive effect of the using caricature in teaching argumentative writing. The students who are taught by using caricature have better writing ability on developing argumentative writing than those who are taught by using traditional method. The students more active in the class and the students more interested in developing argumentative writing by using caricature media. As suggestion, the researcher hopes that the teachers have to be able to choose appropriate method in teaching English.

159 AUTHENTIC MATERIALS IN CRITICAL READING ACTIVITIES

Ila Amalia, Eulis Rahmawati

Having critical reading skills is very crucial especially for university students. These skills are

needed not only for learning the lesson but also for everyday life. Unfortunately their skills are not adequate to meet the challenge they are facing. This action research is aimed at promoting critical reading (“thinking” while reading) skills using authentic materials among the students. Nineteen English Education Department students who took Reading IV class, participated in this project. There were three cycles with three different critical reading strategies were applied. Meanwhile, the authentic materials were taken from newspaper and internet articles. From the result, it was revealed that the use of critical reading strategies along with the use of authentic materials was effective in developing students critical reading skills. It could be seen from the improvement of each cycle. The observation result showed that in the cycle 1, the students critical reading skill was 54% (fair), in cycle 2 the students critical reading was 68% (average), and in cycle 3, the students critical skills was 82% (good). Also, based on the critical reading skill criteria, the students critical reading skills had improved from 40% (nearly meet) to 80% (exceed). The result had the implication that critical reading skills could be taught by performing not lecturing them. Selectively choosing various strategies and materials can trigger students activeness in responding to a text, that eventually shape their critical thinking in reading.

160 ACADEMIC EXTENSIVE READING FOR “EAP” (ENGLISH FOR ACADEMIC PURPOSES) PROGRAMS

Imroatul Muhsinah

Extensive Reading (ER) has strongly been recommended to be included in instructional programs in reading and in textbooks as it facilitates language learners to acquire factors to be fluent readers such as a rich background knowledge, vocabulary, high motivation for reading, basic skills of rapid reading and self-discovery of reading strategies (Brown, 2000; Dale, 2009; Grabe, 2002; Krashen, 2001; Nation, 1997; Renandya, 2007). However, in academic contexts, Wang (2013) offers some evidence that ER in itself may not enough to develop academic writing ability. In other academic purposes, Hayashi (1999) and Gobel (2011) also found there is only small gain in their students TOEFL-ITP scores although they have been reading a lot of graded readers and any reading texts they choose for more than one semester. Grabe (2003) points out that there are a number of limitations that makes it difficult to establish the importance of ER in academic contexts, including time and resources. Wang (2013) suggests what is required for a short program of academic purpose is academic ER. But, as most of academic texts are too difficult for L2 learners, Wang (2013) points out that what is needed is a means of lowering the language threshold of academic reading. This paper proposes a one-semester syllabus of academic ER for an EAP program including the description of teaching materials and activities for the program.

161 PUTTING ENGLISH AS A LOCAL CONTENT SUBJECT IN PRIMARY SCHOOLS: TEACHERS’ BELIEF AND ITS IMPACT ON THEIR TEACHING DELIVERY

Iskandar

Since its introduction in 1994, English is not an obligatory subject in Indonesian primary school curriculum, but as a Local Content (LC) subject. Current curriculum maintains this status. LC curriculum has some locally-determined requirements that teachers should adhere to whenever they are teaching EFL. Using interviews and classroom observation, this study aimed at finding out South Sulawesi primary EFL teachers’ perception on the inclusion of English as an LC subject; in particular their appraisal of the status, their belief about the implication of the status, their awareness of LC requirements, and how it affected their teaching delivery. Though some teachers maintained this status, most teachers challenged it and urged it be placed as core subject. Most believed that this status will make students undervalue English subject, and therefore will have low motivation studying the language. Teachers were aware of the LC requirements in which they were expected to develop competencies by taking into account the peculiarity and the potentials of the region where their school is situated. They reported

working to fulfil the requirements, although little evidence of this was found during the classroom observations.

162 STUDENTS' CHOICE OF TRANSLATION TECHNIQUES AND QUALITY OF THEIR TRANSLATIONS

Issy Yuliasri

Translation is a complex task that involves source language and target language with different systems and cultures. The different language systems and cultures may cause problems in translation, and so translators need to use variety of translation techniques to deal with such problems in order to get good quality translation. This paper is based on an analysis of students' translation works in 2 English-Indonesian Translation classes in an EFL Context in Indonesia. The subjects of the study were sixth semester students of the English Department of the State University of Semarang (Unnes). The study is limited to their choice of translation techniques (Molina & Albir, 2002) and how such choice affect the quality of their translations. A comparison was made between the translations done by those in a class with prior lecture on translation techniques and those in a class without such prior lecture to see if there was any difference in their use of translation techniques. A further analysis was then made on the quality of their translations. Questionnaire was also given to find out how students perceived the problems in translation and how they explored translation techniques to deal with the problems.

163 DEVELOPING ESP SYLLABUS FOR DEAF AND HARD-OF-HEARING STUDENTS AT INCLUSIVE HIGHER EDUCATION

Iswahyuni, Dian Novita Dewi, Agus Gozali

The implementation of inclusive education is done in all level of education, including in universities. As a result, lecturers are trying to apply the existing curriculum, to develop it into a syllabus and instructional materials that all students are actively involved. This study is a continuation of the previous research conducted by Iswahyuni and Inayati (2014) which analyzed the needs of D/HH students in an inclusive class in higher education setting. This study, then, aims to develop English syllabus in an inclusive class consisting of hearing and non-hearing (D/HH) students in Study Program of Art, Faculty of Cultural Studies, Universitas Brawijaya. To conduct this study, needs analysis is conducted to identify target situation. The purposes of needs analysis are: (a) to find out what language skills a learner needs and (b) to identify a gap between what the students are able to do and what they need to be able to do (Richards, 2001). The needs analysis is done through (a) identifying the needs of both the D/HH students and their hearing peers; (b) interviewing the management of Study Program of Art and the lecturer who teaches English in the study program; and (c) doing observation in the classroom. The result of the analysis is used to analyze the skills / strategies required to cope in target situation. Based on the findings, a syllabus which covers learning objectives, model of learning, learning strategies, and examples of learning materials that can be used by all students in English learning is developed.

164 EPISTEMIC BELIEFS AND ACHIEVEMENT AMONG EFL UNIVERSITY STUDENTS

Ive Emaliana, Rizqi Khoirunnisa, Peptia Asri Ningtyas

This study investigates the relationship between epistemic beliefs and achievement among groups of university students who learn English as a foreign language in Indonesia. It is hypothesized that the more sophisticated epistemic beliefs owned by the EFL students the higher their achievement. To test this hypothesis, the different levels of epistemic beliefs (simple, medium, sophisticated) are correlated with their reading scores using a paired-sample T-test. The levels of the EFL students' epistemic beliefs are elicited from the Reading Epistemic Beliefs constructed by the researchers, and the reading scores are taken from the essays of

their final projects. The research findings suggested that teachers' teaching strategies, material developments, and assessment play important roles to affect the students' epistemic beliefs level and reading achievement.

165 TEACHING INDONESIAN SONGS' MELODY IN TEACHING ENGLISH

Jannes Freddy Pardede

Young learners sometimes get bored even frustrated to learn English. There are many reasons why they feel like this. One of them is an inappropriate method of teaching. Psychologically, children usually like to play, relax and have fun. They tend to be so dynamic and easily change their concentration from one to another. This situation also occurs in learning English. Therefore, teachers of English should be more creative in creating and applying various kinds of games, songs and any other activities. In this paper, the writer would like to show the influence of Indonesian songs' melody in learning English for young learners. Based on the writer's experience, teaching English songs is an effective way in attracting young learner's concentration in learning English. In teaching, the writer translates some Indonesian songs' lyrics such as *Balonku* and *Lihat Kebunku* into English lyrics first. Through this way, learners can more focus on English words without getting difficulties in learning melody or rhythm of the songs anymore because most of them have already been familiar with the songs in Indonesian version. The followings are some benefits of teaching English songs for young learners: 1). Young learners become more active and joyful in learning English, 2) they can learn vocabulary with fun, 3) they can pronounce words nearly look like native speakers, 4) they can learn grammatical forms unconsciously, and 5) they can be more alert on spelling and connected sounds.

166 A QUASI-EXPERIMENTAL STUDY ON USING SHORT STORIES TO IMPROVE THE SPEAKING AND WRITING ACHIEVEMENTS

Jaya Nur Iman

This study was conducted to find out whether or not using short stories significantly improve the speaking and writing achievements. A quasi-experimental study of non equivalent pretest-posttest control group design or comparison group design was used in this study. The sample of this study was the first semester students in the academic year of 2014/2015. Forty students were selected by using purposive sampling technique in which each group consisted of 20 students, respectively. The treatment was given for 14 meetings. This study is primarily concerned on the quantitative data in the form of the students' speaking and writing scores. Rubrics were used to measure the students' speaking and writing achievements. The findings showed that (1) there was a significant improvement in speaking and writing achievements where t-obtained of speaking skill by using rubric was 16.110 and t-obtained of writing skill by using rubric was 18.291, (2) there was also a significant mean difference in speaking and writing achievements between the experimental and control groups were 4.533 and 3.504. Hence, it could be concluded that using short stories significantly improve the students' speaking and writing achievements.

167 ONLINE OPPORTUNITIES FOR TEACHERS

Jeremy Beal

The digital revolution has changed our lives – and teacher professional development! This workshop will focus on a number of ways teachers can expand their knowledge about and practice of teaching English through online courses, webinars, Massive Online Open Courses (MOOCs), Facebook, and the American English website. The three presenters will share their own experiences with technology and provide practical applications of those digital resources to their classrooms. Using those personal narratives as a starting point, presenters will introduce teachers to digital resources for learning more about the English language, teaching

techniques, lesson planning, and methodology. In addition, teachers will explore ideas for creating teacher communities of practice that cross geographic boundaries in Indonesia – and beyond! Finally, teachers who attend will leave the workshop with a plethora of ideas, new connections, and readiness to leverage technology in their own classrooms.

168 EXPANDING STUDENTS' LANGUAGE AWARENESS AND PRESERVING LOCAL WISDOM THROUGH FOLKTALES

Joesasono Oediarti S, Lambang Erwanto Suyadjid

In many countries around the world, literature is highly valued. Based on this reason, students of English education department may experience a real sense of achievement at tracking literary materials in the classroom.

Asking students to retell short stories from their own culture before getting them to read an authentic story in English on a similar theme could be highly motivating. A good novel or short story, a play and a poem are good materials for teaching English. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives.

Literature can provide students with access to the culture of the people whose language they are studying. Literary texts in English reflect the rich and fascinating diversities of our world. The purpose of this paper is to show that literature in language teaching is very crucial in the global era for expanding students' language awareness and preserving local wisdom through folktales to create interesting and amazing atmosphere.

169 THE POWER OF PAIR-WORK IN EFL WRITING

Joni Alfino

Writing is believed to be difficult for most students. This is in line with some theories also stating that writing is a very highly complex skill. Many research findings have proven it. In general, the findings state that many college students and university graduates in Indonesia have low writing competency, especially in writing academic texts. In specific, the findings reveal that the students have low motivation to write, poor writing ability, and lack of confidence to begin writing. Pair-work is one of alternatives to be used in order to improve students' writing performance. Many researchers have investigated the use of pair-work in EFL writing and stated some positive findings on using pair work in EFL writing. First, collaborative (pair work) writing has an overall significant effect on students' L2 writing. Then, pairs produce shorter and better texts that have greater grammatical accuracy. Next, students working in pairs had better writing accuracy than those working individually. The following is practicing in pairs really improves the overall quality of the learners' writing productions. At last, collaborative work (pair work) could improve students' grammatical accuracy in their upcoming writings.

170 CHALLENGES IN ASSESSING CHARACTER EDUCATION IN ELT: IMPLICATIONS FROM A CASE STUDY IN A CHRISTIAN UNIVERSITY

Joseph Ernest Mambu

Expanding on discussions in my dissertation project, in this paper I examine some pedagogical challenges of assessing character education in the context of TEFLIN. Major sources of character education in Indonesia (e.g., in *Kurikulum 2013*) seem to be religious values. These values have been endorsed by the Indonesian constitution: "The government advances science and technology along with holding religious values... to [promote] civilization as well as the well-being of humanity" (chapter 3, article 31, subsection 5). However, there are two salient problems. First, in religiously inspired character education, there are concerns about religious

values imposition (see e.g., Kubota, 2009). Second, it is oftentimes vague what types of, and how, character education can be evaluated in English language teaching and learning settings. The first problem is particularly real in institutions where EFL teachers and students come from different religious backgrounds. In the context of an EFL teacher education program in a Christian university that I studied, one Christian student showed her religious dogmatism in classroom interactions or elsewhere in which peers having different religious views were present. I argue that students' pragmatic competence in expressing religious values can be assessed by looking into their growing self-reflexivity, which problematizes dogmatism, in their oral or written discourse. Furthermore, in view of EFL teacher educators' stories in my study, other values in character education like honesty and hard-working ethos can be assessed in the contexts of plagiarism and studying assigned readings respectively. Character education assessment rubrics can be developed from the cases reported here.

171 Resituating the Teaching and Assessment of Thinking in English Language Teaching

Jo-Ann NETTO SHEK

In this paper, I present one aspect of a larger project on the implementation of the teaching of thinking and its impact on English Language teaching. Set against the backdrop of the Thinking Schools, Learning Nation (TSLN) policy and more recently the Teach Less, Learn More (TLLM) policy, this paper will show how the teaching of thinking is situated in both policy and English language curriculum documents, in particular the Ministry of Education 2001 and 2010 syllabuses. The teaching of thinking is then examined in English Language classroom resources developed as "secondary or intermediary policy texts" (Bowe, Ball & Gold, 1992) for schools to locate how it is positioned for the realization of policy goals in English language classrooms. Evidence from both sources reveals that because the teaching of thinking is situated in terms of student outcomes, there is an increased expectation by teachers on students to use thinking skills particularly in classroom learning activities for improved fluency. However, this aspect of the study reveals that teachers are unconvinced that thinking skills does have a positive impact on the fluency of students. Using Krashen's Input-Output hypothesis (1962) as an analytical lens, the data suggests that the position of thinking skills in English language teaching needs to be re-situated for better student outcomes. The paper ends with observations about the teaching of thinking in English language lessons in Singapore classrooms.

172 TEACHERS' PRACTICES ON LANGUAGE ASSESSMENT: SOME CHALLENGES AND SOLUTIONS

Jumariati

Assessment is an important element in teaching and learning that helps teachers make decision on instructions and students' learning development. In a wider scope, assessment is a tool for schools to report the students' learning progress to parents and community and a tool for determining schools' accountability. As one of the important elements in teaching, assessment is given central attention concerning the issues of what type of assessment to apply, how to implement the assessment, how to interpret the results of the assessment, and how to communicate the assessment results with the students, schools, and parents. This paper tries to explore the assessment practices by focusing on the challenges that teachers face in assessing students and the strategies they use to cope with the challenges. This study, using a qualitative method, involves some EFL teachers of secondary schools. The data is collected through in-depth interview which then is analyzed based on the themes under investigation to arrive at the findings on the challenges that teachers face in their assessment practices and their strategies or solutions to the challenges.

173 THE EFFECTIVENESS OF CHUNK DRILL AS THE TECHNIQUE OF LANGUAGE TESTING IN COMMUNICATIVE GRAMMAR

Jumharia Djamereng

The research applied qualitative method that was intended to show the effectiveness of chunking drills as a kind of evaluation in language testing of grammatical competence. The population of this research were 120 students which comprised 4 classes. This research only took 25 of English Department students as the participants who was studying Communicative Grammar. In the process of instruction, they were given this kind of language testing in the last session of teaching to make them become more familiar with this technique of evaluation.

Based on the researcher' consideration, the subject "Communicative Grammar" is emphasizing the students in mastering grammar communicatively and contextually. Therefore, since the learning process, they were given more practice in written and spoken forms of language to acquire English grammar. Chunking drills could force the students to think faster and spontaneously so that it might aid them in mastering and memorizing the pattern of grammatical structure. Stating the sentence patterns in chunk form as practice and drills could be used as technique in teaching and evaluation as well.

The result showed the students were more well prepared before they were tested. Besides, it tended to be more objective for the teacher to evaluate them as they have no time to cheat each other. Although, this technique needs more time for the teacher to test them individually one by one. Therefore, it needs to prepare the material to test and arrange the time very well before conducting this evaluation.

174 THE SHIFTING ROLES OF TEACHERS IN THE DIGITAL NATIVE ERA: A CASE STUDY OF EYL TEACHER PERSPECTIVES AT MALANG KINDERGARTEN

Karina Sari

Advancement of technologies has caused two distinct generations; called as Digital Native and Digital Immigrant. This two generation has made a shifting role for teachers in education, not to mention children education. Children nowadays to belong digital native generations, meanwhile not all teachers are. Consequently, as teacher need to realize the need of having applicable strategy to keep up with the technology advancement and fulfill the learners need and preference in learning. Therefore this article would like to propose ideas on the applicable practices in regard with the technology advancement in Digital Native era with Digital Native learners of children.

175 DESIGNING A 21ST CENTURY CLASSROOM TO TEACH THE DIGITAL NATIVES:A CHALLENGE TO EFL TEACHERS

Karmila Machmud

The goal of this paper is to present a study on the importance of designing a 21st century classroom environment to meet the needs of the digital natives. The digital natives are those who were born in the era where technology plays an important role in human's life. Digital natives have different needs compare to other generation in term of learning environment. Their way of thinking and socializing are influenced by the environment and culture in which they are raised (Prensky, 2001). Thus, a special classroom environment is crucial to support what constitutes learning based on their way of thinking (Weade, 1992).

The integration of technology in the teaching and learning process is essential to support the digital natives. In the area of language learning, research into the integration of technology has benefitted from the tremendous amount of studies in the use of Computer-Assisted Language Learning (Kessler, 2005, 2007; Warschauer & Healey, 1998; Fotos & Browne, 2004; Hegelmeimer, 2006). The classroom needs to provide an environment and atmosphere that will allow students to create and construct their knowledge, to share and collaborate with their peers who are not only from their in-class group, but also from around the world (Warschauer,

2003). This is a challenge to EFL teachers, because no matter from what generation they are coming from, teacher should be able to design the classroom environment that will support the needs of the digital natives.

176 A MULTIVARIATE REGRESSION ANALYSIS EMPLOYED TO INVESTIGATE FACTORS AFFECTING INSTITUT TEKNOLOGI SEPULUH NOPEMBER (ITS) STUDENTS' ENGLISH PROFICIENCY

Kartika Nuswantara, Isnaeni Zain

An issue about a global market, integrations among different countries, or other issue related to common interests for making the border among nations permeable is currently becoming a lively topic of discussion. Among other points being discussed is the language, particularly on how to cope with global communication using one globally understandable language. English is the lingua franca that has so far enabled global communication find an ease. Therefore, it is the right reason for ITS to promote the capacity to master the language as one of the requirements to graduate from the institute. A proficiency test, Test of English Proficiency, has been developed and distributed to measure students' capacity. In practice, the test has invited controversies as many of the students fail to meet the threshold level determined by the institute; however, there, at the same time, are many who can successfully attain the level. The present study is aimed at figuring out some internal and external factors affecting the success and those would become an inventory that can be used as a model for students to succeed the attempt for arriving at, at least, the threshold level.

177 ENHANCING THE VOCABULARY MASTERY OF YOUNG LEARNERS BY APPLYING TOTAL PHYSICAL RESPONSE (TPR) METHOD INTEGRATED WITH PICTURE

Khadijah Maming

At the beginners and elementary levels of the learners, certainly seems to be good idea to provide a set of vocabulary which the students can learn. The teaching of English at elementary school which is based on Competence Based Curriculum as local content aims in developing the relevance to the condition and needs of learners. So that, elementary school is able to develop their ability in vocabularies and makes them clear with English earlier. It is necessary to avoid facing big problems when they will be on higher level of education. One of the English study is vocabulary which is needed very much by the students of elementary school as a tool themselves in learning English. Vocabulary is one of the important elements in building English. One of interesting method in teaching vocabulary is Total Physical Response (TPR). It is one method based on coordination of speech and action. It is developed by James Asher (2006), a professor of psychology at San Jose State University, California. It is like the human body response the command directly without telling anything in the behavior form. Moreover, the main activity in Total Physical Response (TPR) is a command is given in the imperative form and the students obey the command. Consequently, Total Physical Response will be integrated with picture. Harmer (1999) stated that there are many occasions when some forms of presentation are the best way to bring new words into the classroom. One of presentation example is picture. It means that using picture to explain the meaning of vocabulary items and illustrate concepts.

Therefore, this study aims to investigate the application of Total Physical Response (TPR) method integrated with picture in enhancing the vocabulary mastery of young learners. The subject of this study is the students of elementary school with the total of sample are 30 students. It employed pre-experimental method with pretest-posttest design. The instruments of this study are a written test exactly vocabulary test which consists of 30 items. In detail, it consists of 10 numbers in multiple choice, 10 numbers in matching form, and 10 numbers in translating the meaning of vocabulary into Indonesian language. By activity of this study, the students study about things in the classroom, parts of the body and some verbs.

The data is analyzed by using some formulas. In collecting the student's score, they are given 1 for maximum score (for correct answer) and 0 for minimum score (for incorrect answer). The result of data analysis shows that the mean score of students in posttest is better than the result of pretest. In other words, there was significant difference between the vocabulary mastery of young learners before and after taught vocabulary through total physical response integrated with picture. It means that, it has positive effects and can enhance the vocabulary mastery of young learners.

178 STUDENTS AND TEACHERS' PERCEPTION TOWARDS ESP PROGRAM: A STUDY IN A VOCATIONAL HIGH SCHOOL

Khairunnisa Dwinalinda, Sholeh Setiaji

English for Specific Purposes (ESP) in the Indonesian secondary school context is applied in vocational school. However, the outcomes competence does not fulfill the expectation and demand of work field. It indicates there is a problematic situation in the ESP-based teaching and learning process. This research aims at investigating the students' and teachers' perception on the ESP program in a vocational high school. A total of 34 respondents comprising 2 English teachers and 32 students participated in this study. A set of questionnaires consist of 34 close-ended questions and 4 open-ended questions for students and 31 close-ended questions and 6 open-ended questions for teachers were distributed to gain the insights of the respondents. An independent t-test was used to examine the differences of the perception between students and teachers. The finding shows that both of the students and teachers agree that students' English competence is inadequate. They are aware of the importance and difficulties as well as their future needs toward the ESP program. Teachers and students have same perception that English learning materials should focus on students work field demand. Last, several potential issues emerge concerning the ESP program, such as time of instruction, content of ESP, and teachers qualification. The result of this study suggested that a collaborative teaching could be an alternative of present ESP instruction to partially solve the problem.

179 ASSESSING STUDENTS' PERFORMANCE IN THE ENGLISH SPEECH CONTEST

Khoiriyah, Ninik Suryatiningsih

English speech contest is often held by many institutions. Each of them has different ways and rules used to measure the participants' performance. This paper presents the assessment of students' performance in the English Speech Contest held by STKIP PGRI Pasurua as the writers are also the judge of this annual program. The assessment evaluates 5 indicators which mainly used to select the best contestant; they are: Performance, Accuracy, Fluency, Pronunciation, and Content. Performance evaluates 6 variables under interest they are attitude, gesture, expression, improvisation, eye contact, and confident. Accuracy evaluates 4 variables under interest; they are accuracy between title and content, grammatically correct, diction, and time. Fluency evaluates 3 variables under interest; they are noticeable gap, hesitation, distinctly 95%-100% of the time. Pronunciation evaluates 2 variables under interest; they are native-like pronunciation and clarity of main idea. Content evaluates 2 variables under interest; they are current issue and the ability of delivering material systematically (O' Malley and Pierce, 1996 and Folse 2009). This descriptive study is aimed at assessing participants of English Speech Contest which consists of 47 Senior High School students from 25 different schools of Pasuruan regency and around. The data obtained from ongoing assessment and the result of final score.

180 HUMOR AND LEARNING ENGLISH FOR SPECIFIC PURPOSE IN A RURAL AREA UNIVERSITY

Kisno Shinoda

Learning a foreign language especially learning English for engineering students needs a

positive classroom situation and atmosphere. This research gives evidence that humor can be an effective instrument in creating the positive classroom atmosphere and in learning English as a foreign language. This study elaborates Aboudan's (2009) research on using humor in learning a second language. The respondents of this study are 250 students majoring in electrical engineering, biotechnology engineering, informatics engineering, and industrial engineering. They are asked to give their answer on a questionnaire asking the effect of humor on learning, concentration, and attention. In addition, the questionnaire also asks the respondents the amount of humor considered appropriate in a classroom. The result of this study reveals the preference of the students when taught using humor. 85% of the respondents tell that humor makes them give more attention in learning and 90% point out that humor motivates them to give more involvement in classroom activities and humor should be used from time to time. The findings of this research is in line with the previous studies stating that the use of humor in ESL classroom facilitates learning, breaks the tension between students and teacher, and increasing classroom atmosphere. In short, this study confirms that humor creates the positive learning environment and has the positive impact on language teaching in a rural area university.

181 BECOMING EFL TEACHERS IN CENTRAL JAVA: THE AMBIVALENCE EXPERIENCED BY EFL PRE-SERVICE TEACHERS

Koesoemo Ratih

This study aims at investigating how prospective English as Foreign Language (EFL) teachers experience their "teaching practice" components in pre service teacher education and how their experiences agree with and contradict the current policies regarding teaching English as a foreign language in Indonesia. Based on the literature, there are complicated problems around the context of teaching English as a foreign language in Indonesia. Indonesian EFL teachers' quality still needs serious attention. Moreover, there are a lot of challenges due to globalization and educational paradigm.

Improving the quality of education as advised in the Education for All requires several aspects. Among them are enhancing public perceptions on the teaching profession; access to appropriate learning resources; assessment strategy with a focus on learning how to learn including diverse, continuous and responsive strategies; and training teachers that supports curriculum reform. However, there is a dimension of "ambivalence" experienced by EFL pre-service teachers in doing teaching practice that appears in several areas, namely: on the perception of EFL teacher profession, selection on appropriate resources, assessing on learners' English skill, and on national identity and global demand. This ambivalence may become challenges for EFL pre-service teachers in teaching English and EFL teachers' professionalism in the present and future time. This paper is only a part of the study resulted from the research carried out in several universities in Central Java, Indonesia. Qualitative approach is employed based on the data taken from interviews, policy documents and on line data.

182 THE ART OF DEBATING

Krisnawati, Ni Luh Putu; Asty Senja Pratiwi, Putu; Sumaryana Putra, I Komang

English is used by many people in the world for different purposes. For examples, some use English in relation to their job, profession, their study, and for their personal satisfaction. In this respect, English becomes very important language to study. For example in Indonesia, English is used as the secondary language to communicate to each other. The importance of English has been realized not only by individuals, but also by government. For instance, in Indonesia, English is thought as one of the subjects from primary school to university levels. At the university level, for instance at Udayana University there is an English Department as one of the departments of Faculty of Letters. In this department students can study various aspects

of English language. One of the subjects taught is Debating. This is a very important subject in the sense that it helps students to realize that debating is a challenging and difficult job which requires the student to speak active English and also at the same time with a limited amount of time to be able to think critically and fast upon a certain motion. Besides, every year either in the national or world level there is always a debating competition.

Considering the above background, teaching debating as one of the speaking skill in a fun and attractive way is highly needed because there are various kind of system in debating. This research focuses on two important aspect in debating, they are (1) the strategies in teaching debating and (2) the approaches to construct a good argument because argument is the most essential thing in debating.

183 THE EFFECTIVENESS OF USING TRANSLATION IN DIFFERENT CEFR LEVELS

Kristin Dwita Sari

Translation is one of hot debated issues in L2 language teaching. Many teachers do not approve this method, because they believe that it is not effective and it does not encourage students to use L2 more than L1. However, this method still exists until today and is used by many teachers around the globe. Over the decades, ELT experts have proven that translation gives benefits toward L2 language acquisition. Some argue that translation provides meaning which is able to bridge comprehension between L1 and L2.

Hence, this study intends to identify the effectiveness of using translation in English classrooms as learners' comprehension mediator. Some learners from three different CEFR classroom levels are the subject of the study. The teacher uses translation during the lesson and holds paper-based test afterward. Data are collected through written evidences from the learners. The responses are analyzed from learners understanding of keywords or vocabulary appropriate for their levels.

184 THE USE OF AUTHENTIC ASSESSMENT IN TEACHING ENGLISH AT ENGLISH STUDY PROGRAM OF HALU OLEO UNIVERSITY KENDARI

La Ode Nggawu, Maulid Taembo

This research aims at investigating the use of authentic assessment in teaching English at English Study Program of Halu Oleo University in Kendari. It involves both the students' perception and their english learning development through implementing authentic assessment. Authentic assessment is done comprehensively to measure input, process, and output of learning involving attitude, knowledge, and skill. The data collecting was done by interview and giving questionnaire to students. Beside, it focuces on complex and contextual tasks to stimulate students' cognitive, affective, and psychomotoric competences. The data was analyzed based on descriptive and interactive qualitative by doing reduction, presentation/describing, and taking conclusion. The first part of this study shows that students have positive perception on authentic assessment, and only a few students who do not agree to this assessment. The second part shows that (1) the students have high motivation and more enthusiastic in studying English; (2) this assessment help to develop students' affective, cognitive, and psychomotoric competences based on the real students' experiences; (3) it is more effective and efficiency than other assessment models; (4) since it produces students who are innovative and creative, authentic assessment increase students' English performance; and (5) increasing students' English performance involves (a) good english knowledge of vocabulary, fluency, accuracy, intonation, understanding; (b) good attitude of respect, honest, brave, care, confidence, social awareness, communicative, curiosity; and (c) good psychomotoric of team work and communicative action.

185 WHAT AND HOW THE ATTRIBUTES OF INDIGENOUS AND NATIONAL LANGUAGES OCCUR

This study was initiated due to the appearances of the attributes of other languages, i.e., Sasak language (indigenous language–IdL) and Bahasa Indonesia (national language–NL), in a Teaching English to Speakers of Other Language (TESOL) program held by G Foundation, an NGO aiming at encouraging English fluency of the local people in Lombok. Thus, this study was intended to identify various attributes of the two languages that occur during the program and its immediate effect to the classroom interaction. The formulated research questions in this study were: (1) What attributes of IdL and NL were considered in the development of the TESOL program?, and (2) To what extent did each of the attributes contribute to the process of the TESOL program? Two groups of learners were observed. Some categories from the branches of linguistic study were then carefully selected to frame the analysis, i.e. grammar, semantic, pragmatics, and discourse. Since it involved more than one language, data also was analyzed by the interlanguage theory, in order to understand the process of language acquisition within the observed groups. In the initial study, the researcher also discovered an indication of cross-cultural aspects in the language learning. Thus, the researcher applied sociolinguistic frame. Based on its characteristics, this study was designed to be a qualitative descriptive study, in which researcher employed observation sheets as the tool to record any data occurred during classroom observations. According to Hubermas (1994), data was then processed through three steps analysis, i.e. reduction, display, and conclusion.

186 AUDIO VISUAL EXPOSURE (AVE) AS OPPOSED TO AUDIO EXPOSURE ALONE (AEA) FOR EFL LISTENING COMPREHENSION*Lasim Muzammil*

Listening Comprehension is a crucial skill to understand spoken English. It requires appropriate ways to develop this particular skill and one of them is through the use of audio visual exposure. This is a reasearch-based article elaborating different result on English listening comprehension using AVE (Audio Visual Exposure) and AEA (Audio Exposure Alone). The subjects of the study are freshmen in Kanjuruhan University of Malang taking different field of study such as economics, counselling, physics, and civics. Thirty three (33) participants are treated to be experimental group and thirty (30) participants are treated to be control group. AVE for Experimental group uses video lessons from *realenglish.com*'s collection while AEA for Control group uses audio lessons from *podcastsinenglish.com*'s collection, in which both of them discuss real English for real communication and after eight meetings of treatment the participants do listening comprehension test and the result of the test is analysed using *independent sample t-test* since two intact groups are used in this study. The experimental and control group are ascertained to be homogenous in terms of English performance from the pre-test analysis. The post-test are carried out for both groups after the treatment is done and the results of the test are computed statistically and compared in order to prove if the null hypothesis is rejected indicating that there is significant difference performance between the two groups. The result of the study is expected to be beneficial not only for English teachers and EFL learners, but for furthur researchers as well.

187 THE PORTRAIT OF STUDENTS' MOTIVATION UPON THE USE OF AUTHENTIC MATERIALS IN ESP*Lely Yuliawaty, Desy Kusumawaty*

Some fresh graduates face difficulties to get along with their new work environment, they tend to be wobbling and take some time to get adapted, plant and associate the knowledge they obtained from their campus to their position at work. The textbooks used are sometimes being questioned of their success since their lack of having actual and motivating quality. Thus, materials given during courses are carefully selected to meet the students' needs and motivate

them to study. One of materials is called authentic materials and the researcher aims to present Students' view on the use of authentic materials towards their motivation to study English, therefore this paper entitled 'The Portrait of Students' motivation upon the use of Authentic Materials in ESP'.

The researchers obtained the data and findings through questionnaire survey, the respondents are the second year students of some Fire and Safety students. The data and findings are presented in the form of comparative analysis. The data collected shows that the percentage of authentic materials use in purpose to study English increases. Thus, it is suggested to use authentic materials since it enhances students' motivation and excellence in learning languages as well. It also stimulates teachers to improve their integrity, versatility, creativity and ability in teaching and learning by selecting the most suitable authentic materials. However, be very aware in authentic materials selecting as to avoid demotivating Students.

188 ANALYSES OF RHETORICAL MOVES STRUCTURE AND VERB TENSE OF ABSTRACTS IN MASTER'S FOREIGN LANGUAGE THESES

Leo Candra Wahyu Utami, Mufidah Yusroh

A challenging task of non native writers is to write abstract of research article which is the first thing read by the readers. This study intends to examine abstracts of Indonesian Master Theses Students of English Language Teaching Program from two intentions. The first intention is to examine rhetorical move structure of the abstracts by applying Hyland's model. The second intention is to examine grammatical constructions of the abstracts including tense, voice, and *that* complement clauses. Those grammatical constructions are going to analyze from every move of the abstract. This study employs mix method and the data are collected by using *AntConc* corpus program. This study will discuss the preliminary findings of an on-going study on the above issues. The implementation of this study is beneficial for non native writers in academic writing especially as guidelines to construct a good abstract of this purpose.

189 TEACHING OPINION ESSAYS FOR ADULT LEARNERS BY USING LITERARY WORKS

Lestari Setyowati

Using literature in EFL/ESL classroom has not been given much emphasis until recently. Because literature is oftenly seen as complex and difficult, it is almost neglected in many EFL classrooms. Many EFL teachers often wonder how to utilize literary works in their teaching of language especially for adult learners. Used appropriately and chosen carefully, some literary works can work very well in ELT classroom, especially in writing class. This paper is intended to share some ideas on how to use literary works to teach opinion essays for adult learners by using poems and short stories. The literary works have been practiced in writing class, namely a poem written by Shell Silverstein' *The Giving Tree*, and Frank Stockton's *The Lady or the Tiger*. There are three stages that should be taken to use literary work to teach opinion essay; a warmer stage, prewriting stage, and the writing stage. In the warmer stage, the learners are made ready for the topic through discussions about the poem/short story, such as about the writer and their prior knowledge of the work. In the prewriting stage, they are exposed to the work either by audio visual media or paper-based material, followed with a short discussion about the work. Finally, in the writing stage, they are given to write about their opinion in relation to the poem or short story presented earlier. Using literary works for teaching writing for adult learners enhances not only the their writing ability but also their critical thinking.

190 PROCESS-GENRE APPROACH TO TEACH WRITING IN AN EFL CLASSROOM(A CASE STUDY IN ONE OF PRIVATE COLLEGE AT GARUT)

Lestiyani Sunarto, Fathin Anjani Hilman, Fida Anisah

Writing is skill that is difficult to teach because it requires understanding about grammar,

mechanics of writing, diction and style in writing. Those are needed to make students able to write in an organized manner and the message can be transferred to the reader. In teaching writing, it is hoped the students not only able to produce a text, but through writing they also can develop their social networks, support their personal and spiritual growth, communicate professionally and academically and build relationship with others. Process-genre approach is the methodology that not only focus on the product but also the process. Thus, this study aims to investigate the process-genre approach in teaching writing. The case study research design was used in this study. This study involve five lectures from one of private college at Garut. Observation and interview were employed in this study to collect the data. Then the data were analyze by memoing, coding and categorizing to interpret the findings. The findings revealed that process-genre approach is the suitable approach to teach writing in an EFL classroom. This approach not only make students able to produce a text, but also make them involve a lot in process of writing so they can develop their writing ability. Therefore it is recommended to used proses-genre approach in the teaching writing.

191 EXPLORING DEBATE AS A TOOL TO DEVELOP ENGLISH COMMUNICATION SKILL IN ESP CLASSROOM AT ACCOUNTING DEPARTMENT STATE POLYTECHNIC OF MALANG

Lia Agustina

English as a media for a communication skill is extremely important in the 21st century workplace. For that case, teachers have to realize the necessity of developing students' ability to arise critical thinking, which is regarded as a central responsibility in a college. One of the excellent activities for language learning that engages students in a variety of cognitive and linguistic ways is implementing a debate. Debate is an effective activity which brings students to practice skills of the language properly inside as well as outside the classrooms. It also forces students to speak up to get into discussion, defend their own positions, place counter arguments and also conduct research on related issues. The debaters get involved into challenging activities that force them to well-prepare on any knowledge/global issues in the aforesaid language. By implementing the model, students were expected becoming more aware of global and cultural issues and also gained critical thinking skills. Based on the result of the study, students 'written and spoken English well increased.

The study was a descriptive study. The purpose of the study was used to see the effectiveness of the model. 30 students of the Accounting Department, studying at the fourth semester in the year of 2013/2014 were the subject. The pre-test and the questionnaire were used as instruments to get the data of the study.

192 DESIGNING ENGLISH LESSON PLAN BY USING YOUTUBE AS A REFERENCE

Lia Mastaria Polapa, Rasuna Thalib, Nonny Basalama

The aim of this study is to integrate the technology with the learning process to design an attractive and meaningful learning fits in this digital era. This generation is critical, tends to work fast, think out of the box, and believe that there is more than one ways to reach the goal. Prensky (2001) who propose the term *digital native* for young people who grow up with technology, suggests that teachers as the one who communicate knowledge for their students, suppose to create a learning activities which is challenging and suitable with the requirements of digital natives.

It is an obligation for the teacher to improve their skills and knowledge in teaching and learning process by designing an innovative, interactive and creative plan for classroom activities in the concept of digital learning. Lesson plan is an important document for the teacher which drawn the idea and thought of what to teach in class, strategies to achieve it and tools to measure the achievement. On the other hand, teacher is considered workload with daily's teaching hour pretend to copy and paste the lesson plan from their friend without recognizing the

characteristics of the students and their need in learning English as Foreign language, the availability of facilitation and many more. Since teacher just copy the lesson plan from others, Youtube might be one of solution to teacher's problem. Through its' search engine, millions of video are available to inspire teachers in selecting the appropriate method to teach, find the up to date learning materials and vary of learning activities to be used on designing the lesson plan. This qualitative research will explored the issues and challenge during the process of designing English lesson plan by using Youtube as a reference and teacher's perception towards it.

193 REVISITING STRATEGIC COMPETENCE: IMPLICATIONS FOR ASSESSING L2 LEARNERS

Lilla Musyahda

Most of educational institutions at various levels become more sensitive to the importance of accomplishing the objective for communicative purposes. Unfortunately, the fact shows that the university graduates in Indonesia still have some problems in dealing with communicative issue especially in the area of oral productive skill, which is, speaking. The aspect of speaking is generally unplanned, dynamic and context dependent (Hughes, 2002). The initial part relates to the organization competence which leads to strategic competence. It is the third element of communicative competence besides grammatical and sociolinguistics competence which can be defined as how to deal in communication problems. Examining the strategic competence, i.e, the ability to solve communication problems despite an inadequate command of the linguistic and sociocultural code, can contribute to the development of an overall communicative competence. The paper will describe the basic types of communication strategies, concentrating particularly on the use of achievement strategies at the discourse level for English learners to manage communication appropriately. Moreover, Alderson and Bachman (2008) points out that strategic competence is active and dynamic. It plays an important role in speech production and has a significant contribution to the development of the learning process. It shows that the learners apply the achievement strategies as the element of strategic competence in conversing with their peers. Thus, it can be applied to the model of language assessment at the tertiary level.

194 THE RHETORICAL STRUCTURE AND LANGUAGE FEATURES OF ABSTRACTS IN COLLEGE STUDENTS' FINAL PROJECTS

Lilik Handayani

The abstract of final research project is the main reflection of the value of the research. The readers can obtain the major extract information about the final research project through a well written abstract. This paper reports on the rhetorical structure and language features of abstracts in college students' final project by conducting a genre analysis to explore a situated linguistic behaviour in institutionalized academic settings. The college students participated in this research are students of Shipbuilding Institute of Polytechnic Surabaya comprising of seven classes from Diploma 3 Programs within 30 students in each class. Regarding the large amount of the population, the sample is selected by using stratified random sampling to accomodate the whole characteristics and majors of participants. The source of data is abstracts of the final projects of 2013 graduations from those D3 classes. The findings reveal that the rhetorical structure of college students' abstracts includes introduction, method and conclusion in term of result of analysis or calculation. The sentence pattern of language features is similar by using passive and active sentences within impersonal language. The technical terms are quite diverse depending on the majors or fields of study. Therefore as a pedagogical implication, the English teacher should train students by providing adequate knowledge of the rhetorical structure as well as language features in writing a good and effective abstract.

**195 THE USE OF COOPERATIVE LEARNING TECHNIQUE IN TEACHING READING
COMPREHENSION OF THE ENGLISH EDUCATION DEPARTMENT STUDENTS OF UNIMA**

Livianni Lambe

In teaching reading, especially when the language is foreign to the students, teachers need to assist students to set their reading purposes as to facilitate comprehension and get responses from them. Failure to do this may lower students' motivation or discourage them to make attempts for comprehension as well as to react to what is written in the text. This situation also happened to the students of English Education Department of UNIMA. To overcome the problems, the researcher employed Cooperative learning technique. The technique was selected for it was believed that it facilitated more communicative practices and provided enjoyable learning activity. The researcher utilized the design of Collaborative Classroom Action Research, in which the researcher was assisted by a collaborative teacher (a colleague) conducted the research. The research was conducted in a single class that consisting of twenty eight students who joined Reading Comprehension III class in which all of the students were taken as the subjects of the research. The procedure of the research consisted of four main steps: planning of the action, implementation of the action, observation, and analysis and reflection. To collect the data, the researcher used some instruments namely observation sheet, field notes, reading test and questionnaire. This technique was given opportunity for the students to discuss and to work together during teaching-learning process.

**196 THE PRINCIPLES OF NEED ANALYSIS FOR EFL TEACHER PROFESSIONAL DEVELOPMENT IN
INDONESIA**

Lokita Purnamika Utami, I.G.A

Teacher professional development is the term for efforts done by teachers to help them improve their professional growth. Literatures on professional development mention there are many types of activities, ranging from the least formal such as professional dialogue to the most formal like attending seminar.. Recent literatures call these activities as Continuous Professional Development based on the belief that it should be done continuously as long as their teacher carrier. For Indonesian EFL context, Cahyono (2010) mentions there are some options to develop Indonesian English teacher's professionalism: sending teachers to graduate program in English Language education, assigning teacher's to join in-service teachers' certification, sending teachers to the Education and Training for Teacher profession Program, and building teachers' awareness of the importance of continuous improvement learning. However, not all teachers are willing to be actively involved in these activities because of some reasons. One of the reasons is the gap between teachers' needs and what the program offers. Research on teacher PD in Indonesia show that there are many PD providers for teachers, however, they sometime offer programs which are irrelevant to teachers' needs. Ideally, PD planner should do a need analysis before administering the program. To answer this urgent need, this article aims at highlighting some principles of need analysis especially for EFL teacher professional development in Indonesia.

**197 DYNAMIC ASSESSMENT: INTEGRATING ASSESSMENT AND INSTRUCTION FOR PRIMARY
SCHOOL LEARNERS**

Luciana

A myriad of variables are intricately interwoven in L2 learning. Assessment-a sine qua non of learning is supposed to be able to measure learning in accordance with its nature. However, in

general, assessment is more often regarded as an enterprise portraying language abilities in compartmentalized specific language tasks. As such, teachers may risk of falsely measuring their learner' language abilities and understanding their language development. Framed within the sociocultural theory of Vygostky's Zone proximal development, therefore, this study argues for Dynamic Assessment (DA). This assessment provides a framework within which instruction and assessment are dialectically intertwined. In particular, this study describes the conceptualization of DA and puts the emphasis on its significance from a practical classroom perspective: a) enabling teachers to optimize their daily-basis instruction as mediation to assess learners' abilities, b) discerning a deeper understanding of learners' abilities so as to promote their language development accordingly by offering supportive interaction, c) creating an encouraging learning process through which learners can obtain an on-going assessment, thus demystifying test-taking anxiety. This study also reported an implementation of DA in an English primary classroom to illustrate how a student-teacher negotiated instruction and assessment through mediation. The report was based on the data of a two-month internship program in an English class. The student-teacher adopted cumulative interventionist DA by using a set of pre-scripted prompts moving from implicit to explicit scales. Such practice resulted in the learner's language development profile enabling the student-teacher to assess the learner's language ability and promote its development.

198 BLENDED LEARNING THROUGH SCHOOLGY IN WRITING CLASS: STUDENTS' ATTITUDES

Luh Diah Surya Adnyani

The aim of this study is to investigate the attitudes of students toward blended learning through schoology. Schoology, a social network-based tool which combines the main feature of Facebook with that of moodle-based learning management system, is still a novelty in the writing 3 course at English Education Department of Ganesha University of Education, Singaraja, Bali. The instructor gave writing instruction in a blended learning fashion combining the traditional learning mode with schoology. The participants in this study were 65 students who took the Writing 3 course focusing on essay writing. A questionnaire was used as a data collection tool in this study. The findings reveal that the students have a positive attitude toward blended learning. The students found it was easy to use and were motivated to be more engaged in the writing course since the discussion platform used in schoology is visually and functionally similar to Facebook. The discussion led to their self-confidence in writing, creative thinking, attitude in holding and collaborating in discussion, and improved writing skill. The implications of this study involve some recommendations to consider when planning and designing course content that will improve students' performance and motivation.

199 LANGUAGE LEARNING STRATEGIES USED BY ENGINEERING STUDENTS

Luh Mas Ariyati, Lies Amin Lestari, Suharsono

In order to be able to compete in either regional or global job market, Indonesian graduates are supposed to master at least a foreign language, in this case English which is considered to be the lingua franca of the world. That is why, university students are required to achieve certain score on English Proficiency Test as one of the requirements for graduation. For students majoring in engineering, such requirement can be a problem since English is not widely spoken in the society. An early observation on the result of the test shows that some students can fulfill such requirement easily while others need to struggle to achieve the passing grade. This paper will present the language learning strategy (LLS) used by engineering students at Sepuluh Nopember Institute of Technology (ITS) Surabaya, Indonesia, in order that they can do the test successfully. The study tries to identify the language learning strategy used by both good and poor learners of English. Oxford's (1990) Strategy Inventory for Language Learning (SILL) with adaptation was adopted and administered to sixth semester. In addition, an interview with some students representing the good and poor learners was conducted to elicit further explanation about the strategies employed when the learn the language.

200 PIC-MIX DISCOVERY' MODEL TO CULTIVATE CULTURAL UNDERSTANDING AND MULTILITERACIES IN TEACHING ENGLISH FOR YOUNG LEARNERS

Lulus Irawati

'Being multi-literate is emerged to be achieved by today's EFL students, from primary education to higher education. Here, primary education, in this case teaching English for young learners is chosen as the object. One of ways to endorse the young learners being multi-literate is by using media, such as digital children stories. The stories may provide some information via visual, audio and motion, which is culture-bound context. It means that the stories told represent certain cultures either western or eastern and need to be entirely understood. Therefore, multiliteracies and cultural understanding can be simultaneously achieved. This paper extremely offers a conceptual idea of pic-mix discovery model combined with digital stories to cultivate multiliteracies and cultural understanding in teaching English for the fifth graders. Pic-mix discovery model is proposed from the basis of a puzzle, a series of picture, memory strategies, and cooperative learning. The implementation of pic-mix discovery model covers two parts: the procedure of using digital children stories and the procedure of pic-mix discovery model. At the first part, the students are asked to watch the digital stories entitled "the little match girl" containing culture-bound context. Then, the teacher starts to explore some vocabulary and ask questions related to the story. At the second part, the teacher asks them to arrange the pictures, create 3-5 sentences, and report the result. Hopefully, this model helps the students improve their four English skills through kinds of objects shown and make them multiliterate with a change in viewing the culture.

201 USING SKYPE MESSENGER ON BLENDED LEARNING AND WEBLOG TO IMPROVE STUDENTS' WRITING ABILITY OF STUDENTS FOURTH SEMESTER ENGLISH EDUCATION DEPARTMENT FACULTY OF LANGUAGE AND SCIENCE WIJAYA KUSUMA UNIVERSITY

Lusy Tunik Muharsiliani, Supeno

This title describes about using two of tools that are skype messenger on blended learning and weblog to improve students' writing ability in the fourth semester English Education Department. Those students have some problems in learning writing. They might get struggle when they try to write and were confused what they must write for the first time and they were lack of vocabularies, and they were passive and looked un-interested in teaching and learning writing process.

Based on the implementation of the study, the researcher found out that after being treated with skype messenger on blended learning and weblog as a tool to improve students' writing ability, the students had positive response and enjoyed the strategy when they practiced to post their writing through skype messenger on blended learning and weblog with their friends. Furthermore, they can cooperate in group, learn to make a draft, learn to give comment to their friends' writing, learn to revise their writing, and learn to publish their writing.

The objective of this study were 1) To describe the implementation of using Skype in order to can improve writing ability for students fourth semester English Education Department, 2) To understand application of the concept of writing through skype messenger on blanded learning and weblog for students

The result of this study showed that 1) the implementation using skype and weblog in teaching writing ability is effective to use because it can attract the students and motivate them in writing and through skype and weblog the students can get enough stimuli. 2) The students could develop their idea in writing, they also can write better, their spelling and grammar become better and the average score was 75.

In conclusion, the implementation of using Skype messenger on blended learning and weblog

and the students' ability in writing improved as the media.

202 BODILY NEEDS ANALYSIS QUESTIONNAIRE FOR EFFECTIVE LIBRARIAN ENGLISH CURRICULUM DESIGN

Lyla Anggerwina Kusuma

ESP (English for Specific Purposes) which focusses at communicative skills and has developed rapidly in the past 50 years represents its strength from a diverse theoretical foundation which pursues the particular social contexts on language use. It had been widely known that *Needs-analysis* becomes an early indispensable step to provide appropriate material both in curriculum development and the selection and evaluation of teaching activities in ESP language teaching. However, the old-fashioned needs analysis questionnaires apparently bring lower validity result and project lower inaccurate data since the students tend to easily get bored while filling the questionnaires. In order to retain students' engagement in doing the Needs-Analysis, the new needs-analysis questionnaire technique by applying *bodily needs-analysis questionnaire* was applied to get the more valid data from students' point of view. This study aimed to get the higher validity of librarian students' needs in learning English Advance by maintaining students' engagement in doing needs-analysis test and develop sophomore librarian English advance program based on the ESP approach. Based on the results of the *bodily needs-analysis*, feasible suggestions in the reforms of course design and current classroom teaching practice were proposed.

203 THE IMPLEMENTATION OF SIOP MODEL IN TEACHING ENGLISH AT MECHANICAL ENGINEERING

M Zaim, Sri Yuliani

SIOP (Sheltered Instruction Observation Protocol) is a model of teaching works for teachers of all students, especially EFL students. SIOP can be used to improve academic content skills and language skills. The implementation of this model requires authentic use in a context rich environment that is different with other teaching model. Mechanical Engineering students need the context rich environment in the form of workshop, machinery tools, manuals, and procedures of work which stimulate the learning experience of students in learning English. The purpose of this study was to find out the effectivity of SIOP Model in teaching English at Mechanical Engineering. The study used quasi experiment research by analyzing pre-test and post-test of English. Data was gathered from 30 students of Mechanical Engineering programs by using test of English consisted of listening, speaking, reading, and writing skill. The data revealed that there was a significant effect of students' achievement in studying English for Mechanical Engineering students. The analysis of each score had helped the researcher to discover the effectivity of SIOP Model in teaching English at Mechanical Engineering.

204 ENGAGING TEACHERS IN ON-GOING PROFESSIONAL DEVELOPMENT

Macgregor Haines, Judith Baker

In 2015, UTS INSEARCH, a pathway provider of students to the University of Technology, Sydney, reviewed its Professional Development (PD) program with a view to building on existing opportunities for its English language teachers. With reference to the English Australia's *Guide to Best Practice in Managing Professional Development (2015)*, the PD and Scholarship working party introduced several initiatives aimed at enhancing teacher professional development, including teaching innovation sessions run at PD Days, an in-house Action Research (AR) program and regular presentations updating staff on state-of-the-art research. The desired outcome of these initiatives is to create a more innovative, stimulating and inspiring working environment.

Engagement by teachers with professional development opportunities is paramount. With this

in mind, the PD committee is taking a 'feedback loop' approach to developing an expanded PD program in conjunction with staff. Initially, teachers were surveyed about their preferences for PD Day. In these surveys, teachers expressed an overwhelming preference for practical workshops; and INSEARCH teachers seemed a natural choice to conduct these. Therefore, time was set aside in each PD Day for these, which we named 'Innovation and Exchange Sessions'. Subsequently, teachers were emailed and invited to submit proposals for these at PD Days; however, only one teacher (out of roughly 90) was forthcoming with a proposal. This prompted us to change our approach, which resulted in a greater number of responses, and feedback from these sessions has been encouraging.

This session will focus on the 'feedback loop' process that was undertaken in order to discover how to encourage greater teacher willingness to lead sessions. It will describe the organic process by which different approaches have come about; what worked and what didn't. This suggests an ongoing process of trial and adaptation may be the best way forward. Ultimately, our aim is to uncover and activate the peer exchange which we believe will benefit the teachers, the learners and our learning outcomes.

205 FIRST LANGUAGE APPROACH IN EFL LEARNING: HOW DO STUDENTS AND TEACHERS SEE IT?

Magdalena Kartikasari Tandy Rerung

The dominant use of English in the EFL classroom can either motivate students to increase their language skill or not. On the other hand teachers believe that whenever possible they expose English with the expectations that their students will be able use it more often however there are always language gap between L1 (Bahasa Indonesia) and L2 (English). It is believed that the existence L1 can offer another solution in a language learning. As Schweers (1999) argues that the L1 involvement could help students understand the difficult concept, make them comfortable, and able to explain some new vocabulary items. Therefore, this research attempted to discover whether both students and teachers have the same belief that L1 can offer solution to understand English in better way. The questionnaires adopted from from Wafa Al Sharaeai (2012) and Mizuka Tsukamoto (2011) and interviews with the English teachers were delivered. The data were gathered from 80 students majored English Language and Culture and 14 Lecturers who teach the same major. The research question asked is *How do students and teachers view the use of Bahasa Indonesia in the classroom?*, result shown that 58% of the students agree that L1 should be used in their classroom whereas 38% of teachers prefer say no, and there rest they agree to use it sometimes. Both teachers and students agree that they should use L1 in the classroom whenever one could not find the word in English.

206 SYSTEMIC ANALYSIS OF TEXT APPRAISAL ON STUDENTS' THESES WRITING

Magdalena Ngongo

Text appraisal is developed from Systemic Functional Linguistics proposed by Halliday (1961, 1985, 1994). It is known as Appraisal Theory (Martin, 1997; Martin and White, 2005). It is included in the interpersonal metafunction of meaning. This paper is aimed to describe text appraisal of thesis writing, as one of the requirements to fulfil undergraduate degree of English teaching. There are 10 English theses taken to be analyzed. These theses are written by students who got 'A' grade in theses examination. Based on the analysis, it is found out that in thesis writing, text appraisal employed covers three types, namely affect, appreciation and judgements. Judgement is more used in theses writing than affect and appreciation. This fact indicates that the students' theses writing more personal and emotional than appreciative. This fact might suggest that students should be taught and trained more relating to writing that specifying in evaluating language.

207 POWER AND LANGUAGE: DISCOURSE ANALYSIS IN THE CLASSROOM.

Using a language can be interpreted as an activity of performing power. Power in language use will be realized in speech acts – acts such as making questions, making commands, expressing statements, having promises and so on. We cannot avoid of using language when having a talk, making explanation, giving information, showing feelings and so on. The language used by teachers and students in classrooms determines how learning processes takes place and what is learned. Some experts on language teaching have argued strongly that students should have significant opportunities to integrate oral and written language in the language classroom, since these experiences could encourage and support the development of literacy of learners or students.

This study aimed at explaining and describing the use of the language in the classroom in terms of (1) the types of speech acts, (2) the functions of speech acts, (3) the function of instruction of speech acts and the analyses of classroom speech acts. This study was executed to observe an English class of the second year of a private senior high school. The observer or researcher himself becomes the key instrument in collecting the data, by using audio and video recorder to record the activity of class of learning of English.

The activity of learning of English which involved teacher and students – differed with respect to the distribution of time when using language in the classroom. The findings show that the teacher took up 79% of the time of speaking; while the distribution of time of speaking to students' favour was 21%. There are twenty participants studying English with the topic of speaking. It means one student only took a chance to produce one utterance during 70 minutes of the time of learning activity. It is clear that most of the students often enjoy playing a predominantly inactive role, and

feel 'happy' with the initiative of the teacher. It is obviously shown that the students who practise listening comprehension, whereas the practices of oral proficiency were on teacher's side

208 THE EFFECTIVENESS OF PERSONAL DILEMMA TECHNIQUE ON TEACHING SPEAKING SKILL FOR EFL LEARNERS.

Maman Asrobi

This study aims at investigating the effectiveness of personal dilemma technique on teaching speaking skill for EFL learners. Designed as pre-experimental research with pretest-posttest design, it examined a sample of first semester students of English department of STKIP Hamzanwadi Selong in the school year 2014-2015. Random sampling technique was used in determining the sample of the study. Speaking test and analytical scoring rubric were the instruments used to collect the data. Then the data were analyzed by using descriptive statistic and paired sample t-test to test the hypothesis. The result of descriptive statistics analysis revealed that personal dilemma technique is affective for teaching speaking for EFL learners since the mean score of posttest 75.73 was higher than mean score of pretest 67.85. While for hypothesis testing by using paired sample t-test at significance (2-tailed) value level was .000, it was lower than .05. So, it means that the hypothesis of this study was accepted. In other word, personal dilemma technique was significantly effective to enhance students' speaking ability of the first semester students of English department of STKIP Hamzanwadi Selong in the school year 2014-2015.

209 IMPROVING STUDENTS' VOCABULARY MASTERY BY USING WORD WALLS STRATEGY AND ALPHABOXES STRATEGY TO UNDERSTAND DESCRIPTIVE TEXT FOR THE SEVENTH GRADERS OF JUNIOR HIGH SCHOOL IN AMBON

Mansye Sekewael

The purposes of this research was to measure how far the *Words Walls Strategy* and *Alphaboxes Strategy* can improve students' vocabulary mastery in understanding descriptive text. this was the kind of action research where the writer tried to collaborate his idea with the English teacher of the seventh grade of SMP Naskat Maria Mediatrix Ambon to gain the data of his research. the writer conducted his research at the first grade of SMP Naskat Maria Mediatrix in 2014/2015 Academic year. There are 22 students at that grade as the subjects of this research. In applying those strategy, There were two cycles: the first cycle consisted of six meetings where three meetings for implementing Words Walls Strategy and another three meetings for the Alphaboxes strategy. For the second cycle, the writer used four meetings for applying both strategies.

The writer used the students' test result to measure the improvement of their vocabulary achievement. The writer found out that there were a significant differences scores after implementing both strategies. It proved that the use of Word Walls Strategy and Alphaboxes Strategy was successful in improving students' vocabulary mastery in understanding descriptive text

210 BLENDED CULTURE AS A MODEL OF ENGLISH LANGUAGE TEACHING AT SECONDARY SCHOOL LEVELS

Margana

In English language teaching (ELT) in Indonesia, English teachers are encouraged to utilise some teaching models one of which is a blended culture model. This model confers some convincing justification to second language learners because it can facilitate them to maximally gain the target language. Also, the use of a blended culture model in ELT can be employed as a means of establishing students' intercultural awareness and cultural appreciation in secondary school levels. This suggests that the inclusion of target and local culture is advocated to be executed as in the process of ELT. English teachers may select English materials which are generated from the target culture and local culture depending on the types of the macro-language skills that they need to focus on. For example, when they give an emphasis on teaching receptive skills, the target culture can be the matrix culture which is used to explore much information from English speaking countries. Conversely, when they deal with teaching productive skills, the local culture of the second language learners should become the matrix culture as having the local culture as the matrix culture can facilitate learners to easily generate their ideas. Such a way is fruitful to establish learners' sensitivity of the cultural diversity which is required in the global life. In reference to the issue, this paper attempts to theoretically justify the strengths of the application of the blended culture and to clearly provide examples of how to utilise the blended culture model in ELT.

211 FINE TUNING A PRAGMATIC CLASS TOWARDS LEARNING TASKS: A REFLECTIVE STUDY

Maria Hidayati

Having been assigned to teach two Pragmatic classes for the first time in this even semester 2014/2015, I felt the challenge and the urge to overcome my worries if I can make students not only to understand the lesson but also to provide those skills and information on issues to do with pragmatics. The latter is in line with the course description of Pragmatic lesson in English Department, State University of Malang in which the course equips the students with information on issues to do with pragmatics that is dynamically related to and is applicable in real life situations (English Department Catalogue, 2014). As the course deals with '(un)intentional manipulation of social norms in real time spoken and written discourse', I tune my two Pragmatic classes using Task-Based Language Teaching (TBLT) whose important

conceptual basis is experiential learning (Nunan, 2004). The appeal of this concept is taking 'the learners' immediate personal experience as the point of departure for the learning experience' so that they can engage in the process of learning by doing the tasks. To draw on the experiences of tuning my two pragmatic classes towards learning tasks; consequently, this article is aimed at (1) describing the learning tasks that I exercise in my two Pragmatics classes and (2) elaborating the students' responses on the practice of TBLT through questionnaires and in-depth interview to several students in my Pragmatic classes.

212 DIALOGIC BOOK READING PRACTICES AS POTENTIAL LEARNING CONTEXTS IN ENGLISH FOR YOUNG LEARNER CLASSES

Maria Teodora Ping, Syamdianita

A number of studies have signalled that book reading activities are beneficial for children's language and cognitive development (Bus et.al, 1995; Klesius & Griffith, 1996, Hargrave and Sénéchal, 2000; Blewit et.al, 2009 and Dunst et.al, 2010). Furthermore, the interactional aspect found in a more specific group book reading activity called 'dialogic reading' has been proven to bring about the potential learning context for children (Zevenbergen & Whitehurst, 2002; Trivette & Dunst, 2007, Ping, 2011). Various instructional strategies at different linguistic and cognitive levels could be applied by adults (parents and/ or teachers) as learning input to the children during dialogic book reading activity. When done in a small group setting, children could also be encouraged to interact with their peer, which would be another opportunity for them to develop their language and thinking skills.

To date, dialogic book reading has not been sufficiently introduced and explored in the Indonesian EFL/ EYL research context. Therefore, this ongoing research will try to fill in this gap by investigating the possible implementation and potential benefits of dialogic reading in the Indonesian EYL classes. The design of this study is a mixed method research involving two EYL course classes at Mulawarman University Language Centre. The quantitative part is designed as a quasi-experiment and the qualitative part is done through a classroom observation. The data are in forms of students' English mastery scores and observation data of the dialogic book reading implementation. This research is scheduled to finish by the first week of May 2015.

213 THE EFFICACY OF PEER ASSESSMENT IN THE TEACHING OF ENGLISH PRONUNCIATION

Mas Indrawati, Ni Luh Ketut; Sukarini, Ni Wayan

This paper aims at discussing the efficacy of peer assessment in the teaching of English pronunciation. The research was carried out in the English Phonetics and Phonemics class in the third semester, in the English Department, faculty of Letters and culture, Udayana University. This study made use of Classroom Action Research (CAR) therefore the observation carried out in this study was done during the action. Peer assessment was applied after the mid-test. After discussing the production and characteristics of the English phonemes through cooperative learning, students were given English texts containing phonemes that do not exist in Indonesian to be transcribed, read and recorded. Both the transcription and recordings were peer-assessed using the check list rubrics provided by the teacher. To find out the efficacy of peer assessments in the teaching of English pronunciation, the results of the students' mid-test were used as students' pre-existing ability in English pronunciation and the scores of the final test were used as a comparison and combined with the result of the questionnaires.

The result showed that peer assessment was very effective in improving students' pronunciation.

214 ASSESSMENT FOR LEARNING: HOW CAN WE ACHIEVE IT IN INDONESIAN CONTEXT?

Maya Defianty

Although the great value of assessment for learning has long been recognized, still some teachers are reluctant to implement it in their instructional practices. This phenomenon can be seen as many teachers criticized the new assessment policy, The Ministerial of Education and Culture Decree number 66 year 2013 which promotes the notion of assessment for learning and considered it as merely heavy record-keeping burden. Assessment will benefit both teachers and learners. Through assessment, teachers will be able to improve their instruction by identifying students' progress, enable students to identify the gap between their current progress and the learning objectives. Teaching adjustment can also be made based on the result of assessment. On the other hand, assessment will motivate learners and focus their attention on learning. Nevertheless, it is very unlikely to achieve these benefits if teachers do not put their main concerns and practice on assessment for learning. In fact, if the situation persists, assessment will be counterproductive for learning. This article will review several studies on how the notion of assessment for learning implemented in several countries in Asia. Some successful practice and shortcoming will be discussed in order to provide lucid information on the course of assessment reform. Recommendations such as designing an on-going dissemination program; giving supportive educational policies; considering teachers' beliefs on assessment and providing assessment for learning starter kit are discussed on the second part of the article.

215 LOCAL CULTURE CONSERVATION THROUGH ENGLISH TRAINING DESAIN FOR HAWKERS TO IMPROVE COMMUNICATIVE SERVICES FOR FOREIGN TOURISTS VISITING YOGYAKARTA

Maya Hermaya Wati

Yogyakarta today has become one of the prior tourist destinations after Bali. The number of foreign tourists has increased significantly, namely around 14.02% annually. Unfortunately, it has not been matched with adequate communicative services. This paper aims at getting suggestions from the conference forum related to the writer's multiyears research granted by the Directorate of Higher Education, Ministry of Education and Culture (Now is Ministry of Higher Education and Research). This ongoing research generally aims at designing an English guide book embedded with Cultural Language Learning Approach (CLLA) particularly used for hawkers to enable them to communicate in English with foreign tourists. CLLA is an approach which embeds local culture within the learning materials. This is research and development (R&D) by using ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. It is conducted taxonomically by analyzing the training needs, designing English training materials prototype, developing, then implementing the prototype cyclically towards 40 hawkers surround Yogyakarta as the research subjects, and evaluating the effectiveness of the prototype which is, then, judged as an effective materials to use for the hawkers. The judged materials, then, can be used as a guidebook for hawkers in conducting their communicative services towards foreign tourists. Hawkers can use the materials as a model to provide communicative services for foreign tourists visiting Yogyakarta.

216 INVESTIGATING THE WASHBACK EFFECT OF ENGLISH NATIONAL EXAMINATION ON INDONESIAN CLASSROOM PRACTICES

Maya Puspitasari

For final year students of secondary schools, every year the Indonesian government under the Ministry of Education holds an event called national examination. This paper presents a proposal of a research study to explore the washback effect of the national exam on teachers in Indonesia. Washback means the influence of testing on teaching and learning process. In this

paper, the writer only emphasizes on the teacher who is believed as the most influential person in guiding the students to pass the exam. Regarding to the success of national exam, the teacher might be pressurized from three different elements; the school principal, the parents and the students. Conducting a research to investigate the teachers' experiences in teaching the third graders at secondary schools is likely to be required to study the main goal of teachers in teaching. Is their main goal focused on the students' success on the exam? If they teach based on the stakeholders' demand and leave their professional accountability behind, what makes it happened? Is it because their accountability is determined by the score the students gained in the exam? Then how can they create positive washback effect on their practices? The paper illustrates the correlation between the teaching practice and the stake of national exam on teachers and then it explains the possible methods to carry out the investigation. By doing the research study, identifying the national exam's influence on teachers can lead to explore what the national exam score means for the teachers. Finally, the possibility of having a new assessment system based on the teachers' plea might be explored further.

217 GENRE-BASED APPROACH TO TEACHING WRITING IN A SECONDARY EFL CONTEXT

Mayang Sari Nirmala Dewi, Lisa Khaerunnisa, Susan Puspitasari

The research reported in this paper centered around the issue of the implementation of Genre-based Approach (GBA) in an EFL context. It particularly aims to investigate the benefits and challenges and also students' responses toward the implementation of GBA in teaching writing of Hortatory Exposition at a secondary school. To collect the data, classroom observation and interview were employed in this qualitative research. The findings revealed that GBA is beneficial in assisting students to cope with difficult tasks during writing process. Besides, the challenges mostly occurred during Modelling and Joint Construction phases. In relation to students' responses, the usefulness of GBA into learning Hortatory Exposition text was predominantly recognized among students.

218 IMPROVING STUDENTS' CRITICAL THINKING IN UNDERSTANDING READING MATERIAL THROUGH BLOOM'S TAXONOMY QUESTIONING STRATEGY IN ENGLISH FOR SPECIFIC PURPOSES (ESP) CLASS

Mayuasti

This research deals in improving college students' critical thinking at English for Specific Purposes Subject. The strategy that is applied is Bloom's Critical Thinking Questioning Strategy. The positive side of this strategy is that the given questions are developed based on Bloom's taxonomy level. It is an action research because the researcher uses own class in doing this research. The processes of this research have been done from April to Mei 2014. There are two cycles and each cycle consists of two meetings. After doing the research, it is gotten that Bloom's Critical Thinking Questioning Strategy improves college students' critical thinking. It helps the students to build and elaborate their ideas. Hence, it increases students' reading comprehension

219 EFL TEACHERS' PRACTICES OF READING ASSESSMENT (A SURVEY AT SENIOR HIGH SCHOOLS IN EAST JAKARTA)

Mega Nurhayati

Reading assessment become one of the significant factor in EFL classroom since it has a great power to alert the teachers, researchers, and policy makers for educational improvement. Unfortunately, mastery of reading is significant problems in schools. OECD (2009) consistently stated that Indonesian students had serious difficulties in reading skill. Further, many education programs have been reported do not require prospective teachers to take up courses in classroom assessment, and the teachers reported that they were not well prepared

to assess students' learning, Sikka, Nath and Cohen (2007). This study is aimed at investigating practices of reading assessments and will explore the purposes, methods, and techniques of their practices. A questionnaire of Likert scale will be completed by 30 EFL teachers from ten Senior High Schools in East Jakarta. Meanwhile, the interview is also used for 30% of respondents, and the document is asked to triangulate the data. The result of this study will be explained further due to this research is still being in the process.

220 THINKING LIKE A PRO: HOW DISCOURSE AWARENESS CAN TRANSFORM ASIAN ESP LEARNERS

Michael Guest

As Asian countries continue to expand their technological, commercial, and socio-political interests it has become crucial to develop local specialists who can successfully engage and interact with similar specialist communities throughout the world, with English serving as the lingua franca. However, each professional discourse community has its own way of creating and managing English texts, both spoken and written. Therefore, if we accept that the purpose of learning English for Specific Purposes (ESP) is to help foster entry into a particular discourse community, it stands to reason that a focus upon how texts and interactions are managed in a given field should be at the foundation of every ESP course, particularly so in those countries in which English does not hold 'official language' status. This workshop aims not only to underscore the importance of understanding modes of discourse for Asian students and professionals in order to participate in English-speaking professional discourse communities, but will also demonstrate how such a focus enhances the ability of learners to think more like professionals – that a discourse-based ESP focus can have a positive effect upon learner cognition in general. Utilizing the presenter's own background in developing an ESP program for Japanese medical students and research into medical and nursing discourses in Asia, it will be demonstrated – using both concrete classroom examples and in-house research tools – how a discourse-based approach goes well beyond mere language learning, allowing English learners from countries far-removed from the so-called English-speaking core to positively shape their roles as future professionals.

221 ENGLISH FOR A GLOBAL SOLUTION: A CASE STUDY OF INDONESIA AND JAPAN

Miki Suehiro

There are many issues that we have to share, discuss, take measures together for solutions, including water, education, hunger, public health, natural disasters, etc. An aging society is the one we are facing today. Japan, for example, is rapidly becoming an aging society with a falling birth rate. It began to accept elderly-care worker candidates from other Asian countries such as Indonesia, the Philippines, India, Vietnam and Thailand. The number of nurses and elder-care workers are not sufficient in Japan, while it is very difficult for nurses to find employment in Indonesia. Therefore, Japan and Indonesia made an agreement to solve together the social and economic problems. However, language hinders their solution. The purpose of this case study is to illustrate how the hybrid teaching methods (English for Specific Purposes and Information and Communication Technology) can be an effective solution for this type of global issue. Also some future issues will be suggested.

222 PLAGIARISM PREVENTION SOFTWARE FOR THESIS WRITING: ITS ADVANTAGES AND THE STUDENTS' ATTITUDES

Muhammad Affan Ramadhana

One critical issue in academic writing is the originality of the works. Plagiarism, which is a violation of originality, is a complicated problem that is still committed by many scholars. The cases of plagiarism among students range from using incorrect citation into using others' writing entirely. The scholars have taken many efforts to reduce plagiarism in their community.

Definitely, the essential way to avoid plagiarism is by using proper citations and quotations. Also, a common way to prevent plagiarism in this digital era is the implementation of plagiarism detection software. This paper presents the advantages of plagiarism prevention software and the students' attitudes towards it. The students of master program, who already completed writing their theses, were interviewed about the implementation of plagiarism prevention software in the university. The result shows that using plagiarism prevention software should have benefits in developing the students' individual skills and maintaining the academic integrity among the students. There would be two stages in dealing with plagiarism problem: the stage of reduction and the stage of prevention. Furthermore, most students showed positive attitudes towards the implementation of plagiarism prevention software in checking their theses. The software would encourage the students to be more careful in quoting and paraphrasing ideas. Some students supported the idea of implementing plagiarism detection software as a regulation. Nevertheless, they still worried if the university only considers the result of similarity detection in issuing a judgment on plagiarism in students' theses. This study also revealed that most students were willing to revise their theses by replacing the detected similar words necessarily.

223 TEAM ASSISTED INDIVIDUALIZATION (TAI) CONVEYED THROUGH ADOBE FLASH CS3 TO INCREASE PARTICIPATION AND ENGLISH VOCABULARY MASTERY FOR THE SECOND SEMESTER STUDENTS AT AKADEMI BAHASA BALIKPAPAN

Muhammad Rochman

Most teachers at Akademi Bahasa Balikpapan were still rely on the lecturing method to deliver material, how they use the media (whiteboard, pictures, cards) and their teaching methods are less than optimal and catch students' attention, which degrade the quality of the learning process. In the preliminary study, the researcher observed the learning process of Second Semester students Akademi Bahasa Balikpapan. The result of preliminary study also found out that the previous English summative test score were still 50. It means that their score average was still for all the students in that Second Semester. It is necessary to pay attention to instruction that can foster vocabulary development.

The research design of this study was classroom action research, which focuses on a particular group of students in a certain classroom. The first cycle consisted of three meetings. If it does not reach the criteria of success, the cycle would be continued to cycle two. The classroom action research is consisted of four stages: (1) planning, (2) implementing, (3) observing, and (4) reflecting.

The setting of the research was Akademi Bahasa Balikpapan. The subjects of the research were the second-semester students who took English lesson. They were chosen as the subjects of the research because based on the teacher-researcher's preliminary study that was the list of score from English test in previous day showed a low achievement score.

The research method used was descriptive qualitative research because it was a type of class action. Kemmis' planning system uses self-reflection spiral that starts with a plan of action, observation, reflection and re-planning was the basis for solving the problem. Action research was conducted in two cycles, each cycle consisting of the planning, implementation, observation and reflection.

Data collection techniques adapted to the data to be obtained to determine students' achievement of English test by using Adobe Flash CS3 Media in vocabulary building project assessment in making animation collection that were contained with English sentences and their meanings. To determine the role of the student in the learning process with the assessment of the affective aspects of the observations obtained during the teaching and learning activities take place and the role of the student participation.

The results showed that it can be concluded that the implementation of the ADOBE FLASH TAI strategy in teaching vocabulary could enhance the students' Adobe TAI Project on groups' laptop in vocabulary the text. This was proved by the students' Adobe TAI Project on groups' laptop vocabulary achievement. The students' involvement in text given was proved by the observation checklist and field note.

224 DEVELOPING TEACHING ENGLISH MODALITY MODEL BY APPLYING INTASC STANDARDS AT THE ENGLISH DEPARTMENT OF IKIP MATARAM

Muliani, Sofia Maurisa, Nurushobah

In an effort to increase accurate level of English modality competence, for example the ability to use *could, would, shall, should, etc.*, this research focuses on developing teaching English Modality model by applying InTASC (Interstate Teachers Assessment and Support Consortium) standards aim at raising levels of teacher effectiveness in the classroom which, consequently, will raise students' levels of learning and competence. In the form of research and development, this research starts at the 3 basic standards as the basis for a further instruction to develop the teaching model. The first standard is done by giving a formative assessment to the students to know the learners' prior knowledge and need which will be then followed by the the second standard dealing with the opportunities given to the students to draw any shapes they like to express their past experience cosidering the use of English modals which aims at knowing the productivity of the students in using English, while the third standard deals with diversity of the students; how male and female students write using English modals. To be noted, those three standards are the basic standards used in this research as the basis consideration for further instruction which then be developed as the moduls as the guidance of teaching English Modality to help the students to enhance the quality of their English.

225 MAKING USE OF ICT TO ASSESS THE STUDENTS' ENGLISH VOCABULARY

Murniati

Many universities and schools in Indonesia use discrete-point test as a way to assess the students' knowledge of the English vocabularies. The assessed vocabulary is usually provided by the teachers. This research aims to provide another kind of assessing the students' knowledge of the English vocabulary. In this kind of assessment, the students produce their own texts and the teacher assesses those texts. To save the teachers' time, the Information and Communication Technology (ICT) plays an important role since the assessment is making use of free downloaded program available at

<http://www.laurenceanthony.net/software/antwordprofiler/>. After the texts are being assessed by using the antwordprofiler program, it can be seen the mastery of the students' production of the English vocabularies especially the academic ones. The results will be divided into several sub lists in the form of academic word list. If the vocabulary produced is more to be found in the first sub list, then the students are using the common academic words. Since there are ten sub lists, it means that the bigger the number of the sub list, the more uncommon the word is. As the pilot project, the data is gained from the texts written by 40 university students. This alternative assessment has proven to be effective and accurate. It must be noted, however, that this alternative assessment is applied to support the discrete-point test delivered in to assess the students' knowledge of the English vocabularies.

226 STUDENT TEACH STUDENTS: WHAT ARE THE BENEFITS?

Mushoffan Prasetianto

Learning can be reflected through how a person teach. A student can show whether they have learnt or not by explaining to others. Students who teach their peers can show understanding

toward what they have learnt. Peer teaching is an alternative for students to explain their understanding. Many literatures supported that peer teaching can improve students' learning in English classroom. This study conducts in TOEIC preparation class in Faculty of Agriculture. Every students of Brawijaya University must have TOEIC certificate before they graduate. This study aims to investigate the beneficial things that the tutors and tutees get during the peer teaching. The subject of this study are 4 tutors and two classes in which the tutor teach. One class is taught by two tutors; one tutor teach listening section and the other one teach reading section. The tutors are the second and third year of university students, while the tutees are the first year of university students. Both tutors and tutees are students of Agriculture Faculty, University of Brawijaya. Data collected from tutors and tutees. Personal diaries and interview are obtained from tutors, while questionnaires are obtained from tutees. The data are analyzed qualitatively. The results of this study can be a consideration for other universities to include peer teaching as an alternative teaching strategy.

227 A GENRE OF DIPLOMATIC TEXT

Nana Yuliana, Adi Bramasto

In the past, Latin was used to write documents which were exchanged between countries. Its position was later replaced by French, which became the generally accepted diplomatic language in the 18th century. English gradually emerged in the 20th century as the dominant diplomatic language in diplomacy.

The 21st century brought major changes in human's communication, especially due to the rapid development of information technology. Nevertheless, the standards of diplomatic correspondence remain the same, as they are continuously practiced by countries and international as well as regional organizations.

Thus, the importance of knowing the styles of diplomatic correspondence in English, as the widely accepted diplomatic language of the 21st century, is indisputable. Understanding diplomatic correspondence would enrich the knowledge and could become valuable additional expertise for International Relations and English Language students.

The paper would elaborate text styles used in diplomatic correspondence, such as in *note verbale*, *aide-mémoire*, credentials, and other diplomatic notes. The paper would also examine first person and third person forms used in diplomatic correspondence.

228 WHAT MAKES A STUDENT-POET A POET: LEARNER'S AUTONOMY, CREATIVITY, AND SELF-IDENTITY IN THE EFL CLASSROOM

Nara Sari, Ainul Addinna

The role of poetry to promote critical thinking in the EFL classrooms has been evident. Students who reach this thinking stage are believed to be creative and autonomous. The good thing is that they can finally write their own poems and become a student-poet, either in their native language or second language. Through this present study, 20 graduate students from one of universities in Malang told their stories when they took English Literature course for a semester. The findings of the study contain a collection of their written experiences and opinions on how poetry could establish their autonomy and creativity, as well as helped them find their identity as a writer. Semi-structured interviews were conducted to triangulate the data. The results indicate that some students believe that they have been given an opportunity to work independently through analyzing poems and content creation. They admitted that their motivation in learning English literature has also increased and they have found themselves engaged in the activities. As a result, they could finally produce nice and creative poems at the end of the semester.

229 MANAGING SPOKEN INTERACTION WITH A SUPERVISOR AS PART OF AN EAP COURSE FOR PROSPECTIVE HIGHER DEGREE BY RESEARCH STUDENT

Neil England

Higher degree by research (HDR) students need special skills not required of undergraduate or postgraduate course work students. Among these skills is the ability to develop a productive working relationship with a supervisor. The HDR candidate-supervisor relationship is central to the postgraduate research experience, and can have a significant influence on whether the candidate stays on track and submits a quality dissertation within the given time frame. This relationship is usually built through face-to-face meetings. For an international postgraduate research student at a Western university, the rules of this form of spoken discourse may not be explicit and there may be intercultural differences in role expectations.

This paper describes and explains the design of a series of speaking skills lessons dealing with interaction with a supervisor within a new EAP course for prospective international HDR students offered by UTS: Insearch in Sydney. These lessons deal with being focused and efficient in participation in this interaction, and with meeting a supervisor's expectation of displaying evidence of independent forward thinking.

The paper frames the lessons within current understandings of academic literacy, describes the specific context and focus of each lesson, and presents the pedagogical principles underlying the design of the material. One lesson is presented and deconstructed in detail.

230 CHARACTER-BASED READING MATERIALS DEVELOPMENT FOR COLLEGE STUDENTS: AN EFL CONTEXT OF BALI, INDONESIA

Ngurah Wage Myartawan, I Putu; Pasek Hadisaputra, I Nyoman

One main demand of the new curriculum—Curriculum 2013—in the Indonesian education system is that character-based education is inserted in the teaching and learning process. One of the ways to doing the insertion is through the teaching materials utilized. This paper is based on a research and development study aimed at developing character-based reading materials—in the form of a course book—for students of a state university in Bali, Indonesia. The framework for developing the materials in the study is Richard's (2005) taxonomy of comprehension types with an emphasis on the personal response aspect seen as being compatible with the idea of character education that involves three main phases: accepting, feeling, acting. Another consideration for opting for this taxonomy is its view that reading is more an interactive rather than a literal process. The paper discusses the main features of the character-based reading materials developed including the contents which provide authentic materials of varied genres on local/national and international topics/issues, the values inserted in the contents, the main agenda of the materials, and the structure of the contents. The advantages the developed materials may offer especially viewed from the use of the authentic materials and the insight gained from the implementation of the materials in the reading class are also taken into account.

231 SPEAKING TEST ANXIETY AMONG FIRST YEAR STUDENTS

Nguyễn Phương Nhung, Nguyễn Trần Hà Linh

Test and examination has been a predominant way of evaluating students' knowledge, skill and development for a long time. Besides bringing about the evaluative result, test also lead to test anxiety among students - a phenomenon which recently has caught the attention of many educational scientists, researchers and scholar. Test anxiety can appear in many subjects among which foreign language speaking is one of the most popular among EFL students.

As one of the first attempts to confirm the existence of speaking test anxiety for a specific group of EFL learners, namely the 1st-year students at University of Languages and International Studies, National University of Vietnam, Hanoi, this paper aims at calculating the level of test anxiety of students to give out an reflection of the real situation related to test anxiety issue among these students. Additionally, by identifying the underneath causes of test anxiety, the paper provides several pedagogical suggestions to reduce test anxiety among students and thus, helps them to improve test performance in the future.

To fully achieve these purposes, students are involved in doing questionnaire and interview. The researcher also gives solutions to minimize the level of test anxiety. The findings will benefit not only researchers and teachers interested in the topic, but also students who need to improve their result.

232 VIETNAMESE STUDENTS' MOTIVATION AND ATTITUDE TOWARDS LEARNING ENGLISH IDIOMS

Nguyễn Trần Hà Linh, Nguyễn Phương Nhung

Idioms are not a “separate” part of language that one can easily choose to use or not, they form an “essential” part of the vocabulary of English (Seidl & McMordie, 1988). The learning of idioms, therefore, should be considered an integral part of learning English as a foreign/second language.

However, despite this significant position of idioms, in the traditional English language teaching environment of Vietnam, the practice of teaching idioms has not been sufficiently emphasized. Expressions like idioms are often integrated sporadically in the lessons, instead of being introduced regularly and systematically to students. This situation raises questions about how the students actually feel towards idioms and whether or not they are motivated in learning this aspect of English language.

With their deep concerns about this situation, the researchers carried out a study titled “Vietnamese Students’ Motivation and Attitude towards Learning English Idioms”. The purpose of this research was to determine the main motivational source that urges the university students in Vietnam to learn idioms as well as their attitudes towards the act of learning these English fix-expressions.

In this research, the concept of “motivation” was identified in terms of four motivational constructs namely: instrumental motivation, integrative motivation, personal motivation and intrinsic motivation. “Attitude” was examined according to the three components of attitude: cognitive, affective and conative.

The researchers hope that the findings drawn out from this study would serve as useful suggestions for course designers to consider integrating more idioms teaching into their English for foreign/second language learners courses.

233 THE CODE-SWITCHING IN TEACHER-TALK IN AN EFL CLASSROOM

Nia Kurniawati, Hepy Sri Rahayu Puji Astuti

Classroom code-switching is a common as well as an arguable practice in EFL classroom discourse, even though in an EFL setting the teachers often use it in their teacher-talk. The success of teaching depends to a large extent on the classroom interactions that occur between teachers and students. This research tried to reveal the code-switching in teacher-talk in an EFL classroom, the students’ perception toward it and also the teachers’ consideration in practicing code-switching. The research is qualitative in nature. It was conducted in a private university and involved two lecturers and also the classes they taught. The instruments used in

this research were classroom observations, a questionnaire, and interviews. The functions of the code-switching were analyzed on the basis of Hyme's (1962) framework. The study results showed that the teachers often used code-switching in their interactions in the classroom, they used code-switching to give students' instructions, to explain complex concepts, and to explain the difficult words. The students also perceived code-switching positively, because it helped them in understanding difficult subjects. They felt more comfortable in communicating with the teachers. While the teachers' main considerations in using code-switching in the classroom are to facilitate the second language learning and to lower the affective filter in the learning process. Thus, L1 could be a useful and important component to help L2 learners to learn English as foreign language (EFL) during the learning process and facilitate the students to understand the content as well.

234 GENDER PREFERENCES IN USING ENGLISH ADJECTIVE WORDS IN DESCRIPTIVE TEXT

Nida Husna

The assumptions that male and female use the words differently, both in oral and written language, is difficult to reject. Since the era of feminism in 1970s, even though the border of how words are used differently between male and female become more unclear, the differences of word choice still persist as part of the culture behavior or social influence. Within a cross-gender conversation, the miscommunication can happen because each gender has different point of view in seeing the same thing. The studies on how English is used differently between male and female become more interesting when it is across nation or spoken by non-native speakers.

The characteristics of the speakers in the countries where English is not their first language or not their mother tongue, can make the result of the studies will be different when it comes into the same research content. Furthermore, the study about gender and the ability to use more than one language in non English speaking countries is still not as many as the one where English is their mother tongue. Meanwhile, the generalization of the assumption about gendered language use and explanations requires adequate understanding the place of particular linguistic practices in the life Community of Practice including where English is a foreign language. Therefore, the tendency of choosing different word or the same word to describe the same topic still becomes an interesting part in social communication.

235 THE RELATIONSHIP BETWEEN TEACHERS' PERFORMANCE AND STUDENTS' MOTIVATION IN STUDYING ENGLISH

Nihta Liando, Nazarethi Kolondam

The present study aims to reveal the relationship between teachers' performance and students' motivation in studying English. A non-experimental research was used with Pearson Product Moment Coefficient of Correlation to find out the relationship between teachers' performance and students' motivation in studying English. The second grade students of one senior high school in Tondano were selected as the subject for this research with the sample of 100 students taken randomly. The data were collected using questionnaire, consisting of two parts; the first part was about teachers' performance: 5 indicators adapted from Fisher, Fraser, and Cresswell (1995) and 8 indicators from William and William (2011), and the second part was about students' motivation in studying English adapted from Palmer (2007). Data were analyzed to examine the correlation between these two variables. The result of the analysis indicated that teachers' performance and students' motivation has a moderate correlation with coefficient of correlation $r = 0.589$. This means that the way teachers perform while teaching students in class has moderately influenced students' motivation in learning English. Based on this result, it can be concluded that there was a relationship between teachers' performance and students' motivation in studying English. In other words, students can improve their motivation to study English if they look on their English teachers' good

performance during the class session. Thus, teachers should perform perfectly in front of the class, and show good performance in order to increase students' motivation in studying English.

236 YOUTUBE BASED-INSTRUCTION BY USING RETELLING TECHNIQUE TO IMPROVE SPEAKING AND WRITING ACHIEVEMENTS

Nike Angraini, Margaretha Dinar Sitinjak

The aim of this study was to find out whether or not YouTube video could make a difference in improving students' speaking and writing achievements. The population comprised of 249 tenth graders of SMAN 10 Palembang in academic year 2014/2015. Forty of them were selected purposively and assigned to be experimental and control groups. Each group consisted of 20 students. This study was conducted in terms of speaking and writing for about two months or 22 meetings. A rubric of Student Oral Language Observation Matrix (SOLOM) and an analytical writing rubric were used to measure the result of students' speaking and writing achievements. The findings showed that (1) there was a significant improvement in speaking and writing achievements where t-obtained of speaking achievement by using rubric was 12.244 ($p < 0.000$) and t-obtained of writing achievement by using rubric was 12.319 ($p < 0.000$), (2) there was also a significant mean difference in speaking and writing post-test between the experimental and control groups were 5.167 ($p < 0.000$) and 7.237 ($p < 0.000$). Thus, it could be concluded that YouTube video could improve the students' speaking and writing achievements. To show the value of the results of this study, some interpretations were discussed and conclusions were made.

237 CLASSROOM PERSONALITY AND ENGLISH PROFICIENCY ASSESSMENTS FOR PRE OCCUPIED ENGLISH TEACHERS IN DIGITAL ERA

Nina Fatriana

Busy English teachers often lack time in conducting diagnostic assessment prior to the new academic period, due to the large number of classes they must teach and lots of academic administration work. As a matter of fact, to go in line with the government emphasize on cultivating the character building in education nowadays, personality becomes one added element for the students' measurement of success.

Now that we are facilitated with digital media, busy English teachers can make use of instant free online tests of personality and English proficiency. These tests can be easily administered and used not only for classroom diagnostic purposes but also for further uses such as for tracking the students' talents and interests that is, for the selection of candidates of English oral production skill contests like speech, debate, story telling, newscasting, and paper presentation, or for the selection of candidates of writing skill contests such as scientific paper writing, and short story writing. Besides, these tests can provide information for the selection of candidates of scholarship and students exchange program.

238 SMART WAYS OF USING VIRTUAL STICKY NOTES FOR LEARNING EXTENSION

Nina Septina, Winda Hapsari

Learners often suffer from inadequate amount of face-to-face interaction in English language classroom. Despite teachers' effort to maximize the quality of their teaching, it is observed that the limited amount of classroom time has become a challenge to provide learners with the opportunities to practice the language learned. There is urgency for teachers to think beyond classroom walls to allow students to create secondary learning experiences. Considering the potential of abundant online exposures and the fact that learners nowadays are mostly digital

natives, the idea of optimizing virtual tools to extend learning came to mind. This workshop aims at (1) demonstrating a step-by-step guide of using virtual sticky notes and how teachers can integrate these tools to extend students' learning, (2) providing classroom research evidence on the use of these online tools. Linoit and Padlet were two types of virtual sticky notes used as the main platforms for this learning extension. This classroom-based research draws its data from teachers' narratives, learners' questionnaire and online interview. Research results show learners' positive attitude towards this technology integration in almost all teaching lessons. They demonstrated high engagement in the tasks given by showing good effort to fulfill the weekly tasks. Teachers, as well, saw the use of this technology-mediated tasks helping them monitoring and evaluating the learners' progress. It is hoped that this workshop offers insights for teachers to effectively use online exposures, particularly Linoit and Padlet, as teaching resources and go beyond classroom walls to help their learners learn better.

239 STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF BLENDED LEARNING

Nina Sofiana

The objective of the study was to describe students' perception toward the implementation of blended learning in extensive listening course. The participants were students of English Department. The data were obtained from observation, interview, and questionnaire. The result indicates that the students perceived the model positively. The interaction with other students and instructor was increased in this extensive listening course compared to other courses. Then, the students were satisfied with this implementation of blended learning. The students also felt that there was a greater flexibility in doing the tasks given by the lecturer. In conclusion, blended learning model is an effective technique to be applied in extensive listening course.

240 PARAPHRASING STRATEGY IN TEACHING READING COMPREHENSION

Nirwana, Arifuddin Hamra, Kisman Salija

This study aims at finding out the implementation of paraphrasing strategy in teaching reading comprehension for the students at Mts Ummul Mukninin Makassar and the interest to the use of that strategy in the teaching and learning process. The method was quasi-experimental design. The subject consisted of 30 students for experimental group and 30 students for control group. The instruments consisted of a reading comprehension test and a questioner. The result shows that paraphrasing strategy significantly enhances the students' reading comprehension. It was proved by t-test value of paraphrasing strategy 0.00 and indicated lower than t-table (alpha) in the significance level 0.05 ($.000 < .05$). The students' interest is categorized in high category for experimental group which is proved by the mean score of students' interest 71.87. Finally, paraphrasing strategy contributes to the enhancement of reading comprehension achievement and improves the students' interest in reading English texts.

241 TEACHER IDENTITY DEVELOPMENT IN ENGLISH AS A FOREIGN LANGUAGE CONTEXT; LESSONS FROM THE CAREER BIOGRAPHY OF A ROLE MODEL

Nonny Basalama, Karmila Machmud

Complaints and difficulties in both learning and teaching English as a foreign language have generated ongoing concerns and a continuing debate in the discipline. In Indonesia, stronger and more vocal opinions about what factors have caused the English language teaching curriculum to be generally not that successful have emerged. These include the low levels of qualification of teachers as well as poor teaching facilities and services when compared to those of the ubiquitous and powerful Indonesian language. In relation to minimizing the negative impacts of these factors, it is argued that the influence of a role model is critical in

developing motivation in learning and teaching, and in teachers' identity development. Drawing on related theories of teachers' identity development, including those of Markus and Kitayama (1991), and Weedon (1997), this paper focuses on exploring what factors have influenced teaching identity, beliefs and values through a situated professional biography of an Indonesian English teacher in Gorontalo Province, Sulawesi, Indonesia. She was regarded as an energetic role throughout her career and was still actively teaching until her death at the age of 83 in 2012. Drawing an in-depth interview with her family members and 10 high school English teachers and colleagues she mentored, her career biography is situated in the context of English as a foreign language in Gorontalo. The paper concludes that career mentoring plays an important role in developing teacher competence and professional integrity in spite of a challenging learning environment.

242 ENGLISH LEARNING AND TEACHING INTERACTION AT THE INTERNATIONAL ORIENTED SENIOR HIGH SCHOOL

Noor Chairani

Communication in learning and teaching process involves interaction among teacher and learner(s) and also learner with their peers that will take and give inputs and feedback to each other. The activeness of learner is emphasized. However, in practice, problems still happen on domination of teacher. Teacher sometimes does not invite their learners to participate in learning and teaching process. Therefore, this research will generate a theory of the interactive principles in English learning and teaching interaction.

This research is on English learning and teaching interaction at the International Oriented Senior High School in Yogyakarta. This research was conducted based on the question: "What are the interactive principles in English learning and teaching interaction at an International oriented senior high school like?"

The data collection in this research used interviews and classroom observations at the school. The interviews and classroom observations were recorded and then transcribed into written data. Their statement related with interactive principles were analyzed and coded into concepts, subcategories and categories which were related to one another. The research was qualitative study and using the grounded theory approach. The participants in this research were divided into five categories: a deputy principal of curriculum, two English teachers, a content course teacher, a tutor and twelve learners.

The research revealed three interactive principles in English learning and teaching interaction found from data analysis namely: unearthing comprehension, extrinsic motivation and giving autonomy to learners. The unearthing comprehension consisted of giving explanation, doing exercises and reviewing material. The extrinsic motivation consisted of controlling learner's language and relaxing atmosphere. The giving autonomy to learners consisted of creating independent learning and building learner's creativity.

243 ADVERTISEMENTS AS AUTHENTIC MULTIMODAL TEXTS: BRIDGING 21ST CENTURY SKILLS AND ENGLISH SKILLS TEACHING PRACTICE DIVIDE

Novalita Fransisca Tungka

The essence of 21st century learning, with its newly important set of skills, is the emphasis on what students can do with knowledge they gain, rather than what units of knowledge they have (Silva, 2009). This implies that our students cannot do anything without learning the knowledge, thus they should learn about skills and content altogether and at the same time. This challenges us, EFL teachers, to effectively and selectively teach both English skills and 21st

century skills to the students. This paper explores the possibilities of intertwining the teaching of critical, communication, and information literacy skills as 21st century skills with English literacy skills for EFL university students (Ko, 2013; Rezaei et al, 2011). Advertisements are exploited in the literacy practice activities as authentic multimodal materials to bridge the gap possibly resulted by the integration of critical, information and communication literacy skills into literacy activities, since these forms of information are authentic multimodal texts which are ubiquitous and never free from bias and power. The project-based activities with guided literacy instruction are designed to: elicit students' critical thinking skills in analyzing the content of advertisements; encourage students' communication skills by giving comments on the advertisements' situational purposes; and empower students' information literacy skills by choosing and producing their own advertisements as form of communication. Performance-based assessment is implemented to assist students when completing and performing their project-based assignment (McTighe & Ferrara, 1994).

244 LEARNING SCIENCE THROUGH ENGLISH: TERTIARY CLIL CLASSROOM INTERACTION IN INDONESIA

Novriani Rabeka Manafe

This paper seeks to investigate the classroom interaction of a tertiary Content Language Integrated Learning (CLIL) class in Indonesia. The CLIL program was conducted in Indonesia, using the experiences of learners in the Nusa Cendana University, the state university of Kupang, Indonesia, Faculty of Public Health. Specifically, the thesis explores the documented experiences of students' and their perceptions of the learning activities and resources, the tasks given, the teacher's performance and the use of English during the teaching and learning of two sample Biology lessons conducted in the second language - English.

This research adopted a qualitative case study method with a focus in-depth interview, questionnaire and classroom observation for data collection. Twenty participants responded to the questionnaire whilst six students made up the focus -group interview.

The findings of this writing demonstrate that the majority of students were satisfied with the CLIL program in terms of its objectives for developing dual focus knowledge and skills in Biology and English as a foreign language. All the students viewed that the activities conducted during the lessons were interesting and engaging. Similarly, they thought that the learning resources were reliable and updated. Following this, the teacher's teaching style was also considered enjoyable to the students.

However, the findings also highlighted noticeable gaps, including the tasks' difficulty level and the use of English in the classroom. Suggestions are recommended. This pilot project also reinforces the notion that further research in CLIL is crucial in developing tertiary courses.

245 BOOSTING SPEAKING SKILLS THROUGH BOARD GAMES FOR THE 2ND SEMESTER STUDENTS OF ADI BUANA UNIVERSITY SURABAYA

Nukmatus Syahria, Ferra Dian Andanty

Teaching is not an easy matter to do, especially teaching Speaking. There are some hindrances which may appear during the teaching and learning activities. Some of the hindrances are the students' motivation which is very low and the students' fear toward the Speaking course. Most of the students, especially in the university where writers work, are feeling inferior and tense during the Speaking class. According to them, they were afraid because they had limited vocabulary, low ability in pronouncing the words, as well as having gloss phobia (the fear of speaking in front of the public). Those were having gloss phobia are almost could not produce any words during the Speaking course. This kind of situation motivated the writers to find the way out to the students' speaking problem through games which was considered having

amusing, fun concept of learning and the students could have meaningful practice of language, as Ersoz (2000) stated “Games are highly motivating since they give students a break and the same time allow them to practice language skills”. The writers adopted one of the fun games in teaching speaking, that was using *board game* since this game gave students challenge to speak through the questions given and it was designed with the theme which was familiar with the students. It was similar to the game of a snake and ladder. This study involved qualitative study with the sample of the second semester of under-graduate students of University of Adi Buana Surabaya. This study was conducted for 4 months and data was taken from result of Speaking test, interview, taking pictures, and video taping. The results of the study showed that board game is not only a fun way of learning but also helps the students to overcome their fear in the Speaking course while simultaneously improves their vocabulary, grammar and pronunciation.

246 THE CLASSROOM INTERACTION STRATEGIES USED FOR ENGLISH TEACHING IN MADRASAH TSANAWIYAH LEVEL

Nunung Suryati

This paper reports a study of teachers’ use of interaction strategies in English Language Teaching (ELT) in Madrasah Tsanawiyah schools. The study involved 6 teachers of Madrasah Tsanawiyah Schools in Malang, East Java. Classroom observation was selected as a method in this study. Self Evaluation Teacher Talk (SETT) Instrument that characterises teacher-student interaction, developed by Walsh (2006), was adopted as the observation protocol. Nine classes taught by 6 teachers were observed. Interview was also conducted to elicit the teachers’ perceptions of the classroom interaction strategies. The findings provide a deeper understanding of the needs of more appropriate ELT classroom interaction strategies for Madrasah Tsanawiyah level. The researcher therefore argues that in order to improve the Indonesian ELT, there is a need to provide an alternative to ELT classroom interaction. The paper concludes by highlighting the importance of adopting some classroom interaction strategies that are more facilitative to students’ oral communicative competence.

247 CLASSROOM ACTION RESEARCH: TEACHER AS RESEARCHER IN PROFESSIONAL DEVELOPMENT

Nur Arifah Drajati

Within the teaching profession, there often seems to be critical gap between theory and practice. The gap maybe something teacher has been dissatisfied with, or it could be a teaching innovation to revitalize life in the classroom. The study specifically examines the challenges and benefits of teacher as researcher in classroom action research. A total of 20 teachers volunteered to participate in this study. Drawing on the teaching comments, discussion, and interview, the study reports two major findings: (1) negotiating strategies in classroom action research and (2) positioning roles of teacher as researcher.

248 THE USE OF INTERNET RESOURCES TO IMPROVE THE QUALITY OF INDONESIAN-ENGLISH TRANSLATION BY INDONESIAN STUDENTS (A CASE STUDY AT STIBA SARASWATI DENPASAR)

Nur Ayomi, Putu; Sidhakarya, I Wayan

It is a public expectation that those graduate from an English Major should be able to translate well from English to Indonesian and vice versa. This made translation course a compulsory subject in the curriculum. The purpose of translation is to find the most natural and accurate equivalent of the text being translated in the target language, first in terms of meaning and secondly in terms of style. In addition to requiring the mastery of languages, more knowledge is needed in terms of stylistics, terminology, the context of situation and the context of culture. Internet with a variety of features such as search engines, online dictionaries and machine

translators can be very useful as a reference in the translation process. The aim of this study is to obtain a picture of how the students of translation courses using the internet to help their translation activities and to what extent that the students can successfully translating the text passages using the Internet as an aid. This study uses a qualitative descriptive approach. Data are obtained from the translation result and the translation annotations made by the students. Students are requested to take notes on the difficulties they are facing and the use of internet in the translation process. As a result, this study is expected to gain an idea of how to maximize the use of the Internet in the translation process that it can be integrated into the classroom learning.

249 DIMENSIONALITY OF READING INTERESTS

Nur Hidayanto, Jihyun Lee

This research aims to develop a reading interest scale that incorporates and represents undergraduate students' reading behaviors in this 21st century. It is a large-scale quantitative study, based on the survey response data obtained from 993 undergraduate students at Yogyakarta State University, Indonesia. A series of factor analysis were used to propose a conceptual model for reading interests. The initial set of the scale had 357 items, which were reduced to 169 items via Exploratory Factor Analysis (EFA). In this process, 28 latent variables related to reading interest constructs were identified. Those 28 latent variables were broadly defined by six major dimensions of reading interests, namely (1) general reading, (2) reading on printed materials, (3) online reading, (4) reading for academic purposes, (5) reading for non-academic purposes, and (6) reading on social media websites. The total variance explained was 67%. The 28 factors were identified as: value and utility of reading for academic purposes, value and utility of reading for non-academic purposes, value and utility of online reading, enjoyment in printed reading, emotional reaction in online reading, value and utility in social media reading, enjoyment in online reading, value and utility of printed reading, competence in general reading, frequency in general reading, competence experience in online reading, emotional reaction in reading for academic purposes, elaboration in printed reading, competence in online reading, flow in general reading, competence experience in printed reading, autonomy in general reading, emotional reaction in printed reading, flow in reading for academic purposes, preference of online vs printed reading, flow in online reading, enjoyment in reading for academic purpose, sense of belonging in social media reading, emotional reaction to reading for non-academic purposes, sense of belonging in general reading, enjoyment in reading for non-academic purposes, flow in social media reading, and competence experience in reading for non-academic purposes. These results shows a comprehensive set of dimensionalities related to reading interests, encompassing the areas of affect, cognition, and behaviours. It also provides a snapshot of how recent advances in technology have contributed to a significant change in how students read as well as their reading interest.

250 EXPLORING 21ST CENTURY TEACHERS: HOW ARE YOU READY TO IMPROVE WITH ICT?

Nur Kamilah, Fitria Aftinia

This paper explores how Indonesian's in-service teachers integrate ICT in their classes for effective ELT. There have been a numerous references to teach EFL by utilizing ICT because of its advantages and promises to better ELT in the 21st century, that ICT enhances the teaching and learning of EFL in many ways. One of which is that by utilizing ICT, the learners' learning preferences like the visual style, can be better facilitated, and their learning autonomy can be improved. The Internet also provides more authentic materials for providing more meaningful exposures to the target language, which now is more accessible with smartphones and other Internet-connected devices. Therefore, ICT responds well to the need of effective ELT. Besides, language learners are at their advantage because they can keep up with the advancement of ICT; even many are digital natives already, so well it is advantageous for integrating ICT.

Despite the promises and potential state of ICT, challenges are also there to face by EFL teachers as the executors. Integrating ICT into the body of ELT requires the teachers' commitment to self-develop and be ready with the shift of role in the class, from teacher-centered to more student-centered. This challenges the teachers as a member of culturally shaped environment, who tend to consider their role as the source of knowledge, to switch their belief on themselves as the facilitator and mediator of learning. The implications of the study will help construct the attempts of integrating ICT for effective ELT in Indonesian context.

251 EXPLORING THE SUMMATIVE AND FORMATIVE ASSESSMENT APPLIED IN ENGLISH FOR SPECIFIC PURPOSES CLASSROOM

Nurhaeni, Alma Prisilya

English for specific purposes (ESP) requires particular approach which is different than the English for general purposes regarding the outcome intended for the students. Therefore, having appropriate materials is very crucial to meet the needs of students who are demanded to have the capability on specific work area. It is included to have the ability of the language used for the work field. In teaching ESP students, designing well-measured assessment is as important as designing a good materials. Generally, teacher will have their own assessment format to measure students' ability during and after a learning session or term. The assessments are commonly split into the summative and formative assessment. The terms are similarly acknowledged, but the format are designed and applied mostly based on the students' needs and the teachers' consideration. This research will explore on how is the summative and formative assessment designed for ESP students. It will be applied a case study design and take the sample of the English instructor of an engineering institution in West Java. The data will be collected through document analysis and interview. The expected findings of this research is that there will be a deep explanation of how the assessment of ESP students' is designed as well as the consideration taken in designing the assessment.

252 THE EFFECTIVENESS OF USING COMPUTER APPLICATIONS TO PROMOTE NOTICING STRATEGY FOR GRAMMAR LEARNING IN EFL CLASSROOM

Nuria Mufidah

Grammar in EFL classroom has been perceived as one of difficult subjects to learn, especially for students with low grammar competence. This might be due to direct instruction in grammar teaching without considering the SLA processing stages which play an important role in developing grammatical competence. Additionally, grammatical rules are frequently taught as objects of learning to be memorized, not as what aids learners in developing their grammar competence. For this reason applying four SLA processing stages as suggested by Skehan (2002) would be one solution to help students in grammar learning in EFL classroom: *noticing, patterning, controlling* and *lexicalizing*. Noticing, as agreed by some researchers, is a prerequisite for learning to take place. Various Strategies are proposed to promote noticing activities, and one of them is using highlighting technique which becomes the focus in this study. For this purpose, the researcher is trying to explore the effectiveness of highlighting technique in developing the learners' grammar competence. To support this strategy, computer applications will be used for two major reasons. First, many empirical evidence have proven that the use of computer has successfully improved students' learning. Second, computer applications provide tools with multi-sensory features which meet the need of today's students and accommodate students' different learning styles. Three basic applications proposed in this study are *PowerPoint, Snipping Tool* and *Paint*, which provide the highlighting features but have rarely been used in EFL classroom

253 DEVELOPING TEACHERS' CORE COMPETENCIES FOR TEACHING ENGLISH TO YOUNG LEARNERS THROUGH FUN ENGLISH CLUB

Nury Supriyanti

Teachers are the most important components in the implementation of primary English or English for young learners. Harmer (2007:82 – 83)) emphasizes the need for teachers with specific skills and competencies. In addition, Linse (2005:2) believes that they should be able to provide care needed by the young learners so that they can grow and develop well. In the aspect of the instruction, the teachers should also have the capacity to facilitate developmentally appropriate teaching. A training for such teachers should be designed in a such a way that it can equip them with necessary skills, insight and awareness for doing the very demanded jobs. This paper discusses the experiences of the English Education Study Program of Yogyakarta State University in preparing such teachers. The training has been established and developed since 1994 and has been going through some curriculums. It also has experienced different government's educational policies on the English provision for elementary schools. The latest policy states that English is only an extracurricular program for elementary schoolchildren. It implies that for providing teaching children in real experiences another creative plan needs to be designed. Students interested in learning to teach English to young learners are assigned to set up an English school for young learners so that they can have real experiences in establishing, managing, teaching, evaluating the school. The training program has also covered all aspects needed for the teacher students for such a job. In our experiences, we have established a program called Fun English Club which is planned, managed and evaluated by the teacher students.

254 "E-EXHIBITION" A FRAMEWORK OF STUDENTS' PROJECT BASED LEARNING (ESP LEARNING)

Oktavia Widiastuti

Project-based learning (PBL) hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems. Studies have proven that when implemented well, project-based learning results positive outcomes related to students' learning in the areas of content knowledge, collaborative skills, engagement and motivation, and critical thinking and problem-solving skills. E-Exhibition "English Entrepreneur and Entertainment Exhibition" is chosen as a framework of students' project based learning. The main focus of this exhibition is to assess students' performance and progress through project as a practical and meaningful way of learning. This exhibition represents a multi-faceted assessment. Students get multiple opportunities by feedback and revise works, students receive multiple learning outcomes in term of problem-solving, content, and collaboration, students presentation in the exhibition encourage their communicative and social value skills.

255 AUTHENTIC ASSESSMENT IN TEACHING ENGLISH AS A FOREIGN LANGUAGE: HOW AUTHENTIC IS THE AUTHENTIC ASSESSMENT

Padmadewi, Ni Nyoman

It has been a national issue that the implementation of the new curriculum 2013 in teaching English as a foreign language in Indonesia has brought national concern for teachers especially on the area of assessment. English teachers, despite the training and socialization provided, still face confusion on how appropriate assessment must be carried out based on curriculum 2013. Authentic assessment, as stated in *Permendikbud* no 104/2014 about assessment of learning achievement, is recommended to be implemented in the classroom. However, based on observations in schools many teachers still do not have clear understanding on how to take up authenticity of the assessment in the classroom tests. This study is therefore intended to describe about it, and how authenticity of the authentic assessment is made clear through examples. The study was a result of a qualitative classroom research conducted in a bilingual school in North Bali. The data were collected through observation and interview, and analyzed

qualitatively. The results of the research show that the authenticity of the authentic assessment is presented through the naturalness of the language in the tests, meaningful topics, and the real context of the tasks presented in the assessment.

256 THE ROLE OF PLAY TOWARDS CHILDREN'S LANGUAGE DEVELOPMENT IN AN IMMERSION CLASSROOM

Pasca Kalisa

The paradigm shift on education in early years has attracted worldwide's attention in designing learning activities appropriate for children at early ages. Responding to this shift, play is adopted as the center of curriculum to stimulate children in developing their language since play requires them to learn by doing. Thus, this study is aimed at investigating to what extent play could influence children's language development and how other factors dealing with children's background might influence their language development. The participants of this study were 11 students enrolled at Mondial School, an immersion school in Semarang, Indonesia. The children were engaged in constructive play and role play in a natural setting. Data were analyzed based on the children's responses to play instructions in both constructive and role play. In addition, data in line with other factors which might influence the production of language were taken into consideration. It was found that children showed the syntax complexity in constructive play center since they initiated their own task compared to role play which was more teacher-directed play. Moreover, the children tended to produce the language more only when they were exposed to the immersion program longer, when English was also spoken at home in turn with their first language (Indonesian), and when they had English access at home. In conclusion, children's language development was not only affected by play as the learning activities, but also some factors including length of exposure to immersion program and language spoken at home.

257 ENGLISH LANGUAGE NEEDS: COMPUTER AND NETWORKING TECHNOLOGY STUDENTS' VOICES AT ONE VOCATIONAL HIGH SCHOOL IN JEMBER

Pebrina Pirmani

The purpose of this current study was to examine the English language needs for students of Computer and Networking Technology at one vocational high school in Jember through demographic background profiles and semi-structured in-depth interviews. The interviews data were analyzed through using the constant comparative method while the demographic background profiles were analyzed descriptively. Four salient categories emerged from the interview data were (1) the need for reading skill with the emphasis on the vocabularies related to the computer and networking, (2) the need for speaking skill to improve their communication skill related to computer and networking, (3) the importance of writing and listening skill to enrich their knowledge of English, and (4) the need for a variety of teaching methods. The findings of this study provide important evidence for ESP teachers and vocational schools in Jember and Indonesia in order to understand how teaching English for vocational high school students should be implemented at a classroom level. Suggestions for future research are also discussed.

258 DEVELOPING PERSONAL AND PEER ASSESSMENT ON STUDENT'S CRITICAL THINKING READING AND WRITING

Perwi Darmajanti

Recent development in language teaching puts a stronger importance on critical thinking skill. At the same time, the skill becomes one of requirements for developing professional skills. The trainings of critical thinking have been being developed in polytechnic education since it is a

vocational education institution which is career focused applied education. The critical thinking practices are integrated into English learning, so it should be assessed appropriately. The assessment is important to establish some means of evaluating it to know whether it is achieving the goals. It based on the concept that it should enable reciprocal learning where teachers and students share and value each other's sense-making processes. This gives a wide opportunity to students to improve themselves. Personal and peer assessment method on reading and writing skills of students is chosen for its advantages that are about revision and improvement. It enables students to independently assess their own and other students' progress with confidence rather than always relying on teacher judgment.

259 PUTTING A PARAGRAPH PERSPECTIVE ON THE DEVELOPMENT OF ACADEMIC WRITING

Philip Godber

From blogs to biographies, reports, reviews and reflections, a pathway program to tertiary study should strive to produce fluent, proficient and versatile academic writers. The writing component of the 60-week, 120-hour Academic English course at UTS: Insearch, one of Australia's top English language providers and an innovator in Academic English course design and delivery, is one such program.

This presentation offers a brief overview of Insearch's Academic English writing program from the perspective of the paragraph unit, both in isolation and within the structure of an academic essay. It samples the wide variety of paragraph types students can be expected to encounter and provides a snapshot of how ESL/EFL learners from an upper-elementary level are guided towards proficiency in multi-paragraph tasks typical of the diplomas and degrees they aim to study, and towards versatility in applying and synthesising paragraph types and styles in advanced academic writing. The presenter will also cover terminology essential to facilitating progress through the course and discuss implications of applying a 'paragraph perspective' to academic reading.

260 THE INDONESIAN "MEN-" AND "BER-" VERBS AND ITS TRANSLATION INTO ENGLISH

Pikir Wisnu Wijayanto

This research is aimed at analyzing the meaning and function of the translation between the Indonesian and the English verbs based on how the Indonesian *meN-* and *ber-* verbs are translated into English. This research uses a qualitative descriptive method which means that all the results a descriptive data in the form of written words or statements from people and behavior observed, and the data that were analyzed, were in the form of sentences and words without using some numbers in its interpretation (Bogdan and Taylor, 2000:3). The source of the data in this research is the fairy tale published by Arkola Team entitled "*Burung Hantu dan Putri Rajawali*", as the Source Language (SL) and its English translation "*The Owl and the Eagle's Daughter*" as the Target Language (TL). The findings of this research assure that the functional characteristics of the prefix of *meN-* are in the transitive system. They indicate *active voice* of Indonesian that is mainly determined by the type of base forming in the process of the clause in which the affixation occurs. The affixation of *meN-* also does not give other meaning except to make a verb well-formed. Since the base words without *meN-* affixations do not make sense by themselves, each verb has no equivalent affixation word in TL; therefore the translator translates the *meN-* verbs above into present verb, present perfect verb, past verb, and gerund. Most of the words with the *ber-* prefix used in the story tale are formal forms, and have the same meaning as those that do not have the *ber-* prefix. The translator translates the *ber-* verbs into past verb at the most, gerund, and past continuous verb. The *ber-* verbs also represent the meaning or function as to do what the base word indicates.

The purpose of this research was to find out the Skill of English Study Programs' students in University of Pasir Pengaraian in delivering impromptu speech. Impromptu speech is delivering a topic without preparation or thought a head of time. In this case, the topic comes from students' interest. Speaking skill means that the capacity of the students to present their topics in front of the class.

The Researcher used total sampling. The Population of this research was Fourth Semester students. There were 33 students. The fourth semester students were the sample because in that semester, they studied speaking IV Subject. While the Purposes of Speaking IV Subject was the students enable to delivering impromptu speech.

The Method of this research is Descriptive Qualitative research. It means that the researcher would describe the case that occurs in the present moment of time. The Instrument of this research was Speaking Test. The data were taken from the video and transcript of the students itself. The steps in analyzing the data are collecting the data, analyzing the data, and displaying the result of the analysis. In collecting the data, researcher was used the spoken test and which is tapping video. In analyzing the data, the researcher was used the criteria of speaking; they are accent, grammar, vocabulary, fluency and comprehension. Based on the result of the analysis, the researcher will get the skill of students in delivering impromptu speech.

Based on the data analysis, it can be concluded that the speaking skill of Fourth semester students in delivering impromptu speech was good. It can be seen from the percentage of their score. 18 students (54,54%) had the good score. 14 students (42,42%) had the Average score. and 1 student had the Fair (3,03%). In this case, the researcher also concluded that it will be need some reinforcement in teaching speaking for English student in order to make them able to speak.

262 MULTIPLE INTELLIGENCE IN EARLY YOUNG LEARNERS CLASSROOM*Pravita Indriati, Yitzha Sarwono Bryant, Ika Wibowo, Trika Simandjuntak*

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- Linguistic intelligence ("word smart")
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")
- Naturalist intelligence ("nature smart")

In another way is to use 5 senses of body to learn. Since children particularly are very easy to be stimulated and would voluntary enjoy any activity, then why not try to apply the ground rules of M.I in the EYL classroom. When students use their bodies in the learning process, it can have a big effect, even if it seems silly or unconnected to the learning goal at hand. Researchers have found that when students use their bodies while doing storytelling, it changes the way they understand about story. Why not use real object when you teach EYL on vocabulary or Move their body around when you learn about preposition. The idea of MI in EYL

class is to :

- Get the students to have sensitivity to the meaning, order, and sound of words
- Uses varied vocabulary
- Avid talkers; good speakers
- Likes to explain, convince, and persuade through words
- Enjoys and excels at word games
- Enjoys listening to, telling, and reading stories
- Enjoys rhymes and poetry
- Has good memory recall for names and dates

This will all be good in the learning process of an EYL student. Because with the right stimulation , English can be learned and taught in a way that it wouldn't cast them away.

In this workshop, we're going to give you ways and example on how to apply activities based on Multiple Intelligence theory in your EYL classroom. Get ready to be up and to move around and open your eyes to a new experience that you could take to your own classroom, be it an EYL or an adult class! See you there!

263 LESSON STUDY: BUILDING COMPETITIVE LEARNING MODEL (CASE STUDY IN A POETRY CLASS OF 3RD SEMESTER ENGLISH DEPARTMENT STUDENTS UNNES ACADEMIC YEAR 2014/2015)

Prayudias Margawati, Yuliati, Galuh Kirana Dwi Areni

Lesson study is not a strategy or method in learning process. It is an effort to improve the quality of instructional process conducted by group of people who continuously and collaboratively plan, do, and observe a teaching-learning process. This paper reports a lesson study model that was conducted in Poetry class of 3rd semester students English Department of UNNES Semarang academic year 2014/ 2015. The writer was the lecturer model observed by 4 senior observers who shared knowledge and experience to increase lecturing accountability. Competitive learning model is a strategy to stimulate students' activeness in class. By applying competitive learning model in lesson study class, students were given a chance to discuss within the group intensively and democratically, and in certain session systematically compete with other groups to develop the potential they have. Based on cycle 1 to cycle 4, lecturing with competitive learning model was identified controllable by involving all class participants. Activities in those cycles conducted in lesson study class enable to change the paradigm from teacher-centered into student-centered. Students were more active and enthusiastic attending the lesson even in an unfavorable class. Applying lesson study activity in lecturing should be periodically continued not only to find solution for students' learning problem identified at the beginning of the class, but also to develop learning quality with appropriate material, media, and method applied. This model gives advantages to the writer as lecturer model such as preparing teaching stuff, documenting teaching performance and publishing the result of lesson study application.

264 TRANSLATION AS THE METHOD OF TRANSFERING INTERCULTURAL PRAGMATICS IN FOREIGN LANGUAGE TEACHING/LEARNING

Putra Yadnya, Ida Bagus; Fardini Sabilah; Rajeg, I Made

In response to new thinking about foreign language teaching and the rising need to facilitate learning in foreign language classes, translation is a pivotal method use of first language (L1) in teaching second language (L2). Translation method can provide the learners with holistic challenging projects, involving problem-solving, and integrate linguistic, cultural, and pragmatic knowledge beyond communicating using language (Machida, 2008). Pragmatic knowledge deals with meaning that the speaker needs to *co-construct* and negotiate along with the

listener within a given cultural context and given the social constraints. In the foreign language teaching, inevitably, learners will relate their pragmatic knowledge that they have in their L1, their other language which is currently their dominant one, or perhaps some other languages to the pragmatics of the target language community.

This paper focused on the roles of translation as a method of transferring the intercultural pragmatic in teaching foreign language in Indonesia i.e. English. Translation should be understood in a wider perspective than just as an 'act of translating' in teaching/learning process. The ultimate goal of this paper idea is to explore effective ways of using the 'act of translating' to promote the learners' better in foreign language competence and to develop their communicative skills, understand the linguistic and behavioural patterns both of the target and the native culture at a more conscious level. All in all, transferring the intercultural pragmatic in foreign language teaching using translation method can worthly develop intercultural and international understanding, adopt a wider perspective in the perception of the reality, make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, translation, and communication.

265 STUDENTS' PERCEPTION ON THE USE OF BLENDED LEARNING IN ENGLISH COURSE: A STUDY ON NON-ENGLISH STUDENTS AT UNIVERSITY

Putri Gayatri

The development of information and communication technologies (ICT) in the education field has brought blended learning –combination of face to face and online instruction – as prominent method to help the students learn the lesson. Blended learning offers the advantages of classroom instruction as well as online instruction. It is very useful for non-English university students who have limited time to learn English in the classroom. Not only does blended learning give them more time to learn English outside the classroom, but also teaches them how to learn English independently. In addition, they have clearer explanation both about the lesson and about how to learn from their teacher during the face to face instruction. This article examines the perception of Agriculture students of Brawijaya University in experiencing blended learning. Their English score before and after having blended learning was collected to see the students' improvement. The questionnaires and interviews were conducted to see their interest toward blended learning, how they think it works well for them, and whether or not they continue learning English independently after the course is over. The results showed that some students found it very useful for them, while some students believed that it was waste of time. The analysis showed that the success of blended learning depends on good collaboration of teacher, students, and the technology they used.

266 AN ANALYSIS OF INTRODUCTION IN ENGLISH EDUCATION UNDERGRADUATE THESES (SKRIPSI)

Putri Rahmawaty

This study investigates the Introduction sections of English Education undergraduate students' theses to be described by using CARS model by Swales (2004) in a specific sample of students theses' Introduction sections from year 2011 – 2015 in English Department of State University of Jakarta. A discourse analysis will be conducted, with the main concern of genre analysis, to analyze the introductions regarding the genre of English Education. For its framework of analysis, the study will be applying the revised CARS model proposed by Swales (2004) to analyze the introductions. A set of Moves and Steps from CARS model will be used in analyzing the data by categorizing the data into 3 types of Moves that will be subdivided into several Steps – Move 1 with 1 Step (narrowed down to 8 stages); Move 2 with 1 obligatory Step and 1 optional Step; and Move 3 with 1 obligatory Step, 3 optional Steps and 3 Probable in Some Fields Steps. The study thus, will be conducted for the reason that the importance of writing

Introduction section based on a certain standard needs to be applied in academic writing is essential, particularly for the English as Foreign or Second Language students who later will be expected to teach English, yet the number of studies concerning the structures and patterns in academic writing are still limited especially in undergraduate theses. In doing so, it aims to describe the pattern of English Education students' Introductions as a way of proving whether or not undergraduate students have adapted a standard norm in writing Introduction based on the revised CARS model by Swales (2004).

267 IMPROVING WRITING IN 5 AS SYAFIE VIA PERSONAL JOURNALS

Rahmah Sayuti

My paper is about an action research conducted in a secondary school in Johor, Malaysia, on how journaling improved my students' writing. Writing is perhaps the most challenging of the four skills namely listening, speaking, reading and writing for my students. At the end of their secondary school however, they had to sit for the O-level equivalent paper and writing constituted the highest marks. Most of the time students would sigh at the thought of having to write a long essay even though this is what is expected of them in public examinations. In addition, their use of English seems to come to a complete stop after English lessons are over. The majority of learners do not use English anymore outside instructional time except for the minority who speak English at home. How then does the English teacher improve writing skills, motivation and confidence in writing with 17-year-olds given the situation? How does the teacher increase contact hours with English outside the English classes? A teacher has the option to introduce journal writing in the classroom. Journal writing is one way to minimise the fear to write in the second language and to increase contact hours with English beyond the set instructional time. There are many types of journals that a teacher can choose from and the benefits of journal writing in the English classroom are plenty. In this paper, I will also share the findings of the research and suggest practical ways in which the teacher can adopt journal-writing in their classrooms.

268 THE INFLUENCE OF TEACHERS' PEDAGOGICAL AND PROFESSIONAL COMPETENCES ON STUDENTS' ENGLISH ACHIEVEMENT AT TWELFTH GRADE OF PUBLIC SMA IN KUPANG EAST NUSA TENGGARA

Rahmatia Hanafi, Rachmi

The role of the teacher in teaching and learning is a crucial part of success and the level and can be used as barometer for the quality of their students. One factor that determine the success or failure of learning is the quality of teachers.

The above statement is suspected to have relationship with the average score of National Exams in the province of East Nusa Tenggara which was even lower when it was compared to other provinces.

In relation to that, the researchers did this research which aimed to measure the effect of pedagogical competence and professional competence on students' learning English achievement at twelfth grade of senior high schools in Kupang.

This research used survey method with the respondents of 29 English teachers and twelfth grade students' achievement in senior high schools in Kupang. The method of data collection was questionnaires used to measure the pedagogical competence and the professional competence of English teachers, while the data about the students' English achievement is collected from documentation which consist of the average scores of national final examination for English subject of the students grade twelve. The result of this research was the pedagogical competence and the professional competence had effected on students' English achievement at grade twelve at senior high schools in Kupang.

269 THE ENGLISH TRAINING FOR YOUTH WITH PROBLEM-BASED LEARNING MODEL

Rajin Aryana, I Nyoman; Rai Jaya Widanta, I Made

This article is entitled English training for youth with Problem-Based learning model. The participants involved in this study were 13 youth from two villages, Desa Adat adang Luwih and Desa Belantih. The training was divided into two different subjects, English for Tourism given for participants in Dalung village and English for Agriculture was given for participants from Belantih village. The trainings were undertaken for about three months. Upon the trainings, there were some outputs obtained, such as learning modules for both groups of learner, SOP for carrying out problem-based learning and handy books for both groups. Achievement of participants were also measured three times, namely T1 (prior training test), T2 (during-the-training test), and T3 (upon-the-training test). Clearly, all participants could successfully obtain good mark.

270 LOSS AND GAIN OF IDIOMS IN TRANSLATING ENGLISH TEXT

Raka Sitawati, Anak Agung

Translating is a complicated process which involved some aspects. Those aspects are the language aspect and the cultural aspect. The language aspect is the main concern while the cultural side of the language which is being transferred influences the translation. An idiom is a number of words which when joined together will have different meaning from the meaning of the words when the words stand alone. In translating idioms, a translator normally attempts to make adjustments. In that adjustment sometimes an idiom in the source language will be translated into non idiom and vice versa. A non idiom sentence sometimes can be translated into idioms. The purpose of this writings is to know how and what kind of non idiom sentence in the source language which is usually translated into idioms which caused Gain of Idioms. And what idioms in the source language which is translated into idioms that makes the occurrence of Loss of idioms. The data of this research is taken from the novel "The Other Side of Midnight by Sidney Sheldon" and Its translation in Indonesian "Lewat Tengah Malam by Danny Wijaya."

271 DEVELOPING A HANDBOOK FOR EYL COURSE AT THE ENGLISH DEPARTMENT, STKIP PGRI TULUNGAGUNG

Ratih Yulianti

English for Young Learners (EYL) is one of the compulsory courses for the English department students of *STKIP PGRI Tulungagung*. This course is offered for the seventh semester students because they mostly teach in playgroup, kindergarten, private courses and primary schools. To support this course, students need a suitable handbook that covers the materials of teaching English to young learners. However, students only rely on the power point and explanation of the lecturer. There are some EYL handbooks in the library. Based on the needs survey, the students complained that the language of the books is too difficult for them. Yulianti (2011) stated that handbook is useful for both teacher and students. For teacher, handbook has a function to give ideas and find different materials, while for the students it can be used as guidelines to learn the material before and after getting the explanation by the teacher. Therefore, it is important to conduct this research in order to develop a handbook that meets the lecturer's and the students' needs. The design of this research is R and D. The procedure of the handbook development is adopted from Borg and Gall (1983) in Latief (2009) that consists of identifying classroom problems, studying the principle of developing a handbook, developing the handbook, conducting field tests, revising the handbook and finishing the product in the form of handbook.

272 USING ENGLISH CLASSROOM LANGUAGE IN PRIMARY SCHOOLS: WHY NOT?

Ratminingsih, Ni Made

This paper reports the result of in-service teacher training program held to 25 English teachers in primary schools in Sukasada District, Buleleng regency. The training concerned with the tutorial of the concept of classroom language, coaching in designing the teaching scenario, and peer teaching in implementing it. The questionnaire results proved that the training program was valued very good by all of the teachers, that is 87% in terms of the increase in knowledge of classroom language, 88% in designing instruction and 87% in implementing the classroom language through peer teaching. The results from the observation by three model teachers proved their improvement in using the classroom language compared before being given training. Before treatment, teacher 1 used classroom language for 43%, teacher 2 used it for 50%, while teacher 3 utilized it for 27.33%. Thus, the three teachers' average in classroom language use was 40%. After being given training and direct assistance to the schools, from observation 1, the use of classroom language by teacher 1 was 71.33%, teacher 2 was 65.3%, while teacher 3 was 56.6%. The average of the three teachers became 64.33%. In the next assistance, the result of observation 2 showed that teacher 1 used classroom language 78.66%, teacher 2 used it 74.66%, whereas teacher 3 used it 62%. From all of them, the average was 71.77%. From these findings, it can be summarized that the in-service training was effective in improving their teaching skills especially in implementing classroom language in teaching learning process.

273 USING WEB-BASED SYNTACTIC COMPLEXITY ANALYZER TO ANALYZE SENTENCE COMPLEXITY IN THE INTRODUCTIONS OF UNDERGRADUATE STUDENTS' RESEARCH ARTICLES

Ratna Dewi

There has been no specific research related to syntactic complexity in the Indonesian context, especially those employed in the undergraduate students' research articles. Syntactic complexity characterizes sentences in academic written texts and delineates the writers overall development of sentence complexity use in the target language (Mukminatin, 1997; Lu, 2010). This research aims to show the implementation of syntactic complexity in the introduction of the undergraduate students' research. It employs a quantitative design through corpus based analysis using Syntactic Complexity Analyzer. The students' sentence complexity is shown through the values of mean length of production units, the amount of subordinations, the amount of coordinations, and the degree of phrasal sophistication employed in the introduction of the students' research articles. The findings show that the students employ the four categories of sentence complexity in their academic texts. Further analysis is also done to describe the patterns of the students' sentence complexity in each category, then compared to the patterns of syntactic complexity identified by *uefap*. The results of this research are expected to provide information about the syntactic complexity employed in undergraduate students' research articles and to show its resemblance to the patterns of syntactic complexity which have been previously identified. Hopefully, this can also be useful in providing information for the teacher in guiding their students and for undergraduate students to write academic texts.

274 ASSESSING AND DEVELOPING ENGLISH LANGUAGE PROFICIENCY: FUTURE DIRECTION

Ratna Rintaningrum

The advancement of skills in the learning of English as a Foreign Language as distinct from learning English as a Second Language, presents some serious challenges for teachers in Non-English speaking countries, in particular, in Indonesia. This is particularly the case when seeking to measure change in learning of English over time. A major concern for researchers is the lack

of information in the literature about the learning of English as a Foreign Language in Asian countries at the tertiary level, when compared with the volume of literature available on the learning of English as a Second Language in Western secondary schools. The study presented here goes some way to redressing this gap. The study makes use of secondary data gathered from an Indonesian University concerning the measures of three English skills, namely those of listening, writing, and reading that are tested on the three different occasions. The primary purpose of the study is to examine whether growth in learning of these three skills can be measured using the least squares strategy of statistical analyses employed by the PLSPATH computer program. Several models are examined with particular emphasis given to a model developed in the outward mode. By so doing it is hoped that proficiency in the teaching and learning of English as a Foreign Language in an Indonesian tertiary setting can be better assessed.

275 IMPROVING COMMUNICATION SKILLS THROUGH THE ENGLISH CAMP PROGRAM OF THE FIRST SEMESTER STUDENTS AT AKPAR MAKASSAR

Ratnah

Improving communication skills of the students at Higher Education level is a challenging job for the English teachers. The limitation of time and the obligation to cover all the materials stated in the syllabus really constraint the creativity of the teachers. Besides, the materials and activities are not suitable for the students' needs and level (Ratnah, 2013). One effective way to resolve this problem is by providing *English Holiday Camp* program for the students. In this program, the English teachers have more authority to provide the materials and activities based on the students' needs and level to increase the students' interest in English. This paper aims at discussing the improvement of the students' communication skills in English through the English Camp program. This program has been conducted in the school holiday for 3 nights 4 days outside of campus. The participant were all the first semester students of Tour and Travel Management of AKPAR Makassar in academic year 2014/2015 with 2 classes (49 students) . By implementing various methods and activities includes role playing, educational games, quizzes, retelling, active listening, acting or dramatic performance, songs, music, and poster making, in individual, pair work, small group, and big group activities, the students seem to enjoy the activities as they are all full of fun. After observing, discussing and analyzing the feedback from the students, it seems that all the materials and activities used during the English Camp program have given two main benefits for the students; they do not only improve their communication skills but also improve their motivation and interest in learning English.

276 THE USE OF FOUR CORNERS STRATEGY IN READING DISCUSSION AT ACCESS MICROSCHOLARSHIP PROGRAM IN AMBON

Renata C. G. Vigeleyn Nikijuluw

This paper highlights the use of Four Corners strategy in reading discussion at Access Microscholarship program in Ambon. Generally, English learners often find some difficulties when they tried to read a book. In the beginning of the course, our students were difficult to comprehend the text and were not able to do the three tasks. Moreover, students were afraid of making mistakes, tend to choose interesting pictures from a book cover and they usually get bored when we started the reading discussion. As a result, students lost their confidence, motivation and lack of interest. The Four Corners Strategy is a strategy which allows students to make decisions during the reading discussions, encourage students' critical thinking and encourage an exchange of ideas in small groups. The strategy helps students to overcome their reading problems and enable them to get good achievement. The observation and result were only focused on the students reading discussions activity during the class from semester One and Two. Based on the observation and result from both semesters, the students were slightly improved in a way of comprehending a text and their result from three tasks in their reading

after applying the strategy. Moreover, they were able to take participation during corner's discussion and class participation. This process will be continued in semester three and four with different books and tasks.

277 LANGUAGE OF COMPLAINTS (A PRAGMATIC REVIEW)

Retno Budi Wahyuni, Faisal Puksi

Complaint is considered very important in hotel business. It is expressed both orally and written. This is to describe and know the forms and strategy of a speech act of complaining from the hotels' guests. It uses descriptive method and is a kind of qualitative research. Observation technique is used to find the data from orally speech act and documentation method is used to find data from written speech act by using recording technique, interview, observation, data reduction, analyzing and summarizing. It has been found that there are 5 mechanical complaints, no attitudinal complaint. All speech act of complaint from oral speech is included into a directive speech act. There are 20 mechanical complaints from written speech, 2 attitudinal complaints, 1 service related problem, and 2 unusual complaints. All speech act of complaining is included into expressive speech act from the objective of the speaker.

278 E-JOURNALING AS A TOOL FOR TEACHER'S FEEDBACK IN EFL PAPER WRITING CLASSROOM

Rida Wahyuningrum

Journals refer to permanent records of thoughts and ideas that an individual has processed and clarified through the act of writing or otherwise recording their experiences (Killion, 1999). E-journaling is writing in a journal as an online tool a teacher can apply as their useful teaching technique to promote students' critical thinking skills. In line with that, the purpose of this writing is to describe how EFL teachers can conduct their feedback towards students' works in their paper writing class by using e-journaling. In this way, teacher will apply an inquiry teaching-learning strategy by making use of online connection to build ties between online students with him via e-mails and blogs to enhance both reflection and understanding about writing a paper. 20 sixth semester undergraduate students are involved and they are encouraged to utilize e-mails to report their writing performance (finding a topic, writing the thesis, introduction, theoretical framework, method, results, discussion, and conclusion). In return, teacher will provide feed-back digitally. Both students' work and teacher's note on the process of writing a paper are recorded in a such a way that they enable both sides to see the records of thoughts and ideas during the learning process via teacher's blog. The steps includes teacher's preparation, application, and evaluation. The records can help the students understand the rhetoric of a paper writing and build a critical thinking amongst them. This kind of e-communication between teacher and students will bring about learning autonomy and self-reflection.

279 PRIMARY STUDENTS' ATTITUDES TOWARDS THE USE OF FOLKLORE IN EFL CLASS

Rika Mutiara

Teaching English to young learners is unique because young learners have different characters with other learners. These characters should be accommodated in learning activities to encourage the young learners enjoy the lessons. This enjoyment makes them involve in the lesson so they get opportunities to practice their language skills. One of the characters of young learners is rich of imagination. The lessons will be more interesting if they have opportunity to use their imagination. Imagination can be included in the lesson with the use of representational language (Mc Rae, 1991). Representational language can be found in some types of texts such as stories and poems. Stories are commonly heard and read by young learners. Some types of stories such as folklore is popular in children world over the course of

time. This study aims at investigating students' attitudes towards the use of folklore in learning English. The participants of the study will be 4 classes of fifth graders in a private school in Jakarta. In four sessions, they will attend the lessons in which folklore is used as the learning material in teaching listening, speaking, reading, and writing. At the end of the fourth sessions, they will be asked to fill the open-ended questionnaire and checklist. These instruments will be used to gather some information such as students' interest and involvement.

280 PLAGIARISM IN STUDENTS' ACADEMIC WRITING: A CASE STUDY OF INDONESIAN UNDERGRADUATE STUDENTS

Rina Agustina, Pambudi Raharjo

Plagiarism has been done in the academic world for years, particularly in the academic writing. Plagiarism is not only committed by students but also lecturers. Students are supposedly trained not to act in such misconduct in their first year of university, but there are still many cases of plagiarism occurred in the Eastern world. Therefore, this paper wanted to explore plagiarism sources and reasons why it was done from students' point of view. A case study involving 10 English Education students and 6 Psychology students, who were currently writing their Bachelor thesis, was done from February until November 2014 at one of private universities in Central Java Province. Questionnaire, interview and a writing test were conducted to gather the data. It revealed that internet was the most source used by students compared to books and articles. They also stated that mostly they plagiarised due to several reasons, *i.e.*, low academic reading and writing skills, meeting the deadline of assignment and no penalty given by lecturers if they were caught plagiarising one's work.

281 STUDENTS' PREFERENCES TOWARD CORRECTIVE FEEDBACKS ON STUDENTS' ORAL PRODUCTION

Rinda Fitriana, Bibit Suhatmady, Iwan Setiawan

Treating students' oral errors can be a tricky matter for teachers. Corrective feedback they give should provide the correct form as well as motivation for students to learn English as their foreign language. This study aimed on revealing students' preference on types of corrective feedback given by their English teacher as well as their reason. The study was conducted in a vocational school in Samarinda. The methods of data collection were done by means of observation, interview and questionnaire. The observation was done for three meetings each in two different level of English proficiency classes (high and low) and ten students from the observed classes were interviewed. Moreover, the questionnaires were administered to 196 out of 385 students from all classes of twelfth grade. Furthermore, the result of this study revealed that the students preferred to have Explicit, Meta-Linguistic Clue and Elicitation corrective feedback. However, there was mismatch between students' preference on the expected type corrective feedback (Explicit) and the teacher's corrective feedback (Recast). The students' preference on explicit corrective feedback was based on the reason that it provided answer and explanation on the correct version of the corrected oral production. The students' preference on Meta-linguistic Clue and Elicitation corrective feedback were because these feedbacks activated their knowledge and generated students' thinking to discover the correct version.

282 THE MEANING OF STUDENTS' SILENCE WHEN TEACHERS ASK FOR QUESTIONS

Rini Susanti, Indawan Syahri

The study aims to find out the reason why the students keep silent every time the teachers ask for questions from them. The data were obtained through classroom observations and questionnaires given to the students of the private university in Palembang. In term of findings, the study revealed that the reasons behind their silence are categorized into three; psychological, cultural and academics reasons. Psychologically, they did not want to ask

questions to their teachers due to fear of mistakes, shyness, lack of confidence and lack of motivation which is in line with Juhana's study (2012). The new finding is that the students have traumatic asking the questions to the teachers when they realized that the teachers underestimated their friends' questions or even got angry to whom who asked for further explanation to the materials. Culturally, they assumed that it is the culture of Indonesian for not asking the teachers because it is considered as challenging the teachers. They believed that the teacher is the one who knows better than the students. Academically, participants of the study do not get used to think critically as the basis of asking questions. The findings suggest that the teachers should ensure the students that asking questions is as a part of learning process, not underestimate the students, and start to introduce critical thinking process at early age.

283 SENIOR HIGH SCHOOL EFL TEACHERS' PRACTICE OF AUTHENTIC READING ASSESSMENT

Risma Rahmawati

Authentic assessment has become popular due to the shifting from traditional to authentic or modern assessment. Authentic assessment of reading and other literacy skills is a hot topic that has received a great deal of notice in teacher education. Indonesia education policy created a new curriculum which require teacher to use authentic assessment yet many Indonesian teachers discovered barriers in applying authentic assessment for it became the biggest complaint in curriculum 2013. This exploratory study will investigate teachers' practice of authentic reading assessment. A questionnaire comprising a five Likert scale, an interview and checklist of documents will be administered to 30 Senior High School EFL teachers from Central Jakarta. The result will create a hypothesis for further research on authentic assessment.

284 SELF ASSESMENT IN SPEAKING CLASS TRHOUGH WATCHING STUDENTS' PERFORMANCE ON VIDEO

Rismar Riansih

There has been a great deal of debate about the self assessment done by the students in speaking class. Students' objectivity in asses their friends' performance has great influence on this debating. Hence, the purpose of the current study was to ascertain whether the self assessment done by the students in speaking class increases their speaking skill. The study investigated the twelefh grade students' speaking class at SMA Negeeri 1 Lubuklinggau. This class (sample group) was instructed to perform short drama in group, then another students recorded the performance. After all, they have to watch the video and gave comment on their own performance and gave mark as well. By watching their own video, they will perform better and will not do the same error again for the next performance. Finally, it was found that the self assessment through watching their own video can increase the students' ability in speaking. Their speaking scores and their motivation were higher than before as well as their confident. It can be concluded that there is significant increasing of the students' achievement in speaking class after having self assessment through watching their own video performance. The results suggest that if the process of self assessment is done under the control of teacher as the facilitator and manager of the class, all students can participate totally in doing self assessment.

285 ONE STEP CLOSER BY HAVING FORMATIVE ASSESSMENT

Risqi Ekanti Ayuningtyas Palupi, Agustin Desi Kristiana

The term "assessment" may be defined in multiple ways by different individuals or institutions, perhaps with different goals. Assessment can be defined as the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development. Assessment can be done at various times throughout a program

and a comprehensive assessment plan will include formative and summative assessment. In this article, the writers choose the formative assessment to build up the information about the students. Formative assessment is often done at the beginning or during a program, thus providing the opportunity for immediate evidence for student learning in a particular course or at a particular point in a program. Formative assessment is not used for grading. The purposes of having the formative assessment are: 1) focus on learning goals; 2) take stock of where current work is in relation to the goal; 3) take action to move closer to the goal. The steps of formative assessment are: 1) understand the learning target; 2) produce work; 3) compare performance with the learning target; 4) evaluate strengths and weaknesses; 5) give feedback for improvement; 6) close the gap. The advantages that can be found by having formative assessment are the teacher can: 1) engage students in the process; 2) see the teaching through the students' eyes; 3) identify misconceptions happened.

286 DEVELOPING ENGLISH FOR SPECIFIC PURPOSES LEARNING MATERIAL TO ENHANCE THE STUDENTS' CHARACTER BUILDING

Riyana Dewi

The objective of this study is to develop a model of english for specific purposes learning material by using communicative approach which focuses on the students' character building. This study was conducted to help the students in the higher degree level and the students of the vocational school to get good knowledge of language use at the workplace whenever they get a job later. To achieve the objective of the study, two problems were questioned. The problems were 1) what are the problems faced by the students in the teaching and learning process of english for specific purposes subject? and 2) How is the model of english for specific purposes learning material by using communicative approach developed?.

This study was a research and development study. The procedure of collecting data followed several steps of need analysis, design the product, expert validation, revision, try out the product and final product (Sugiyono, 2010:409-426). The result of the product will give a valuable contribution the teaching and learning process of english for specific purposes to enhance the students' ability in English language by using the communicative approach. The students will be brave to communicate to others by using English as an international language which is needed at workplace.

287 THE NATIVE SPEAKER'S EFFECT TOWARD THE STUDENTS' MOTIVATION IN LEARNING ENGLISH

Rizki Februansyah, Tito Ali Buana

The existence of a native speaker in an institution focusing on English teaching and learning is extremely needed owing to three excuses. At the first place, the native speaker will create an English atmosphere in which the interaction with the students or lecturers will be conducted mostly in English. At the second place, the students can consult with him/her directly dealing with their English problems. Lastly, the students can learn the culture of the 'real actor' through their interaction.

This paper attempts to scrutinize the effect of a native speaker toward the students' motivation in learning English. The data is garnered through questionnaire distributed to a number of English students from varied intakes and in the next phase it is confirmed with the interview. Then, it is qualitatively analyzed. The location of the research is English Department of Jenderal Soedirman University, Purwokerto, Indonesia.

288 CREATING CLAIM-COUNTERCLAIM TEXTUAL PATTERN BY USING MAPS ON BRAINSTORMING ARGUMENTATIVE ESSAY IDEAS

Rizky Amelia

Every high-quality thing begins from a well-planned start and once entering complicated cases, there should be ways to cope with. The aforementioned statement is an illustration of writing an argumentative essay. These three words namely writing, argumentative, and essay are admitted to be complicated. This is supported by statements that writing is a recursive process, argumentative is a high-stake genre, and the condition that argumentative essay is demanded for university students as it is given in writing III, meaning that it is placed in the highest sequence. Therefore, there should be a technique to help students in this complex task. Referring to the previous idea, brainstorming which is a start of writing process plays an important role in constructing a high-quality writing product. Hence, a good and beneficial technique should be employed here. In relation to writing argumentative essay by linking to the ideas of discourse analysis in terms of signaling textual patterns, this paper presents the use of mapping, especially multi-flow and circle map as well as focusing more on the importance of larger textual patterns in argumentative essay that is claim-counterclaim pattern. The pre-, whilst, and post-teaching processes for the strategic classroom are presented in this paper briefly followed by the conclusion. It is believed that by employing this textual pattern using the map, it can bring the real competence to communicate using written English as well as make students be effective writers.

289 ASSESSING LEARNERS' PRAGMATIC COMPETENCE TO INTERPRET IMPLICATURES

Ronald Maraden Parlindungan Silalahi

In Indonesian pedagogical context, the EFL learners' pragmatic competence is essentially needed. The EFL classes are aimed to improved learners' ability to communicate effectively beyond the level of grammar. However, it is found that Indonesian ELT concentrates more on grammar than on improving learners' pragmatic competence. Some EFL learners find it hard to understand the meaning implied through utterances, although they have mastered vocabulary and grammatical rules. The difficulties in determining implicature are mainly caused by learners' inability to elaborate contexts with utterances. Considering the importance of improving pragmatic competence in EFL context, this research is fundamentally aimed to assess learners' ability in interpreting implicatures and to examine the pragmatic failure while interpreting implicatures. In order to achieve the objectives, the quantitative research will be conducted with 40 Indonesian student respondents of English Language and Culture in Universitas Bunda Mulia, Jakarta. Learners' pragmatic competence to interpret implicatures is measured by using implicature test items designed by Bouton (1994), incorporating formulaic and idiosyncratic implicature. Each item of the test consists of a situation, a dialogue, and a question to be interpreted. In order to obtain more information about learners' level of competencies, the questionnaires will be used in this research. It contains information about the process of making inferences and the factors underlying the interpretation. This research is expected to be beneficial for pedagogical implications, particularly for designing effective syllabus for the EFL context.

290 EXTENSIVE READING AND VOCABULARY ACQUISITION ON L2 PROFICIENCY AT INFORMATICS PROGRAM

Rosdiana Sidik

Extensive reading has been drawing increasing attention from L2 educators as a potentially effective form of L2 reading instruction. However, some researchers argue that it is not easy to observe the benefits of extensive reading in the short term. The present study was motivated by the need to elucidate the differential effects of extensive reading on different aspects of foreign/second language ability, some of which may improve more quickly than others. Quantitative research did in this study to know the effect between two variables into English Proficiency of Informatics program. Extensive reading ability and beginner also intermediate vocabulary level of students was examined. Improvement from was found to be significant for

extensive reading ability, and vocabulary acquisition. The results suggest that the effects of extensive reading might be manifested more quickly in L2 proficiency with intermediate vocabulary level, at least for adult L2 learners. Possible reasons for this difference in the progress of different aspects of L2 ability are discussed.

**291 SUCCESSFUL ENGLISH TEACHER'S BELIEF AND PRACTICES IN TEACHING SPEAKING:
TOWARD THE MASTERY OF COMMUNICATION SKILL**

Rosyi Amrina, Raisha Nur Anggraini

The primary goal of teaching English as a foreign language is to enable students to communicate in English effectively and efficiently both in spoken and written form. Particularly in Indonesia, the government has established the similar goal of teaching English through teaching the four skills, listening, speaking, reading and writing. This paper focuses on the teaching of speaking in Indonesia. By teaching speaking, students are expected to be able to use English to communicate academically and internationally as communication is one of the elements emphasized in 21st century skills. Students also need to prepare themselves to face the upcoming ASEAN Economic Community (AEC) by the end of 2015 since global market often requires the ability to use English. However, previous studies show that Indonesian learners commonly have not attained a good level of oral English proficiency and they commonly have high anxiety to speak (Utami and Cahyono, 2006). This paper is aimed at investigating the successful English teacher's belief and practices in teaching speaking in Indonesian context. The investigation will be conducted through case study toward the successful English teachers in State University of Malang. The instruments will be observation and interview to obtain the data about their beliefs and how they put their beliefs into teaching practices of speaking. Thus, the significance of this study is to provide a good role model and example for other English teachers so that they can make use of the findings as the reference for their teaching practices in their own classroom.

**292 AN EVALUATION AND ANALYSIS OF AN INDONESIAN TEXTBOOK FOR TEACHING ENGLISH
IN SENIOR HIGH SCHOOL : A SOCIO-SEMIOTIC PERSPECTIVE**

Ruth Widiastuti

This study evaluates and analyzes an Indonesian textbook for teaching English in Senior High School from a socio-semiotic perspective. With the increasing competition between EFL textbook publishers, and the continuing popularity of textbook-based teaching in spite of heavy criticism, there has been a growing need to upgrade teachers' roles as teaching material evaluators, by critically analyzing and evaluating textbooks. Textbook evaluation will enable teachers, regardless of whether or not textbook use is mandated, to fully comprehend a textbook's content and design; thus, it will assist them in materials selection and/or material development. This project was aimed at analyzing and evaluating the content of the materials offered in the currently used textbook *Contextual English 2 for grade XI of Senior High Schools Physical Sciences and Social Sciences Majors* in Indonesian EFL contexts. In this study, McGrath's (2002) *First Glance Evaluation* was used to understand the general characteristics of the textbook. A social-semiotic perspective proposed by Mican (2006) and grounded in SFL (Halliday 1978) to analyze the data. One unit was carefully selected to analyze the meaning-making process afforded by the semiotic resources in the textbook. The findings suggested that the influence of the current curriculum policy, i.e. moral values integration, and genre-based approach and CLT, is in evidence in the textbook. The strengths of the textbook were identified in terms of the physical aspects, the theme selection, and the attempts to include four skills. However, the traditional grammar-explicit approach is also still heavily implemented. Consequently, the potential meaning-making process using the semiotic resources with the discourses is difficult to maintain. This will impact on the ability to achieve the goal of the

textbook design which is to prepare the students for participation in social practices. The analysis of the textbook highlights the need for materials adaptation and textbook revision. The future design of the textbook needs to be informed by the semiotic functions of texts to make meaning.

293 USING GAP-FILLING TASK IN ASSESSING STUDENTS' ABILITY IN USING INDEFINITE AND DEFINITE ADJECTIVES/PRONOUNS

Sadam Husein

The purpose of the research was to assess the students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns. The design of this research was quantitative descriptive. The population of this research was 173 students of English Department of Faculty of Languages and Arts who registered in the academic year 2011/2012 at State University of Padang. By using simple random sampling technique, thirty students were taken as the sample of this research. The instrument used to test their ability was a grammar test. The test was constructed in gap-filling task or fill-in-the-blank consisted of 100 items and tried out to other thirty students. The students were asked to fill the blank spaces with *one, another, the other, other, others, or the others*. The data was analyzed by looking at the estimation of item discrimination and item facility of the grammar test tried out. After deleting useless questions, 73 items were used to test the students' ability in using them. The allocation time was 90 minutes. The result of this research showed that students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns was poor. The mean score of the grammar test was 47.72. From thirty students, there were only a student with an excellent category and five students with a good category in mastering the materials. These students already mastered the use of *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns, but the others did not really understand. The highest score of the student was 84.94 and the lowest score of the student was 26.03.

294 ESTABLISHING AND OCCUPYING NICHES IN THE INTRODUCTION OF INDONESIAN SCIENCE AND TECHNOLOGY RESEARCH ARTICLES: A GENRE BASED ANALYSES

Basyiruddin Arsyad

Unlike on research article introductions (RAI) in social science and humanities, genre-based analysis on RAIs in the fields of science and technology written in Indonesian and published in Indonesian research journals has been very rare. This study is aimed at analysing the Indonesian RAIs in science and technology disciplines written by Indonesian authors especially on the ways they establish and occupy 'niches'. The finding of this study is important in order to know how Indonesian authors should modify their RAI rhetorical style in order to be acceptable to publish in an international journal. Two hundred research articles in Indonesian in science and technology written by Indonesian authors and published in Indonesian research journals will be selected for this study. The analyses will be carried out using genre-based analysis of text communicative purpose of 'move' and 'step' following problem justifying project (PJP) model as suggested by Safnil (2001). The results on the rhetorical style of Indonesian RAIs will be compared with the styles of RAIs in English published in international journals as in 'create a research space' (CAR) model suggested by Swales (1990 and 2004).

295 MINDVISUALIZER APPLICATION TOWARD THE DEVELOPMENT OF ENGLISH SPEAKING ABILITY IN CLASS OF SPEAKING

Salasiah A, Siti Hajar Larekeng

Technology usage in learning English can contribute the learner success in mastering English. Nowadays, there are many learning tools based technology available online and one of them is mindvisualizer. Mindvisualizer is a kind of e-mindmapping software that can be downloaded

online. This software is effective and easy to use. The software eases the user to form mindmapping concept in developing idea. This study focused on the application of mindvisualizer as an e-mindmapping in developing the English speaking ability of English department students at University of Muhammadiyah Parepare. This study applied qualitative descriptive research. It aimed to describe the effectiveness of mindvisualizer application in learning speaking. Purposive sampling was chosen as the method of sampling and the sample taken was the second semester students, class C and D of English department 2013-2014 academic year at University Muhammadiyah of Parepare. The data was obtained through observation, questionnaire and interview. Data were analyzed qualitatively through percentage. The result of the study showed significance contribution of mindvisualizer application in class of speaking. Based on the research findings, majority students agreed that mindvisualizer was very useful and applicable in class of speaking. They enjoyed a lot this software and ease them to develop their ideas. The menus available in this software make them more creative in expressing ideas as they can put pictures or notes in it. However, there is one weakness of this software as it has a limited application time. Despite its limitation, this software application is highly recommended as one of teaching media in improving speaking.

296 CREATE TO COMMUNICATE: ART ACTIVITIES FOR THE EFL CLASSROOM

Samar Aal

Looking for ways to add simple art activities to your English language classroom? Create to Communicate is a free resource filled with great activities and lessons that use art to foster English language development. This interactive, hands-on session is intended for English language teachers who would like to reap the benefits that the visual arts provide but are unsure of where or how to begin. By providing language objectives matched with art ideas and guidelines, this workshop uses the arts as a tool to build and strengthen English reading, writing, listening, and speaking skills and develop the confidence students need to take risks and explore within a new language. Designed to supplement regular coursework, the purpose of these activities is not to provide art lessons, but rather to provide ideas of how to incorporate the arts into the language classroom to make English accessible and understandable to students. This book is ideal for primary and secondary school EFL teachers looking for ways to spark interest in learning English and reach students with different learning styles. Teachers attending this workshop will receive not only ideas for working with the arts but copies of lessons from Create to Communicate to use in their own classrooms.

297 STUDENTS' PERCEPTION TOWARD ENGLISH TEACHERS' ROLE ON CLASSROOM INTERACTION (A MINI-RESEARCH HELD AT SMAN 1 PAGUYAMAN)

Samsudin R. Ishak, Isnawaty R. Ishak

In order to create ideal form of communicative English instructional practice, students' perspective towards the ideal classroom interaction should be considered. This was the main issue concerned in this mini-research: determining students' perspective toward their English teachers' role on classroom interaction. The research was using descriptive survey design by administering a Likert-Scale based questionnaire following the observable aspects of teachers' roles in interactive classroom suggested by Gebhard (2000). The survey was administered to two classes of first grade students taught by two different English teachers; they were 28 students of Class X-IIS 1 (taught by Teacher A) and 30 students of Class X-MIA 3 (taught by teacher B).

The survey result indicated that based on students' perception, both teacher A and teacher B still have problems in maintaining a communicative classroom interaction. The average value showed that teacher A got 50.75 which can be qualitatively interpret as "Sufficiently Communicative" and teacher B with 60.5 of average value which means "Communicative". Compared to Teacher B, Teacher A was poor in giving opportunities for students to negotiate

meaning with each other through question and answer activity. Furthermore, both teacher A and teacher B were poor in reducing centrality in communication and being cultural informant and needs assessor. This was likely to be a domino effect for other observable aspects proposed by Gebhard. The more teachers take control to the communication at the classroom activities, the more they cannot give emphasis on students' uniqueness, chances, and choices and so on.

298 PERSONALIZED STRATEGIES ON TOEFL READING TEST: A REFLECTION FROM SUCCESSFUL TESTEES

Santi Farmasari

This paper elaborates a research conducted to successful TOEFL test takers on their specific personalized strategies in answering TOEFL reading tests. The research was aimed at finding out the strategies implemented by those who succeeded in achieving high scores on TOEFL test, i.e. the reading tests in particular. The data of this qualitative research were collected through interview and questionnaire techniques to TOEFL Institutional Testing Program (ITP) testees at Pusat Bahasa University of Mataram who were previously selected because of their high achievement on TOEFL Institutional Testing Program (ITP) reading tests (550 and above) and answered minimum 35 out of 50 reading test questions. They were questioned about strategies they used to complete different types or problems on TOEFL reading tests. The research reveals that instead of applying strategies learnt from TOEFL preparation books such as skimming, scanning, and using key words, most of those successful test takers possess a number of personal distinctive strategies such as reading the questions before the text, identifying the type of the questions, and identifying the structure of the texts. In addition to these, this paper also describes the most and the least strategies implemented by those successful testees

299 LISTENING TO MUSIC, DOES IT RELATE TO STUDENTS' ENGLISH SKILLS?

Santri E. P. Djahimo, Dewi I. N. Bili Bora

The aim of this study is to find out whether or not students' interest, in this case, listening to music (English songs) relates to their English skills (speaking and listening). 30 students of the first semester of English Department, Nusa Cendana University have been taken as the sample of this study, and the data has been collected and analysed in a qualitative way through interview, questionnaire, and documentary (students' final scores of speaking and listening subjects). The questionnaires cover the issues relate to the students' interests, particularly, listening to English songs. The interviews cover the similar issues to the ones in the questionnaires, in this case, they are used to recheck and sharpen the students' answers. The study reveals that there is a relationship between the students' interest (listening to English songs) and their English skills (speaking and listening). This can be proved by looking at their answers in the questionnaire and link them to their final scores of speaking and listening subjects. 12 students (40%) who always listen to English songs get the best grade (A) in both speaking and listening subjects. 10 students (33%) who fall into the category of sometimes like listening to English songs get great scores as well for both subjects (25% get A for speaking, 15% get A for listening, 35% get B for speaking, and the rest 25% get B for listening). None of the 8 students (27%) who seldom listen to English songs gets A score for both speaking and listening subjects. 19% students of this category get B for speaking and 6% get B for listening. Most students of this category get C for both subjects (31% for speaking and 44% for listening). This study only has limited aim and has been conducted for a short period of time, that is why, the issues of how significant the relationship is and whether or not the students' performance is as good as their final score cannot be assured as there are some aspects dealing with these are not observable. The outcome of this study will leave a room for finding out more about the correlation in a statistical way in order to find out how significant the relationship is.

300 A STUDY OF THE POLITENESS STRATEGIES USED BY INDONESIAN EFL LEARNERS IN REPRIMANDING

Sarah Miselly, Lanny Hidajat

Reprimanding is an action that potentially threatens a hearer's face badly; accordingly, using appropriate politeness strategies in reprimanding is important in order to save one's own face or other's. People use different politeness strategies in different situations. The type of politeness strategies employed in reprimanding are affected by social distance and social power (Brown and Levinson, 1987). Speakers of different cultures also use different strategies for reprimanding (Garcia, 2009).

This study was intended to investigate the politeness strategies used by Indonesian EFL learners when reprimanding in English in different conditions. The participants were 22 undergraduate students of an international university in Jakarta. The data were collected by using DCT questionnaire adapted from Ahmadian and Dastjerdi's (2010) study, which required the participants to reprimand an interlocutor in the four made-up situations, presented in the following table.

The results indicate that, in Indonesian community, social distance and social power affect the choice of politeness strategies in reprimanding. In addition, the fact that the participants generally used bald on record and positive politeness strategies in the four conditions under study suggests that Indonesians prefer to threaten the interlocutor's face rather than their own in reprimanding (cf. Peruvians in Garcia's (1996) study). This study is expected to give insight to EFL teachers on the importance of teaching appropriate reprimanding strategies to L2 learners.

301 FACEBOOK GROUP ACTIVITIES IN THE EFL WRITING CLASS

Sardian Maharani Asnur

This study explores the student and teacher benefits of using facebook group in an EFL writing class. It also explains several facebook group writing activities and sample assignments that have proven useful in a writing class with second and third semester English and Literature Department at Alauddin Islamic State University of Makassar, South Sulawesi. Research shows that by using social media such as facebook, students become better in problem solving and communicating. Through online social media, students have chance in collaborating and working together with other classmates and also their teachers. It helps them in creating, analyzing, providing information and sharing ideas easier and more efficient. Through these activities, students not only learn how to write better, but it also increases their social awareness and confidence. The activity may release them from the boundaries of conventional writing tools that often restrain and hamper the writing processes. Students can begin to realize their full potential when they are empowered to contribute and collaborate as a team to accomplish their writing tasks more effectively

302 AUTHENTIC ASSESSMENT ON TEACHING WRITING

Satyawati Surya

In this article, the writer concerns on using authentic assessment to measure students' English writing competence since writing course to be the subject of her teaching at the University of Mulawarman. Without any purposes, she usually applies this assessment for measuring her students' writing ability and achievement. Then she realizes that the use of this assessment is a demand of teaching today. Actually, the writer intends to share her experience on using authentic assessment by describing on what and how to apply the assessment. It will provide valuable contribution for teachers and lecturers on how to link between teaching instruction

and authentic assessment. It also assists the students to show their best performance and use the opportunity to expose their competence during the activities in the classroom since the performance is measured on the process of learning. In order to focus her concern in this study, the writer formulates her problems of the study as the following: 1) what kinds of authentic assessment are used to teach Writing II course for the second semester students of English Department of Mulawarman University in academic year 2014/2015? And 2) how to utilize the authentic assessment to measure students' writing English competence of the second semester students of English Department of Mulawarman University in academic year 2014/2015? Authentic assessment presented here includes performance assessment, portfolios, and student self-assessment. The writer also presents two important components in the authentic assessment of writing, that is, the nature of the task and the scoring criteria. This study used descriptive research design which took place in English Department of Mulawarman University. The subjects are the second semester students of English Department

303 STUDENTS MOTIVATION IN TEACHING DRAMA ANALYSIS: PSYCHOLINGUISTICS STUDY ON CLASSROOM BEHAVIOR

Sena Darmasetiyawan, I Made

In the study of psycholinguistics, participants in language teaching took a crucial role in determining analysis method. The step of language acquisition emphasized on the role of long term memory that require materials delivered through the form of examples and sharing experiences. One of the aspect that shows preferred result is students' motivation, which does not appear in constant and definite form throughout the learning process. The data taken from one of the literature class of non-regular program in Udayana University, Bali; where students applied through this class mostly have an occupation elsewhere, so they are showing a tendency of minimum motivation due to their lack of concentration.

In drama analysis, students are expected to comprehend literature theory in the application of drama. Old references of literature of drama for data source are preferred, since these models may provide different stylistic figures that other sources nowadays rarely inputted; therefore, quality of the subject may be assured. In the other hand, impact of using these materials seen on students decreasing motivation, since stylistic figures of old literature are unfamiliar for these students.

Few techniques to improve students' motivation in teaching drama analysis are by using exactly the same script, including play as a crucial mark in assessment, and emphasizing assessment of other supporting fields (staging, costume, and setting). Through these techniques, students motivation appear significantly rising in terms of their contribution to the play conducted; mostly shown by how these students fairly competing on their costumes, dialogue, and act on the stage.

304 THE APPLICATION OF DIRECT METHOD IN TEACHING ENGLISH TO IMPROVE JAPANESE STUDENT'S SPEAKING SKILL

Seri Malini, Ni Luh Nyoman; Sherly Lusiana Boru Simorangkir

This research aimed at finding out how direct method applied in order to improve the speaking skill of beginner level student at English Course SIKI - BALI. The finding shows that student's achievement continuously increase during the application of the method. The aspects of speaking skill which are used as indicator in assessing the development are vocabulary, pronunciation, structure, fluency, and comprehension. The improvement of vocabulary significantly comes from noun, adjective, and verb category. The improvement from pronunciation aspect can be seen from the correct pronunciation of /ʃn/ and /r/. The

improvement of structure can be seen from the use of *adverb of frequency* and past tense verb (V2). The improvement of comprehension, student is able to understand some of the teacher's expressions which could not be understood before.

305 THE CORRELATION BETWEEN ENGLISH PROFICIENCY AND FACTORS INFLUENCE INDIVIDUAL DIFFERENCES IN LEARNING ENGLISH OF THE SIXTH SEMESTER STUDENTS OF ENGLISH AND LITERATURE DEPARTMENT OF ALAUDDIN STATE ISLAMIC UNIVERSITY OF MAKASSAR

Serliah Nur, Aryana Nurul Qarimah, Nur Rachma Isnaeni Hamka

This research studied about the correlation between English proficiency and factors influencing individual differences in learning English of the sixth semester students of English and Literature Department of Alauddin State Islamic University of Makassar.

TOEFL paper-based test and questionnaire were provided as instruments of the research to 37 students of English and Literature Department as the sample of this research. Descriptive quantitative method was used to analyze the data to find out whether or not English proficiency are correlated with factors influence individual differences in learning English.

The result of this research showed that the mean score of students' English proficiency was 382. This indicates that English proficiency of students was fairly good. While the students' factor influencing individual differences in learning English was classified as good. In this research there were five factors influence individual differences in learning English that have been analyzed. They were motivation, attitude, language aptitude, personality and cognitive style. From those factors, attitude factor was the dominant factor influencing students in learning English. The correlation between English proficiency and factors influence individual differences in learning English was low while the result of the Coefficient Correlation between English proficiency and factors influencing individual differences in learning English showed there was a significant correlation.

Based on the result, the researcher concludes that there was significant correlation between English proficiency and factors influencing individual differences in learning English although this correlation was classified as low.

306 LISTENING BOX: ANOTHER WAY TO MAXIMIZE LISTENING TIME

Servo P. Kocu

One of the main natures of learning English as a Foreign Language is lack of exposure to the language. EFL learners in Indonesia face such nature. In Indonesian formal English language education, the teachers are facing several challenges. On the one hand, the teachers have to stick to the national demand for the language learning: genre based instruction and learning. On the other hand, to be idealistic with teaching students to be able to speak/listen may be "painful". Reports and studies have shown that English teachers are struggling to survive lack of learning facilities, not to mention facilities to teach listening comprehension. Many teachers are also entrapped with their inability to provide better exposure for the students toward the language. One of the hindrances may lay in their inability to communicate well with the students in English. Such lack of encouragement, efforts and learning facilities bring this article to seek for other ways to improve one of the important language skills: Listening comprehension in an EFL learning environment. This paper will touch utilizing the Internet as a source for extensive listening activities in an EFL setting. It presents some techniques to compile internet listening materials in a listening box for students and teachers as supplementary materials. The materials are coming in different levels of difficulties the teachers already prepared.

307 TEACHING READING WITH AMERICAN YOUNG ADULT LITERATURE

Sheridan Honore

Teaching reading to teenagers can be difficult, but this workshop focuses on four key themes and how to engage learners in reading critically while practicing other language skills. The presenters will highlight contemporary literature from American authors on the themes of 1) Roots: What makes us who we are, 2) Friendship: What makes someone a good friend?, 3) Challenges: How can we meet life's challenges, and 4) Future: What does the future hold? This experiential workshop will guide teachers through a sample excerpt and the steps of pre-, during-, and post-reading activities that can be applied to any reading activity. Teachers will walk away with new tools for teaching reading and a collection of short stories, poems, and other literature for young adult readers.

308 SENTENCE COMPLEXITY: AN AUTHENTIC ASSESSMENT TO IMPROVE INDONESIAN EFL STUDENT'S WRITING PRODUCTION

Shitadevi, Ida Ayu; Wahyu Mahendra, Made

Linguistically, the more complex clause a sentence implements, the more complex the grammar it embed. A simple clause, as opposing the complex clause, consists of a subject and a verb with optional object or complement. However, Biber et.al. (2011) has proved that complexity of a clause attached in a sentence fails to indicate the complexity of a sentence in writing composition. Furthermore, they indicated the stage of the acquisition of complexity features of writing, including that of in L2 of English. This present study aims at investigating the complexity of sentences produced by Indonesian EFL speakers at undergraduate level represented in essay and thesis writings by students of English Education Department of Ganesha University of Education and students of English Literature Department of State University of Malang, and advance level represented in academic articles taken from TEFLIN Journal. The complexity features of writing comprise: 1) finite dependent clause types; 2) non-finite dependent clause; and 3) dependent phrase types (non-clausal). Theoretically, the implication of the study aims to benefit the development of teaching writing through authentic assessment process. Providing assessment with diagnostic feedback on areas of needed improvement through authentic assessment in English language teaching has become a solution due to its significance for language learner (Brown & Abeyvikrama, 2010: 254). Corpus-based analysis is conducted allowing great number of data to be analyzed to generate more reliable generalization (Baker, 2006). The corpus data and the frequency of sentence complexity as represented by selected features of (Biber et al., 2011), are annotated using CLAWS part-of-speech tagger hosted by Ucrel, and are calculated by Ant.Conc 3.2.4 corpus software.

309 WASHBACK EFFECT OF NATIONAL EXAMINATION ON EFL TEACHING

Sholeh Setiaji, Khairunnisa Dwinalida

Though National examination (NE) does not determine the students' graduation any longer, the Indonesian government through the ministry of education still considers administering NE which is used as the standardization of education and the consideration of state universities admission. As a high stakes testing, which can cause various washback effects, NE in Indonesia has triggered never-ending debates. However, either the proposition or the opposition is not grounded on the basis of research results. This study tries to investigate the phenomenon of washback effects in a secondary school teacher context by conceptualizing a teacher's perception of English National Examination (ENE). Theoretically relevant concepts were derived from qualitative interviews and classroom observation with an experienced English teacher of a senior high school in Banyumas regency. Iterative data collection and analysis revealed: (1) the ENE influences the teacher's teaching in the areas of curriculum, teaching

method, materials, feeling, and assessment; (2) a set of local conditions that make the teacher divert language teaching towards preparing students for the ENE including teacher's belief, school's expectation, parents' expectation, students' motivation and students' academic competence; and (3) dimensions of the washback effect of the ENE which are strong, positive and negative, specific and for a short term. The great tendency of the teacher in focusing the teaching on ENE seems too strong to be erased. Therefore, it is suggested for the ENE administrator to start formulating an examination, which can turn the direction of the washback effect to the real goal of EFL teaching that is communication.

310 DEVELOPING STRATEGIES OF TEACHING LISTENING AND SPEAKING SKILLS TO BLIND YOUNG LEARNERS IN NONFORMAL EDUCATION

Silvester Goridus Sukur

Strategies or methods of teaching English to *normal young learners* have been developed by many experts, but rarely are strategies of teaching English to *blind young learners* developed in Indonesia. Whereas, there are a large number of young learners with visual impairment who are eager to learn English in order to be able to communicate with others in English language as what normal children do. Most of the teaching techniques developed so far are proposed to teach English to normal young learners, not to blind young learners.

This paper aims to elaborate the strategies specifically designed and developed to teach listening and speaking skills to blind young learners in nonformal education institutions in Indonesia. The model of strategies of teaching listening and speaking skills to blind young learners have been being developed at ELTI *KOMPAS* Gramedia Yogyakarta, Indonesia. These strategies of teaching English to blind young learners is hoped to be widely used all over Indonesia in the future to help the blind or visually-impaired young learners be able to communicate in English.

The method that is developed to be used in teaching listening and speaking skills to blind young learners is called *SGS-Combined Method*, a new teaching method which is the combination of some teaching methods and specifically designed and developed to teach English to blind young learners in nonformal education institutions.

311 THE EFFECTIVENESS OF USING SUSTAINED SILENT READING ON STUDENTS' READING SKILL OF INFORMATIONAL TEXT AT THE SIXTH SEMESTER OF ENGLISH DEPARTMENT OF ALMUSLIM UNIVERSITY

Silvi Listia Dewi

The previous research have shown that when students are given choices in selecting texts, they are more encouraged to read. Silent reading was formerly developed to promote a love of reading while synchronously supporting students' reading skill. The purpose of this research is to find the effectiveness of Sustained Silent Reading (SSR) to the sixth semester English Department students of Almuslim University. To conduct this one group pre-test post-test design experiment research, the researcher randomly selected 28 students in sixth semester English Department students of Almuslim University. Students in the classroom should be tested at the beginning of the SSR experiment on reading comprehension. There should be an even distribution of time and gender for the students to provide the SSR treatment. There was also variety and opportunities of students' choice of informational texts for student during SSR. Informational texts have the potential to greatly benefit readers at all levels. Researcher should also devote the same amount of time toward SSR each day and each week in 6 weeks. Time spent reading, however, has shown to be a strong predictor of reading skill. After the SSR treatment, all subjects took the post reading comprehension test. Data was analyzed quantitatively. The one-tailed paired samples t-test was used to examine the effect of SSR on students reading comprehension skill. Data analysis showed higher gains on the reading

comprehension test in all areas for experimental participants. Researcher claimed to have found evidence that SSR could indeed have positive effects on students' reading skill.

312 THE DEVELOPMENT OF A CHRISTIAN ENGLISH ENTRANCE TEST (EET): INSTRUMENT FOR A PRIVATE CHRISTIAN TEACHERS COLLEGE

Silvia Mayasari Hoffert, Yonathan Winardi

An entrance test can serve a few important purposes for a faculty in order to ensure and improve the quality of the teaching and learning process. For many years the Teachers College has employed the same entrance test and felt the urgency to create a new and better entrance test that can also reflect its Christian values. Therefore, this research was done to fill that gap so that the quality and the benefits of the entrance test will be improved. The new test can be used to the next recruitment of the new students.

The research design was an instrument development method of research. The new entrance test has five parts: Reading, Listening, Vocabulary, Grammar, and Translation. Each question in part 1 until part 4 follows the skills assessed by the Paper Based TOEFL (PBT). The types of questions are Multiple Choice Question (MCQ), correct/incorrect, matching, and also error analysis. The translation part has 10 questions in Bahasa Indonesia and the participants must translate it to English without the help of a dictionary. The new set was validated by expert judgments who are native speakers of English and two times micro as well as macro scale piloting. The time allocated for the test was 120 minutes (2 hours).

The research results show that the new EET is valid, reliable, and practical to use. It also tries to promote Christian values and to portray the real life.

313 COMMUNITY ENGAGEMENT PROGRAM: HELPING ENGLISH TEACHERS IN BIMA ESTABLISH A CENTRE FOR LEARNING

Sisilia S. Halimi

Development is something that can be done only by and for *oneself* (Wallace, 1993). This means that development will only happen when teachers feel or see the need to develop; and therefore, even though training could have both aims: to 'train' teachers and 'develop' them, the development will not happen if teachers do not invest in their development. The community engagement program conducted in Bima is planned to help English teachers in Bima develop themselves as English teachers through the establishment of a center for learning.

In the establishment of the center of learning, various programs have been developed to help teachers pay great attention to their continuous professional development program. Why the programs are needed and how the programs have affected the teachers' English language proficiency, teaching knowledge, attitudes toward teaching will be discussed in this paper.

The concept of the center for learning will also be discussed with the aim of giving ideas for the replication of the program in other areas of Indonesia. This 3-year program is meant to establish a center for learning for both teachers and learners. It is hoped that with the presence of this center both teachers and learners will pay more attention to the importance of learning English; and therefore, they will contribute to the improvement of Indonesia's labor force quality, especially in terms of proficiency in English.

314 FOSTERING LEARNER AUTONOMY IN GRAMMAR CLASS

Siti Aisyiyah

Grammar is considered as a complicated subject for most English learners. This makes the

learners are not interested in learning grammar. Moreover, many teachers usually tolerate the learners' weakness in grammar. Grammar has been a controversial topic for years; nevertheless, learners' grammar acquisition and awareness can improve the quality of their English skill. To have good acquisition and awareness in grammar, the learners need a long and simultaneous process. Therefore, the learners are required to have autonomy in learning grammar. This paper reports on how to foster learner autonomy in grammar class by combining learner-centered grammar teaching and explicit grammar teaching. Learner-centered grammar teaching was carried out through group discussion, presentation and language awareness activities. Meanwhile, explicit grammar teaching was done to review the learners' materials in presentation and reinforce their acquisition. Result showed some success in the practice of autonomy, indicated by changes on learners' attitude. However, many learners showed that they focused more on obtaining score than on developing their language acquisition. By implementing the approach, the teacher can assist learners to be aware of their ability to learn independently and equip them with the skill needed for long-life learning.

315 EXPLORING ESP STUDENTS' SPEAKING SKILL BY VIDEO FIELD TRIP

Siti Asiyah

This paper aims to share an idea how the writer as a chief of Language Center never gives up to find good and appropriate methods, strategies, and techniques to make the students of ESP in her university become active in speaking English. Why speaking? As a common problem in Indonesia that most of students who have learned English for many years or got English lesson in every level of education, cannot communicate well using English. One of her efforts is establishing programs in early semester before starting the academic year. Video Field Trip is assumed as an effective and interesting program that can explore the students speaking skill. In this program, the ESP students who take English certification program in her university should follow "Video Field Trip" program in order to have video of communication with native speakers of English or tourists. The students are brought to certain tourism places to find tourists/foreigners and have communication with them. The purpose is to build self-confidence and to explore their English speaking competence in order to prove that they master English.

316 THE IMPLEMENTATION OF SPELLING BEE GAME FOR THE STUDENTS' VOCABULARY IMPROVEMENT

Siti Hikmah Hasan, Tri Septiarini

The study aims at finding out and describing the implementation of the spelling bee game for the students' vocabulary improvement. The study uses classroom action research with two cycles and three meetings in each cycle. The population is Indonesian students at Junior High School level at Serang. The samples are 40 students at the eighth grade in SMPN 17 Serang which are taken purposively random. The study uses vocabulary test which is used to find out the students' vocabulary improvement before and after the implementation of the spelling bee game. To analyze the data, the study uses inferential statistics and descriptive account. It is shown that the students gain vocabulary improvement after treated by the implementation of the spelling bee game with 15.875 mean score from the mean score of cycle 1, 61.25 and the mean score of cycle 2, 77,125. Thus, it is concluded that the implementation of the spelling bee game can be used as one of the teaching techniques in teaching English vocabulary, particularly for the students in Junior High School level.

317 EFL TEACHERS' PRACTICE OF AUTHENTIC READING ASSESSMENT A STUDY AT VOCATIONAL SCHOOL IN CENTRAL JAKARTA

Siti Nadya Villaransi

Assessment is one of the most important components in teaching and learning. Although it plays an important role in teaching and learning process, assessment remains a problem for

teachers that have to be dealt with. In addition, Indonesia Ministry of Education proposes authentic assessment as a way to assess students' progress and achievement. One of the students' achievements includes their reading skill. This study aims at investigating EFL teachers' practice of authentic reading assessment. To reach this purpose of the study, twenty EFL teachers from seven vocational schools in Central Jakarta will participate as respondents to seek the answers to the following questions: What reading assessment practices do Vocational School EFL Teachers in Central Jakarta employ in their classrooms? What purpose(s) do their classroom reading assessment practices serve? What assessment method and techniques do they choose to serve their classroom reading assessment purpose? The finding of this study is expected to enlighten other EFL teachers in the practice of authentic reading assessment.

318 AN INVESTIGATION OF EFFECTIVE TEACHING PRACTICES BASED ON THE DYNAMIC MODEL OF EDUCATIONAL EFFECTIVENESS; THE CASE OF SIX STATES ISLAMIC SCHOOLS IN DKI JAKARTA

Siti Nurul Azkiyah, Lia Aida, Dahlia Puspita Sari

This study aims to investigate whether teachers practice the principles of effective teaching in their regular teaching practices. The concept of effective teaching refers to the classroom factors of the dynamic model of educational effectiveness developed by Creemers and Kyriakides (2008). Referring to teacher instructional roles that have been empirically found to affect student outcome, the dynamic model proposes eight classroom / teacher factors. They are orientation, structuring, modeling, application, questioning, the establishment of classroom as a learning environment (CLE), management of time, and assessment. Mix methods were used. The quantitative side used students' questionnaire and structured observation instrument while the qualitative one used documentation and interview. The study was carried out in DKI Jakarta and involved 22 English teachers and 556 students from six State Islamic Schools. Referring to the observation data, the findings reveal that some teachers have applied some of the principles of effective teaching in their regular teaching practices. Out of five scales, questioning, application, CLE and management of time were scored three in average. However, structuring, orientation, modeling, assessment were scored below three, which indicated teachers' difficulties in these factors. This study is beneficial not only to provide valuable data concerning teachers' practices but also to form fundamental consideration on what aspects should be improved.

319 THE CORRELATION BETWEEN STUDENTS' LANGUAGE LEARNING STRATEGY IN LEARNING SPEAKING AND STUDENTS' SPEAKING ACHIEVEMENT

Siti Rosmalina Nurhayati, Eva Fitriani Syarifah, Putri Rahayu Ningsih

The current study investigated the correlation between language learning strategies in learning speaking used by the students and their speaking's achievement from the score of Speaking for Academic Purposes subject. The participants in this study were the third semester students majoring English education in a state university in Bandung. Questionnaires which consist of the adaptation of Strategy Inventory for Language Learning (SILL) from Oxford (1990) and students' speaking scores from Speaking for Academic Purposes subject were used as the instruments. Both questionnaires adapted from SILL and the students' scores then were quantitatively processed. The result of this study found that there was no significant correlation between language learning strategies in learning speaking and students' speaking score. H_0 of this study was accepted that there is no significant relationship between language learning strategies in learning speaking and students' speaking score in the end of learning period. Therefore, different students' will have different effort in order to enhance their skill in English, especially in speaking.

320 INTEGRATING LOCAL CULTURE IN TEACHING ENGLISH FOR SMK STUDENTS OF ARTS

Siti Sudartini, Siwi Karmadi Kurniasih

It is widely believed that the process of learning a foreign language needs to be conducted on the basis of the learners' needs including their wants and at the same time to focus on how to meet the national curriculum. This phenomenon seems interesting to be discussed, when it particularly the one deals with SMK (vocational high school) students. Why? Learners coming from this particular high school tend to be considered as having the same need as those coming from high schools whereas they have their particular reasons and needs of learning English since they are prepared to be ready to work when they finish high school. It means that they need English that they will later use at work. Despite the different needs that SMK students have, the English textbooks for SMK provided by the government is not much different from that of the regular high school. Therefore, English learning in SMK deserves special attentions. Considering the special needs SMK students have, it is necessary to study the specific needs of them, particularly those majoring in Arts. They need to learn English not only as a content subject but also as a means of understanding foreign culture and at the same time maintaining their own culture. Hence, this particular study tries to discuss the common practice of teaching English to these particular learners, particularly in terms of the materials used and the significance of integrating local cultural content in the practice of teaching English for SMK majoring in Arts.

321 LANGUAGE ASSESSMENT ON 'THE FISHERMAN AND HIS WIFE' FOLKTALES: THE RELEVANCE OF LITERARY ANALYSIS TO TEACHING LITERATURE IN THE EFL CLASSROOM

Siyaswati

Language testing and assessment is recognized as an important issue for the field (Brown & Bailey, 2008), not only for professional test developers, but also for classroom teachers and educators. The Study of literature in some EFL classroom is indispensable, because it exposes students to meaningful context that are replete with descriptive language and interesting characters. Structuring lessons around the reading of literature introduces a profound range of vocabulary, dialogues, and prose. In addition to developing students' English Language skill, teaching literature also appeals to their imagination, develop cultural awareness, and encourage critical thinking about plot, theme and characters. This article presents a basic review of six approaches to teaching literature and assessment on the folktales by giving questions to a deeper understanding of literature.

322 LEGAL ENGLISH: APPLYING A COMPETENCY-BASED CURRICULUM IN AN ESP CLASS

Slamet Wiyono

The National Land Institute (NLI), Yogyakarta is the only Higher Education Institution, in Indonesia, that deals with Land and/or Agrarian affairs. Its missions are among others: running the excellent education which integrates technical, legal, administrative and leadership knowledge on land affairs. Seeing the above missions, legal English plays an important role to be taught. Of course, there are many types of legal sciences such as civil law, criminal law, business law, land law and so forth. In this context, the students of the above institute are taught more on land law rather than other types of laws.

Due to the fact that there is a shift in pedagogic paradigm in the 21st century *) – that is the directional move from teacher-centered to learner-centered learning process; it seems that competency-based education is a better solution in teaching legal English, in this case (land law and/or agrarian law), at such a vocational school – NLI.

In the teaching-learning process under the Competency-based curriculum, it is the learners who have a more active role and not the teacher anymore. Furthermore, "...the curriculum is a collaborative effort between teachers and learners, since learners are closely involved in decision-making process..." (Nunan:1998: 2). The teacher, then, is not the only source but just

one the sources (Suparno, 2004). He functions as a facilitator. However, this does not necessarily mean that the teacher is passive and does nothing. He actively participates in the learning process. He answers the learners' questions when needed, leads the discussion and gives conclusions.

323 THE IMPACT OF LANGUAGE SKILL-BASED CURRICULUM TOWARD STUDENTS' ENGLISH PROFICIENCY

Somariah Fitriani

A language skill-based curriculum is a curriculum emphasizing English skills and its components as the main essential core to obtain students' proficiency. The use of its curriculum has been implemented in STIBA IEC Jakarta since 2001 with some development afterward. Thus, the aim of this study is to explore and describe the curriculum and to evaluate its impact on students' proficiency by investigating the implementation. The qualitative approach was applied by using case study method. This study relied on interviews to students, alumni and lecturers, participant observation as a key instrument and documentary analysis. The data taken were the result of tests, GPA and TOEFL test and the length of study as well as presentation during undergraduate thesis defense as the indicators to see students' proficiency from the 2005 class graduates until the 2014 graduates. The research findings have shown that: 1) students' GPA and TOEFL score have increased year by year of graduation; 2) students' capability of their English skills has been improved somewhat significantly; 3) students are able to do presentation systematically. These findings can be inferred that the use of language skill-based curriculum has affected students' proficiency and the need for curriculum development to improve students' proficiency.

324 USING LOCAL-BASED CHARACTERS AND VALUES IN LITERATURE COURSE (POETRY AND PROSE FICTION)

Sonia Piscayanti, Kadek

The main purpose of education is to build character. In the same way, literature has its main purpose to build character. In its direct and indirect effect, literature has power to build character and values. Literature in many forms (poetry and prose fictions) give not only knowledge but also real experience and involvement. Literature allows students to feel the character, appreciate and analyze the character and reflect it on themselves. The richness aspects on literature builds the wide range of life values. In the teaching of english literature (poetry and prose fiction) in the classroom, in English Education Department, Ganesha University of Education, however, the materials used are often those western literature from western authors. There are problems faced by students such as the culture gap between students' culture and author's culture include the issues, the values, and the characters gap. These could influence the students' mastery and competency level in literature course. Characters development based on local characters and local values are needed. These problems could be solved by one solution, that is to use learning materials with local-based characters and local-based values in the literature course. Local-based characters are those characters which were inspired by real local people with local issues, local conflicts and local values of life. By using local-based characters and values, the goal of literature learning, that is to build comprehension and characters, can be achieved.

325 DEVELOPING PRAGMATIC COMPETENCE THROUGH THE TEACHING OF LITERARY WORK

Sosiowati, I Gusti Ayu Gde

The purpose of language teaching is to achieve communicative competence, which means knowing how to use the language for various purposes and functions in various situation (Harmer, 2006). However, when talking about communicative competence there is a tendency that the idea refers only to the speaker's competence. The one side ability will not lead to

condition in which the goal of communication can be achieved. The hearer must be able to decide the intended meaning of the speakers rather than just listen to the verbal language. The ability to find out the intended meaning is called pragmatic competence, that is the ability of the hearer to understand what the real meaning of an utterance said by a speaker by putting context into consideration.

The pragmatic competence can be developed by using literary work, specifically prose as the teaching material. The reason for using it is that there are conversation in the work and the conversation is completed by context that can be used to determine the utterances. In the teaching process the students are not only taught about pragmalinguistics, but they will also be taught how to decide the meaning of an utterance based on the context.

The development process will be done on the bases of Pragmatics theory (Leech, 1983) and English Language Teaching theory (Harmer, 2006) from which students can trained themselves how to understand the implicit meaning. The mastery of pragmatic competence is expected to be able to complete the communicative competence.

326 INTRODUCTION TO TOEFL IBT WRITING

Spenser Lemaich

This workshop will provide a brief overview of the fundamental aspects of North American university-level writing, including explanations of thesis statements, supporting points, topic sentences, and introductions and conclusions. It will explore and present the case for the close relationship between academic reading and academic writing, with particular emphasis on the value of and need for providing students with appropriate models to set and guide their expectations of TOEFL requirements. This workshop will prioritize the use of free resources and sample tests to equip instructors with tools for teaching their students to analyze written texts and articles for the benefit of their own essay writing.

This workshop will present the practical steps of an approach using ETS TOEFL IBT sample test materials to demonstrate the use of the typical North American argumentation style. After attending this workshop, teachers will have an awareness of an appropriate essay structure for the North American higher education setting, and will have participated in the process of identifying each aspect of this form. The goal of this workshop is to equip teachers to improve their students' essay writing overall—specifically with reference to the requirements of TOEFL IBT written tasks—and to provide their students with a frame of reference for future compositions, all the while making use of freely accessible, public resources.

327 PREDICTING ENGLISH PERFORMANCE OF POLYTECHNIC STUDENTS BY USING TOEIC SCORE AND STUDENT PERCEPTION ABOUT ACADEMIC MOTIVATION

Sri Endah Kusmartini, Tiur Simanjuntak

This study attempts at predicting English Performance of Polytechnic students by using TOEIC score and student perception about Academic Motivation. The researchers try to find out whether TOEIC score added to Academic Motivation as perceived by the students correlated significantly towards English Performance of Polytechnic students partially and simultaneously. Next, the researchers try to find out whether there is a significant difference in terms of Gender towards English Performance of the students. Finally, the researchers try to find out whether there is a significant difference in terms of Origin towards English Performance of the students. This is a Quantitative Correlational Design. This research involved 60 students of English Department State Polytechnic of Sriwijaya semester one, academic year 2014/2015 as the samples. A measure of Academic Motivation was used to find out the Academic Motivation as perceived by the students. Meanwhile, the average score of Listening 1, Reading 1, Speaking 1, and Writing 1 were used to describe English Performance of the students. TOEIC scores

which were taken from the archive of English Department were used to describe TOEIC achievement of the students. Pearson Product Moment Correlation Coefficient, Multiple Regressions and One way ANOVA were used to analyze the data. The results reveal that TOEIC score added to Academic Motivation as perceived by the students correlated significantly and give contribution towards English Performance of the students partially and simultaneously. Meanwhile, the difference in terms of Gender towards English Performance of the students was not significant but the difference in terms of Origin towards English Performance of the students was significant.

328 LEARNING BUSINESS ENGLISH BY APPRENTICESHIP

Sri Hartiningsih

The apprenticeship of Business English is needed as it makes the students know the real job, get experience as well as the students applies the theories that they have got. This one automatically gives addition value and also makes networking between the students and employees as well as with the employers.

The aim of this research is to describe the students' activity, problems and advantages in joining Business English apprenticeship in even semester 2014 in some organizations in Malang.

The descriptive quantitative design is used. The population and sample of this research are the students at English department, Faculty of Teacher Training and Education in Muhammadiyah University of Malang joined Business English choice II in even semester in 2014 that are 71 students. Obtaining data uses interview, observation and questionnaire. The procedures of collecting data are giving interview, conducting observation, giving questionnaires and identifying the data based on the research problems.

The activities done are in F&B, HK and also in guiding as well as in administration. The advantages are finding out knowledge, getting experience and having some friends while guiding only gets experience and knowledge whereas in administration get experience and some friends while the problems faced are adaptation, not enough knowledge of F&B and get a place for apprenticeship while in guiding are adaptation and to get data whereas in administration are to get a place for apprenticeship and adaptation.

329 ACTIVATE STUDENTS' PRIOR KNOWLEDGE IN WRITING BY IMPLEMENTING SANDWICH GRAPHIC ORGANIZER

Sri Lestari

Sandwich graphic organizer is a media to help students in writing essay. This media used to help students in process of prewriting, especially outlining in brainstorming students' idea or in activating students' prior knowledge (Mc Knight 2010: 1). This research is aimed at finding out whether: (1) using *sandwich graphic organizer* can activate students' prior knowledge and improved students' ability in writing essay, (2) To find out how sandwich graphic organizer should be applied in writing class. The research was conducted in IKIP PGRI Madiun. The population was the second semester students of English Department IKIP PGRI Madiun. The research belongs to classroom action research conducted in two cycles. The quantitative data were obtained from writing assessments, while the qualitative data were collected by conducting observation, and interview. The quantitative data were then analyzed by employing descriptive statistic, while the qualitative data were analyzed by using constant comparative method. The findings can be concluded that (1) the implementation of sandwich graphic organizer is successfully enhance students ability in writing (2) the lecturer give clear explanation how to use sandwich graphic organizer then give chance for students to write their outline on that graphic. Using *sandwich graphic organizer* as the media of teaching is

recommended to build students' enthusiasm in learning English, particularly to enhance their writing ability.

330 THE STRATEGY OF ENGLISH TEACHER PROFESSIONAL DEVELOPMENT

Sri Marmoah

The background was teachers are the key figures in learning process. They influenced fundamentally to their students' progress or lack to achieve the desired result. Teachers have a strategic role in education. Teachers play very important roles in educational practice because the teachers conduct a teaching learning process, which is one of the cores of the educational activity. Other educational resources become less significant if not accompanied by quality teachers. Teacher plays a key role to advanced education in the withdrawal of an educational unit. Teachers are spearhead in the effort to improve service quality and educational outcomes. Professional development is the strategy government and schools use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. Emphasis on quality education requires the teaching force be competent in curriculum delivery. Transference of learning requires knowledge, skills and attitudes from technical know-how to the creative art of teaching. The strategies to improve the status of English teacher through professional development are: extending the career pathway for English teachers, improving the qualification of the English teacher educators, upgrading the English teacher educators' entry qualification, research and development, curriculum support programs, management courses for administrators and school heads, inspection of educational institutions, publicizing the achievement of English teachers, the Smart English Teacher Training Course, Several Weeks of Professional Development, and a one-year Specialist training Certificate. The programs offered do not come cheap and the government has to make provisions for them so it takes steps to overcome this issue through various measures.

331 WHAT MOTIVATES INDONESIAN HIGH SCHOOL STUDENTS TO LEARN ENGLISH?

Sri Puji Astuti

This multiple case study investigated how teachers implemented motivational teaching strategies and the impact of these strategies on students' motivation in an Indonesian high school context. The participants were four teachers and four groups of their students. The data were collected by conducting semi structure interview for teachers, classroom observation, stimulated recall and focus group interviews for students. Each teacher had unique strategies to motivate their students and these strategies impacted on students' motivation. The students reported that the strategies influencing their motivation can be categorised into five main groups: teachers' classroom behaviours, supportive classroom atmosphere, selection of learning resources and activities, the usefulness of English, and the way feedback is given. These findings suggest that teachers of English in an Indonesian high school context can influence their students' motivation by understanding the impact of motivational teaching strategies on students' learning and behaviour.

332 WRITING A THESIS STATEMENT FOR STUDENTS OF ENGLISH DEPARTMENT UDAYANA UNIVERSITY

Sri Rahayuni, Ni Ketut

In a composition, the thesis statement is a statement of purpose. It usually appears in the first paragraph. The thesis statement usually appears near the beginning of a paper. It can be the first sentence of an essay, but that often feels like a simplistic, unexciting beginning. It more frequently appears at or near the end of the first paragraph or two. Although it is certainly possible to write a good essay without a thesis statement (many narrative essays, for example,

contain only an implied thesis statement), the lack of a thesis statement may become a lack of focus in an essay. Many writers think of a thesis statement as an umbrella: everything that you carry along in your essay has to fit under this umbrella. A good thesis statement for an essay fulfills some requirements. Those requirements are: it is a complete sentence, it is limited to one clear idea, it expresses an attitude or an opinion, and it is a statement that can be argued. Formulating a good thesis statement is still hard to do, especially for the students. The teacher needs to find out the best way to guide them in making a good one. Some errors still occurs in student's writing related to thesis statement. The definition of error analysis is given by Brown (as cited in Ridha, 2012, p. 26). He defined error analysis as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner". The purpose of this study is to find out the best way in teaching how to write thesis statement for students of English Department, Udayana University and to find out what are the common errors occurs in their thesis statement writing.

333 modifying peer assessment with internet browsing in the TRANSLATION CLASS of english department

Sri Rwa Jayantini, I Gusti Agung; Sulatra, I Komang; Chrisma Dewi, Putu

This study investigates the effectiveness of modifying peer assessment and internet browsing as an integrated approach in the translation class of English department. Peer assessment is found to be an enjoyable approach since the learners are able to learn from their peer's performance (Widiati, 2003, Wang and Han, 2013). In line with Vygostky's constructivism that believes in the strength of social interaction to construct knowledge, peer assessment can be potentially used to evoke the learners' critical thinking through social dialogues (Juwah, 2003). Meanwhile, to broaden the learners' knowledge and coping with the uncertainty whether or not their translation is accurate, acceptable and readable, the English department students can learn from the utilization of information technology through its search and engine facility. For example, when facing the difficulty in translating a specific term, they can browse to decide the appropriate translation by considering the usability of the term. After conducting a survey, it is found that the modification is, at the same time, completely effective to enhance the learners' translation skill and to broaden their horizon. As they are asked to rate their friends' works, the learners may raise their critical thinking by sharing and learning from the information they absorb.

334 PPG SM-3T: AN ATTEMPT TO PRODUCE FUTURE PROFESSIONAL TEACHERS

Sri Wahyuni, Rini Susanti Wulandari

There has been a great number of teacher professional development programs carried out by the government to improve education quality in Indonesia. One of the programs which has been becoming the government's concern for several years and supporting the program of *Maju Bersama Mencerdaskan Indonesia (MBMI)* is the teacher training program (*PPG*) for the participants of The Bachelor Education Program for Remote, Outlying and Disadvantaged Regions (*SM-3T*). *SM-3T* is a program designed to overcome the problem of lack of teachers in remote areas. Besides, the program gives the participants opportunities to develop their teaching experiences and prepares them to be future professional teachers. Moreover, the teacher training program (*PPG*) itself is conducted to enrich participants' professional, pedagogical, personal, and social competencies. In regard to the ultimate goal of the program which is to prepare and produce professional teachers, it, therefore, is carried out with two main activities; workshops on designing instructional instruments and teaching practicum. However, does the program yield a satisfying result? Do the professional teacher candidates improve their competencies? Thus, this paper is intended to find out the contribution of *PPG SM-3T* to the improvement of teacher candidates' professional competence. Based on the data analysis gained through questionnaires, documents and interview distributed to the *PPG* participants, teachers, and instructors, *PPG SM-3T* participants improved in terms of their

professional competence and characterize future professional teachers.

335 INSTRUCTIVE FUNCTION ON "86" PROGRAM REALITY SHOW IN NET TV TO YOUTH BEHAVIOUR

Sri Widiastutik

Selective TV program must be decided by viewers since variety programs provided by the television recently. Its purpose is not only entertaining, but also giving information, instruction and inspiration to the people. In some cases this has been taken concern related to their programs. This study concerns on the latest TV program entitled "86" which derived from the password bun State Police, meant as "Understood".

It is a reality show, not only providing information but also educating viewers on the instructive language of Indonesian police which often became an inquiry to the society. The activity of watching this program stimulate the adrenaline could follow the action of police in raids, witness the incident, applying traffic discipline, severe cases of police even their personal life. Data is randomly used conducted by distributing questionnaires about the reaction of the youth behavior to be thoughtful towards the traffics signals compare to their understanding the instructive functions are stated by the police.

The observation will be focusing on the youth based on theory of communication as the theory of behavior and cognitive. It is considered as the manifestation of the process of thinking (in understanding the instructive function of the police statement), behavior (action) and attitude of the youth. Therefore, determinant variables have an important role on personal cognition usually beyond their self control of the signals. Both correlation depends on a person's cognitive behavioral. It can be explained when a driver pass the forbidden sign "No Entrance" while driving the motorbike marks collide with the rule (behavioral), then such a person perceived (cognition) that act of prohibiting the rule.

336 TEACHERS' DIFFICULTIES IN LESSON PLANNING: DESIGNING AND IMPLEMENTING

Srihidayanti, Desi Wijayanti Ma'rufah, [Khainur Jannah](#)

Since 2006 curriculum (School-Based Curriculum), the teachers have their own authority to design their teaching learning process through lesson plan. Since preliminary research was conducted by the researchers, some English teachers seem to have some difficulties in designing and implementing their lesson plan. Regarding to that issue, this study is then designed. This study aims to figure out the difficulties of an English teacher in designing and implementing lesson plan in her teaching learning process. To do so, a case study will be conducted. An English teacher of Vocational High School will be involved as a respondent in this study. The data will be revealed through three data collection techniques. They are observation, interview and document analysis. Non-participant observation will be conducted three times in different classes of XI grade in Vocational High School. Field notes and video recorder will help the researchers in conducting the classroom observation. These observation are to reveal the implementation of her lesson plan in each class. Moreover, the semi-structured interview will be directed to an English teacher to know her opinion of the difficulties in designing the lesson plan. An interview guideline and audio recorder are proposed in the interviewing the teacher. Besides, the document analysis will be reviewed to know her teaching learning process design of lesson plan. To analyze the data, Miles and Huberman model consisting of data reduction, data display and conclusion drawing or verification will be employed. This study is expected to contribute the idea of theory of designing and implementing lesson plan. Particularly, in the context of 2013 curriculum. In addition, the recommendation will be proposed to the educational parties based on the findings of this study. So, it is expected that they will make a new regulation or policy regarding to issues presented by this study.

337 LISTENING STRATEGIES AND APPLICATIONS FOR UNIVERSITY STUDENTS

Suastini, Ni Wayan; Dian Puspita Candra, Komang

The primary language of human being develops from listening and speaking. Listening as a tool for language learning should be considered as important as the other language skills; in other words, it should be taken into account with the same importance in the teaching –learning process of a second or foreign language. Listening and speaking are closely integrated skills as we learn speaking through listening. The teaching of listening skills is vital as it takes priority role not only in the classroom teaching – learning situation but also in the daily life of communication which includes life at the work place. This study aims to provide simple and clear teaching strategies for listening to help students actively comprehend spoken messages, work out implied meanings and develop organized points of view in response in class. This research was carried out to University students of English Department. The population was the second semester students. The relevant activities are proposed for second semester of University students in a large –sized classroom, and encourage students to “listen actively” as they work to organize their ideas within the listening process. Various tasks provide students with opportunities to improve their listening ability, memory retention, and learning motivation. Teacher’s feedback is included to show how students actually responded, and to help other teachers use them more handily. The collected data was analyzed in order to obtain findings that gave answers to the research questions. Those findings were discussed based on what experts have written about the field to support and enlighten the results of the study.

338 IDENTIFYING RHETORICAL NEED OF INDONESIAN ACADEMICS WISHING TO PUBLISH IN ENGLISH LANGUAGE INTERNATIONAL JOURNALS: A CORPUS-BASED STUDY

Suciani, Ni Ketut

Indonesian academics are now under constant pressure to publish their research in international journals as the Indonesian academic reward system has determined that to move up to a certain academic rank they need to have at least one research published in an international journal. Yet there is a paucity of research studies examining the rhetorical need of Indonesian academics wishing to publish in English language international journals. To address this lacuna, the present need-analytic, corpus-based study sought to analyze the rhetorical need of Indonesian academics reporting their research in English for international publication. More specifically, the study aimed to examine whether Indonesian academics need to be given instruction on how to hedge propositions in academic writing. To this end, a corpus of 26 Indonesian Applied Linguistics research articles was compared with a corpus of 26 English Applied Linguistics research articles written by native speakers of the respective languages in terms of frequency of use of hedges, i.e. rhetorical features, such as may, perhaps, suggest, used to withhold complete commitment to the truth-value of propositions. The assumption of the study was that when they report their research in English Indonesian academics deploy rhetorical characteristics inherent in the Indonesian academic writing. Statistical analysis revealed that English research articles contained significantly more hedges than their Indonesian counterparts (Mann-Whitney $U = 68.00$, $n_1 = n_2 = 26$, $p < 0.05$, $r = -0.69$), suggesting that Indonesian academics are indeed in need of instruction which specifically focuses on how to hedge propositions in English.

339 SELF ASSESSMENT FOR CHARACTER EDUCATION, DOES IT WORK?

Surya Mahayanti, Ni Wayan; Kerti Nitiasih, Putu

The teaching and learning at school should be conducted with the orientation to improve the students’ ability and at the same time to develop their character. A series of efforts is needed to create the teaching and learning process which is quality and character oriented. The development of teaching and learning can be conducted through three implementation

channels of character education: teaching materials, teaching and learning model, and authentic assessment. Self assessment as one kind of authentic assessment is the most important channel as the use of authentic assessment will include the selection of the teaching materials and the teaching and learning model. Self assessment guides the teaching and learning through the creation of various learning activities carried out by the students during the teaching and learning process which contains character values. Self assessment encourages students' involvement and responsibility and to reflect on their role and contribution to the process of learning as well as shows the indicators of the students' character development. Based on these facts, the use of self assessment will contribute to the improvement of the students' ability and their character development.

340 REAL ENGLISH – REAL LEARNING

Steve Lever

Those responsible for teaching learners at schools, universities or technical institutions are very much aware of the fact that their learners will move into the real world and that what they learn before they leave can have a direct effect on their social, educational and career prospects.

In this workshop, we will discuss how the shift in language education from a knowledge based to skills/competence based approach has gone a long way to further the process of merging classroom teaching with real-life needs – a trend also gradually being reflected in international exams. We will discuss how these changes have not and should not result in 'the baby being thrown out with the bath water': learners still need to be taught the perennial language areas of linguistic, sociolinguistic and pragmatic awareness, but these should be explored and reinforced in context during both receptive and productive skills practice.

Above all, we will be focusing on the practicalities of these issues; how to teach so that learners are aware of them and are sensitive to the connection between language choices and effective communication.

341 TEACHING ENGLISH FOR THE MEMBERS OF POKDARWIS IN BADUNG REGENCY - BALI

Sudipa, I Nengah

This article aims at describing the process and result of English training for members of the society called Pokdarwis (Kelompok Sadar Wisata). The members were intensively given for 4 hours the materials including : greeting, farewell and special expressions, apologizing, request, invitation and suggestion. The steps of the training methods were : orientation, drills, feedback and continuation. They were delivered in terms of conversational process using the techniques of : RELUS (R=read, LU =look up, S=say). The result showed that 12 out of the 18 participants obtained excellent and the rest were still in good predication.

342 TEACHING SPEAKING (ACTIVITIES TO PROMOTE SPEAKING IN A FOREIGN LANGUAGE SETTING)

Suhartono, Yatno

Teaching speaking is a very important part of foreign language learning in Indonesia. The ability to communicate in English clearly and efficiently contributes to the success of the learner in school, and later in every phase of life. Speaking is the process of building and sharing meaning through the use of verbal and symbols, in a variety of contexts. It is a crucial part of second and foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued, and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way students can express themselves and learn how to follow the social

and cultural rules appropriate in each communicative circumstance. In order to teach learners how to speak in the best way, some speaking activities in class and outside class with its method of teaching at elementary to advance level are provided. They can be applied to ESL/EFL, especially EFL classroom settings in Indonesia, and suggestions for teachers who teach oral language. Various speaking activities with discussion groups and games in communicative approach can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful, fun for them and these activities are made in EFL setting.

343 A RETROSPECTIVE EVALUATION ON ENGLISH LEARNING MATERIALS TO FACILITATE STUDENTS' LEARNING

Sukarno

English learning materials play an important role in teaching English as an international language (TEIL) and determine the success of English teaching-learning processes in classrooms. They are basic inputs for the students in learning. They can either foster or impede students' learning, depending upon their degree of suitability for the students. As the students are the doers of learning, the English learning materials, as inputs, should be suitable for the pre-determined learning objectives and students' characteristics and socioeconomic cultural backgrounds in order that they facilitate students' learning. The English learning materials, therefore, should predictively and retrospectively be evaluated. The second model of the material evaluation determine the suitability of learning materials for the students that can be conducted by the English teachers and students in the classroom. This article discusses the importance and role of a retrospective evaluation on English learning materials as the basis for selecting suitable English learning materials and for developing suitable teacher-made English learning materials. The discussion includes aspects of English learning materials to be retrospectively evaluated, the way how to conduct a simple and micro-retrospective evaluation, and the benefits of a retrospective evaluation for English teaching-learning processes to improve the students' achievements.

344 THE SHIFT OF STUDENTS' PERCEPTION ON NATIVE SPEAKING MANNERISIMS THROUGH FRG

Sultan G Stover, Dominicus Yabarmase

Traditional English Language Teaching (ELT) is directed to teach English as a foreign language for non-native speakers of English (Jenkins, 2009). Students struggle in English when their identity as non-native speakers of English is labelled as passive, uncritical, shallow and other negative attributes (Holliday, 2005). To deal with this issue, students need to be engaged with various language issues, to broaden their perspectives, so they can be competent learners and speakers of English.

This research was done through Focus Reading-Group (FRG), which is group discussion among university students, alumni, and lecturers. It is formed to build students' critical thinking skills towards current issues in ELT. The topics discussed including Native Speaking Mannerisms and Standard English. The focused reading group (FRG) was conducted over the span of 14 90-minute meetings with university instructors facilitating the meetings. Discussions were based on the readings assigned each week.

To see the influence of FRG toward students' perception, a case study was conducted in the FRG. To collect data, the researchers used interview and reflective writing as the instruments, while the researchers used descriptive analysis on the findings. Based on the data collected, it is evident that there is a changing paradigm on the issues of Native Speaker idealisation into

empowering students' identity as Multilingual speakers of English.

345 GRAMMAR TRANSLATION METHOD (GTM) VS. COMMUNICATIVE LANGUAGE TEACHING (CLT); TEACHING READING SKILL FOR TEENAGERS IN RURAL AREA

Sumarsih, Masitowarni Siregar, Dedi Sanjaya

The aim of this paper is to examine the significant difference of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) for the teenagers in rural area in Indonesia and Malaysia. This research is an experimental research and the quantitative data would be collected from 60 students in Indonesia and 60 students in Malaysia in which 30 students in each group of study. Furthermore, the subjects of the research were teenagers on the age between 14 years old and 19 years old. Moreover, the quantitative data would be analyzed by using t-test in SPSS 21.0 version. The instrument of collecting data used objective test (multiple choice items) and subjective test for reading descriptive text materials. To obtain the reliability of the test, the researcher applied Kuder Richardson formula (KR. 21). The pre-test and post-test were administered and then the data were statistically analyzed by using the t-test formula. Based on the analysis of the data, the result indicated that there was a significant difference between applying Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) on Students' Reading Descriptive Text Achievement for the students in Indonesia and the students in Malaysia as well. However, there is no significant difference of applying Grammar Translation Method (GTM) for both Indonesian students and Malaysian students. In addition, there is no significant difference of applying Communicative Language Teaching for both Indonesian students and Malaysian students.

346 ENGLISH FOR SPECIFIC PURPOSE: TEACHING LEGAL ENGLISH TO LAW STUDENTS VIA E-LEARNING

Supardi

Since its advent to the present time Internet has contributed to many aspects of life. In English teaching and learning, for example, it does not only provide materials that are ready for use for teaching and learning, but it also offers some facilities, such as e-learning into which the teachers of English can insert or upload their teaching materials and from which the students can learn those materials. Based on these facts, this paper addresses its discussion on teaching Legal English (LE) for law students via e-learning provided by Information Technology Centre at the University of Jember in the program of Integrated Information System (SISTER). For this discussion, this paper then explores the importance of LE for law students, e-learning at the University of Jember, and sample materials developed for teaching LE to law students. With these points of discussion, this paper can hopefully be a consideration for teachers of English to develop their materials for teaching via e-learning.

347 ERROR CORRECTION AS A METHOD IN TEACHING WRITING TO EFL STUDENTS

Supiani

Teaching writing can be a very exhausting and time-consuming process, for there are simply too many aspects to attend to when responding to a piece of students writing, including content, organization, development, rhetoric, and so on. The situation gets even more complicated when it comes to the teaching of foreign language writing as the writing teacher is faced with even thornier problems-grammar and diction. To overcome these problems, this paper presentation will explore how actually error correction can help and encourage students to compose better papers. The presenter will begin by discussing the concepts and teachers' roles in giving correction of students' writing. It will move on to address the implementation for the use of error correction in teaching writing. Additionally, the presenter will talk error correction

benefits to writing in EFL students. Therefore, error correction is appropriate and effective method that used for responding students' accuracy in foreign language writing and contribute the process of writing. Appropriate teacher feedback is needed in order for them to understand their discourse problems, gain help when making revisions and thus improve their writing ability.

348 A STUDY OF COMPENSATION STRATEGIES IN SPEAKING ACTIVITIES OF SEMESTER 4 STUDENTS OF THE ENGLISH STUDY PROGRAM

Syafryadin, Salniwati

This study investigated compensation strategies which were used by competent and poor speakers to avoid communication gap in speaking activities. The samples of this study were 5 students assumed as competent speakers and 5 students assumed as poor speakers of semester 4 at English Study Program in one of the universities in Kendari. This study used descriptive quantitative design by using observation sheet and questionnaire. The data was analyzed based on three criteria; High, Medium, and Low by the key of understanding the students' averages (Oxford, 1990, p. 291). The findings of this study were dominant strategy used by the students either competent speakers or poor speakers as their group tendencies that was selecting the topic with the same overall average score of 4.0; competent speakers mostly used selecting the topic with the overall average of 4.0, adjusting or approximating the message with the overall average of 3.6 and using mime or gesture with the overall average of 3.5; poor speakers also mostly used selecting the topic with the overall average of 4.0 and coining word of 3.5. Furthermore, in spite of competent speakers much more used compensation strategies than poor speakers; however, compensation strategies are extremely useful as guidance for both competent and poor speakers to avoid communication gap in speaking activities.

349 INVESTIGATING THE TEACHER'S TEACHING APPROACHES IN BILINGUAL CLASSROOM

Syarifah Kurniaty K

The study focuses on finding out and describing the teaching approaches that teacher uses in bilingual classroom. The study is a descriptive qualitative. The data source is one English teacher and twenty nine students taken bilingual class of English and Indonesian purposively random. To collect the data, the study uses direct observation and interview. The data are analyzed using Constant Comparative Method with completed narration after several observed meetings. The results showed that (1) the teaching approaches which the teacher applies are insufficiently required the principles of contextual teaching and learning approach and total physical response method, (2) the teacher integrates various teaching approaches, such as computer based learning, cooperative learning, problem based learning, task based learning, and contextual teaching and learning, and (3) the teacher dominantly uses problem based learning as his teaching approach.

350 THE EFFECTIVENESS OF ORAL LITERATURE-BASED INSTRUCTION ON STUDENTS' SPEAKING ABILITY

Syawal

This study examined the effectiveness of oral literature-based instruction on students' speaking ability. Oral literature-based instruction is a learning strategy which focused in using oral literature as teaching media as well as learning material. This study was conducted at the Department of English Education, Faculty of Teachers Training and Education, University of Muhammadiyah Parepare in 2014/2015 utilizing a pre-test and post-test design, involving the second semester students as the subjects. The samples were determined based on simple random sampling in which every individual in the population had an equal chance to be chosen as a sample. The results of the post-test indicated that the students who were

treated with oral literature-based instruction had better achievement than those joining a conventional instruction. It is proved by the data of Experimental class where there is significant difference between the mean score of pretest (65.85) and mean score of posttest (80.59). Besides, the result of t-test calculation shows that the t-test value (5.76) is higher than t-table value (2.052) at level of significance 0.05. Moreover, in control class, there is also significant difference between the mean score of pretest (66) and mean score of posttest (71.30). In addition, the result of t-test calculation shows that t-test value (5.76) is higher than t-table value (2.052) at level of significance 0.05. It could be concluded that the speaking achievement of the experimental group was better than that obtained by the control group. Accordingly the null hypothesis was rejected and the alternative hypothesis was accepted. This concluded that there was a significant difference between the students' speaking achievement treated by oral literature-based instruction and those treated based on conventional instruction.

351 EXPLORING APOLOGY STRATEGIES USED BY TOURISM STUDENTS IN HANDLING COMPLAINT SITUATIONS

Tatang Sopian

I was surprised to find out that almost every students believe that "I do apologize" is the magic formulae to overcome any problems in hospitality services. On the other hand, I am sure that hospitality business requires it staffs to act naturally and promptly in delivering its services. This includes the staff's verbal ability, for example in handling complaint situations. This research aims to identify and describe apology strategies used by tourism students in complaint handling situations and to see whether the students who come from different regions choose different apology strategies. To limit the study, only hospitality services settings related to rooms, restaurants and housekeeping services are measured. Using Discourse Completion Test the students are asked to elicit their responses in given situations that is designed of different causes of offences; namely by hotel rules, by hotel design or policy, by others, and by personal fault.

To analyze the obtained data the writer uses CCSARP coding scheme that is to identify their Head Acts as well as their segments such as intensifiers of the apologies.

The population of this research is tourism higher education students in Indonesia, while the sample is taken from four well-known tourism schools located in Bandung, Bali, Makassar and Medan.

The findings of this research would be beneficial for teachers who teach ESP for tourism and hospitality. One of the advantages is that teachers will have basic information of the tendency of students' apology strategy choices in handling complain situations.

352 TEACHER-LEARNER COLLABORATION IN TEACHING SELF-DIRECTED LEARNING

Ted O'Neill

Self-Directed Learning (SDL) is seen as a necessary skill for success in education and employment. Silén and Uhlin have described "students' need for collaboration with faculty in their process of becoming self-directed" and the relationship between competence and the ability to make independent choices. In this presentation an experiment in teaching SDL will be described and analyzed. In teaching a required first-year English course for students majoring in French at a private university, the instructor also participated in the course as a learner of a new language. The instructor served as a model, made choices along with the students, and struggled with the same issues of learning, time management, sustaining motivation over time, and setting high, but attainable goals. The course followed a tutorial model and guided learner choices of tools for language learning. Learners evaluated tools and practices effects on their

own motivation and proficiency. The resulting narratives, instructor reflections, learner reflections, and results in language proficiency will be presented to illuminate issues in teacher and learner expectations, perceived effectiveness of the instructor as an exemplar in teaching SDL, and changes in motivation for students and instructor as learners.

353 A BREAKTHROUGH SYLLABUS IN TEACHING LANGUAGE TESTING COURSE

Tedi Rohadi

The word “testing or assessment” has always been a scary thing for anybody especially students. This perception is worsened by the fact that time allotment of the course is limited and the scope of materials to be covered is overloaded. As a result, the students are overwhelmed, confused, and even frustrated. The paper is a report of a breakthrough syllabus in teaching language testing course resulted from a classroom action research in effectively transforming such frightening, bewildering, and discouraging nuances to be a conducive teaching-learning circumstance. Theories and concepts underpinning the study as well as research methodology will initiate the paper. The next part of the paper will discuss the so called “a breakthrough syllabus” itself as the focus of the study and its implementation and findings. The paper will not only elaborate some problems that were encountered during the implementation but also will provide some suggestions to anticipate those potential problems in the end part of the paper. The discussion last but not least enlighten every aspect involved in the study.

354 CULTURAL AND LINGUISTIC RELATIVITY: THEIR IMPLICATIONS ON ENGLISH LANGUAGE TEACHING

Teguh Sulistyono

The main purpose of this paper is to discuss the importance of cultural contents in English Language Teaching (ELT) in Indonesian context. ELT in Indonesia aims at empowering students to develop competence in communication, to increase students’ awareness about the importance of English in the globalization era, and to develop students’ understanding related to the relevance between the target language and its culture. Based on the fact that every language is unique structurally and culturally, it is important to present cultural contents in ELT for some reasons. Furthermore, realizing the inseparable relationship between language and culture, it is crucial to present intercultural contents covering both local and target cultural contents in ELT activities to make students realize similarities and differences between L1 and L2 to raise their awareness that there are varied worlds around them to inculcate cross-cultural respect. The present paper also provides some tips which are helpful for developing cross cultural understanding (CCU).

355 TEACHING ATTITUDES COMBINED WITH TEACHING ENGLISH FOR HOTEL STAFF

Tika, I Ketut

People say that attitudes taught and learned during training are the most important part of the training. However, on the hand they say that attitudes cannot be taught. To find out which one is true, this present study is aimed at showing how to teach attitudes for a hotel staff during their English training. The training of English was given to selected staff from different departments ie. Front Office, Housekeeping, Food & Beverage Production and Services and Security Department.

The result of the study shows that the combination of the communicative acts (attitudes) and the communicative functions in the process of English training could improve their awareness of good services towards customers. It is proved that attitudes can be taught even though it is not easy to teach and as well as not easy to measure.

356 THE STUDENTS' NEEDS ANALYSIS TO DEVELOP TEACHING AND LEARNING MATERIALS OF ENGLISH PROFICIENCY TEST

Tita Ratna Wulandari

Developing teaching and learning materials on English proficiency test is an essential attempt to help people in successfully taking the tests. This study focused on Test of English as a Foreign Language (TOEFL) which is really recognized and acceptable in Indonesia. In fact, TOEFL is mostly used by Indonesian Government Agencies and Private Companies as one of their employees' recruitment standards, for example, the recruitment of public servant in State Ministry of Women Empowerment and Child Protection in 2014 required the applicants to have a certificate of 450-TOEFL score. This study was only a first stage (i.e. needs analysis) of future research (i.e. research and development stages) which will later follow the procedures of Dick and Carey's Instructional Design. Therefore, this initial study was only aimed to collect the data of test takers' needs for their learning in order to help writers to do the next stage of R&D procedures. Hopefully, the data found can be used as databases on developing teaching and learning materials for TOEFL preparation. 20 students of senior high school majoring in science were the samples of this study. They were all the twelfth grade students and females. They were given a TOEFL-Like test to see their initial scores. Meanwhile, questionnaire and interview were used to see their needs. From the test given, it was found that the highest score was 403 and the lowest score was 320. The students' scores ranges are mostly on 330-360. However, the result of questionnaire and interview are still ongoing process.

357 ENHANCING STUDENTS' VOCABULARY THROUGH ENGLISH BUSINESS MEETING SIMULATION IN ESP SETTING

Titien Indrianti

State Polytechnic of Malang is a vocational institution having a commitment to produce competent graduates ready to compete in global world. English as one of the competences necessary for students' future is allotted in the instructional process. The English instruction objective is to provide students with more practices close to their real-life situation setting. Learning by doing, then, serves as a basis of the English instruction approach.

Simulation as an instructional method is believed to be closely related to the real life situation. The objective of applying simulation in English class is providing learners an opportunity to employ their English in real context. Vocabulary as an essential element of language can also be explored optimally through simulation in ESP class setting.

This paper is based on classroom action research discussing about to what extent the students' vocabulary acquisition is enhanced through the implementation of Business Meeting simulation in Business Administration Department, State Polytechnic of Malang. The subjects were those of the second grade students taking "Business English II" classes. The intended vocabulary to acquire deals with: starting meeting/presentation, organizing points, and closing presentation. In the meantime, the topics to discuss were company knowledge, product knowledge, market research and advertisement.

The result of the study indicates that there is better improvement in the students' vocabulary acquisition in the form of written and spoken communication. The findings show that the students' scores both in written and spoken test have improved even though the enhancement does not boost very highly.

358 FUN-TASTE TICK ENGLISH AS A WAY TO BUILD YOUNG LEARNERS' CONFIDENCE IN ENGLISH

Titik Wahyuningsih

Children are born smart; their brains are like sponges that absorb anything easily. Thus, Piaget said about children's capacity as active learners and thinkers as they learn actively by interacting with their physical environment. However, according to Bruner, children can only learn effectively through scaffolding by adults. Vygotsky says further about adults' help to children through his theory of Zone of Proximal Development (ZPD). In short, children, with the help of adults, can reach their maximum capacity of learning easily.

This paper presents the success of English learning community services applied *Fun-Taste Tick English* as a method. It was done since Indonesian Curriculum of 2013 has removed English subject at elementary schools. This method pays attention at children's need through their age characteristics. Thus, all activities done consider any aspect suggested by Piaget, Bruner, and Vygotsky to make children learn with maximum outcome.

There are two groups of children: the first group consists of some orphan girls around 11-13 years old who are mostly have ever got English at school while the second group consists of some children from rural area aged 7 to 12 years old and most of them have not experienced English at school. The outcome shows a significant triumphant: the first group whose members were mostly introvert girls showed their interests in English and were confident to perform their ability in practicing English while the second group who showed their reluctance in English finally found it fun and even very curious to know English more.

359 A STUDY ON STUDENTS' ABILITY IN TRANSLATING ENGLISH TEXT (A RESEARCH CONDUCTED AT 4TH SEMESTER OF ENGLISH DEPARTMENT 2008/2009 ACADEMIC YEARS)

Titin Suhartini Kaaba

The main problem which has been identified in this skripsi is about "how is the students' ability in translating English text?" which aims to know in what extent students' ability in translating English text especially it involves health, economic, and law. This study is expected to give advantage to teacher such as consideration of English teacher to pay attention to students' basic knowledge in translating English text and also mastering source language and target language. Besides, toward researcher it is able to give advantage in order to know students' ability when they are working on the English text and transferring the meaning in Indonesia.

I applied descriptive qualitative method in collecting the data to investigate 20 English department students in class B as the subject of research. There was a major instrument applied in order to measure students' ability in translating text by regarding some aspects namely punctuation, diction, sentence structure, coherence, unity and meaning as having been considered as based measurement of grading students' translation. Scoring is categorized into four categories as follows: excellent for range score 76-100 %, good for 56-75%, enough for 40-55%, bad for 0-39%.

The result of students' ability in using punctuation, diction, sentence structure, coherence, unity and meaning in health text shows that successful number of students are 13 who passed score 56-75% or they were categorized into good and 7 students got score 40-55% categorized into enough. In economic text, there are 8 students in good category, 10 students in enough category, and 2 students in bad category. The result of students' ability for six aspects above is there are 6 students in good category, there are 12 students in enough category and there are 2 students in bad category.

360 DO WE HAVE TO LEAVE K13?

Titis Agunging Tyas, Lusia Kristiasih Dwi Purnomosasi

The study conducted by Purnomosasi and Tyas (2014: 1) shows that the implementation of K13

at six Junior High Schools at Kota Madiun got some hurdles especially in teaching and learning English. They found that there was no integration between the English skills, the situation and condition of the schools influenced the teaching and learning process, assessment became one of the difficult things to be administered by teachers, and the questioning phase in the scientific approach was the salient difficulty during the teaching and learning process. These findings support the government policy to halt the implementation of K13 in all level of education all over Indonesia. This curriculum was still pilot projecting for two years. It needed evaluation not a stoppage but the change of the wind in the government side and a lot of negative obstacles which were blown up in the implementation of this new developed curriculum polished the policy. It looked too immature to issue this policy but it seemed that everybody agreed to stop this curriculum. In yet, the research conducted by Purnomosasi and Tyas (2014:1) revealed some positive ideas to have this curriculum implemented. These researchers found that basically the students felt fun with the English teaching and learning activities during the K13 implementation. The students were accustomed to its assessment. K13 made the teacher and the students creative as well. In short, the government policy related to K13 implementation stoppage should be wisely considered again by listening to the student and teacher's voices.

361 ENGLISH FOR SPECIFIC PURPOSES: COMMUNICATIVE COMPETENCE TEACHING METHOD IN TOURISM VILLAGE

Tri Sukarsih, Ni Nyoman; Diana Erfiani, Ni Made; Budiarsa, Made

The ability to communicate in English is vital in order to be able to participate and to get a benefit from international communication. That is why English teachers play an important role in the success of English Language Teaching especially to prepare the community in tourism village to be ready to face national and global challenges.

Based on the fact that Bali has become international due to development of tourism, a number of villages in Bali will be a tourism community based that need to be trained English for Specific Purposes (tourism English) as a compulsory subject English as an international language means that English is used by people of different nations to communicate with one another. English, also as foreign language means that English is used by person for the communication with others who are not from their country.

Both teachers and students (community in tourism village) should be aware that language is created not to be just analyzed; it is also meant to be used in conveying our messages or wants. The main objective teaching and learning English is to train them to use language being learnt in its real setting. Therefore strategies for teaching implemented geared towards the mastery of various language functions, which will be a main stream in Communicative Competence.

362 IMPROVING STUDENTS' SPEAKING SKILLS ON CARRYING OUT BUSINESS TRANSACTIONS THROUGH OUT-CLASS VIDEO WATCHING

Tribekti Maryanto Agustinus, Nur Rini, Sri Hardiningsih H.S

This study investigates the effectiveness of self-directed learning with video watching to improve the students' speaking skills on carrying out business transactions. It is an R&D that employs Borg & Gall's suggestions which involves 64 students from three classes (Classes A, B and C) of Business Administration Study Program. Error Analysis on the Class A students' speaking performances on business transactions is administered to get the input for developing the models of videos on business transactions (e.g. making an appointment, placing an order, selling office furniture). Nieveen (2007)'s suggestions are applied to observe the models' validity, practicality and effectiveness. To validate the models, the study employs quasi experimental method. The videos are given to the students of Class B - the experimental group

- to be their self-directed learning materials. The control group – Class C, does not experience the treatment. It is found that the scores of the speaking performances on role playing business transactions of the experimental group are significantly higher than of the control group and it is likely evidence for the impact of video watching on the students speaking skills. It also discovers that the students' most errors are omission of some required element, selection of an incorrect element, addition of some unnecessary or incorrect element, and misordering of the elements, respectively. The findings confirm the results of the previous studies completed by Suroso, et.al. (2014) and Rini, et.al. (2013). The study suggests the needs for further research regarding different speaking function – talk as social interaction.

363 ASSESSING ELF PROFICIENCY IN PROJECT-BASED LEARNING

Tricia Okada, Ethel Ogane, Brett Miller, Yuri Jody Yujobo, Takanori Sato

English as a Lingua Franca (ELF) is the use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option (Seidlhofer, 2011). Our Japanese students have the opportunity to use ELF with teachers and tutors who have different first languages. As many students may go on to work in multicultural and multilingual situations, our goal is to raise student language awareness of ELF contexts. This study, which is part of a larger research project on ELF-oriented curriculum development, focuses on assessing listening and speaking using insights from the literature on ELF and project-based learning (PBL). A range of pedagogical implications has been identified by ELF researchers. Bjorkman (2013) advocates incorporating listening and speaking materials with a variety of non-native accents, examples of negotiation of meaning and the use of communicative strategies. Kaur (2014) suggests that teachers should encourage students to be explicit at the onset and to pursue understanding through the use of communication strategies such as paraphrasing and repetition. PBL is a pedagogical approach which provides a platform for self-awareness and critical thinking within the framework of 21st century skills (Buck Institute of Education, n.d.). Formative and summative assessment protocols and rubrics have been developed to assess student progress in listening and speaking. Critical analysis of video or audio recordings of student interaction with their tutors and student focus group discussions tracks developments in language awareness in the students.

364 THE EFFECT OF SELF-EDITING AND PEER-ASSESSMENT ON WRITING PERFORMANCE TO THE TENTH GRADE STUDENTS OF MAN LAB UIN-JOGJAKARTA

Trisnawan

Peer assessment has been considered an important part of writing process that helps improving writing ability. Having a friend express opinions and provide certain guideline to improve the writing is analogous to a mirror reflecting the ability of the reviewer and the reviewed (Bostock, 2000). This presence study aimed at investigating the effect of self editing and peer-assessments by the tenth grade students of MAN LAB UIN Jogjakarta on the recount paragraph writing and the subjects' attitudes towards the technique and being assessed by peer. Besides, this study reports investigation of possible friendship bias in peer assessment as well as the impacts of this practice on learners' attitudes towards it. The sample consisted of 32 students of grade X. It was found that after experiencing the writing instruction with self editing and peer assessment and being assessed by peer, the subjects' writing ability improved significantly. The students have highly positive attitudes towards the teaching technique. Hence, it can be concluded that self-and peer-assessment are indeed effective in improving the writing performance of the students. In addition, based on others' perspectives, they could make further revisions on text development, organization, or style (global revision). Through self-editing and peer-correction, the students were willing to provide further support to peers and learn from each other in the process of writing.

365 TRAVELPORT: AN ALTERNATIVE TO MAKE SPEAKING CLASS MORE FUN

Speaking English is one of the ways of communication, and it is one of the skills that should be mastered by students, especially English department students. But, many students often feel that they are unable to speak, or they are afraid of making mistakes in speaking. There are many ways to promote the students to have fun in speaking class. One of them is travelport. Travelport is the collaboration of two words, namely travelling and report. It needs students to go to the tourism destination at their region. There, in tourism destination, they have to make video-taping to report the situation and the condition of tourism destination orally. This activity is to promote the students to speak in and out of class. For, first, in tourism destination, they have to report about their destination, about the condition and the situation of the tourism destination they are visited. Second, in the class, after visiting tourism destination, they have to report the steps of doing travelling and they have to tell what they have done in tourism destination. In doing the activities, they have to do in groups. Each group consists of three students. It is because they need support and help from other students who understand the language and the duties they have to do. From the activities, it is shown that they are to do speaking and they enjoy even they are forced at the first time.

366 ENGLISH TEACHERS' VOICE ON PROFESSIONAL DEVELOPMENT

Umi Rokhyati

Teacher is a strategic and important profession. In teachers' hands education is operationally run. Therefore, the quality of teachers will influence the quality of education and the students. Qualified teachers are needed to produce qualified graduates. Teachers have to update themselves and develop their profession to be qualified, otherwise they will be left behind by their students because they are out of date. Many efforts can be done to be qualified teachers. One of them is by practicing professional development. Developing professionalism is surely one of teachers' responsibilities. Teacher must have high skill of their profession. It must be done through activities such as training, upgrading, and also education. Professional teacher does not only practice daily routines. Are teachers aware of it? Are they aware but do not practice it? Or they are aware so they practice it. Or is there other teachers' opinion about professional development. This paper aims at describing English teachers' voice on professional development. The data are taken from 20 English teachers through questionnaires. It will comprise the awareness of teachers on the importance of professional development, what are teachers opinion about professional development, what teachers hope from professional development, how teachers react to the professional development activity, and other teachers' voice related to the professional development. The findings hopefully will give useful information about teachers' professional development to teachers and related parties.

367 THE OPTIMIZATION OF ICT IN LEARNING ENGLISH FOR SPECIFIC PURPOSES (ESP)

Umami Kultsum

English for Specific Purposes (ESP) is required as the program which can elaborate among materials, methodology and strategy in learning English for specific students. However, the accuracy of learning strategies becomes prominent in delivering ESP program. Indonesia has already had appropriate materials of ESP which are built based on the needs of occupational learners. But, still most learners have difficulties in achieving the lesson. This problem found because teacher could not deliver the material in appropriate strategy. Other reason, learners just try to understand the text and translate it into their native language. This weakness makes the ESP teaching in the field failed. In other hand, the emphasis in the ESP program is not only on teaching materials but also teaching strategies. Information and Communication Technology (ICT) is becoming an indispensable tool for quality teaching, learning and research in an academic setting. Therefore, the use of ICT in ESP program is expected to improve their

English language learning and changing the model of student learning. It also contributes the authentic assessment in the teaching learning process. The research is designed using qualitative descriptive method, data attained from Questionnaires and document analysis of students' task. The research held in Syaria and Law Faculty, UIN Syari Hidayatullah Jakarta. Research reveals that the Writing subject improves students' motivation in learning because it provides the real purpose of learning. For instance, the use of ICT improved their skill especially writing English.

368 THE LEVELS OF THINKING SKILLS IN THE 2013-2014 SENIOR HIGH SCHOOL ENGLISH NATIONAL EXAM

Ummu Lathifah Ahmad, Anita Lie

The objective of this study was to analyze which levels of the Barrett taxonomy were more reflected in English National Exam (ENE) items. The researchers adopted the descriptive analytical approach using a content analysis card built upon the suggested criteria and constructed upon the taxonomy. Afterwards, all the twenty packages of ENE items of 2013 – 2014 academic year were codified. Additionally, to ensure the reliability of the study, three interraters analyzed a sample of the test packages. The results indicated that Lower Order Thinking Skills (LOTS) still prevailed in ENE items. Of all the test packages, the items categorized into literal level represented around 68.6% of the total number of the questions. Meanwhile, the questions belonging to reorganization came to occupy a percentage of 20.8. In addition, few of the questions asking students' Higher Order Thinking Skills (HOTS) were available in the ENE, specifically, the inferential level which only reached 10.3%. The tests were not enriched sufficiently with the evaluation comprehension since it only comprised 0.3%. The results also showed the complete absence of "Appreciation" which is the highest level of thinking in the mentioned taxonomy. It is obvious that there is a shortage of HOTS in the exam and they are not well-treated. Accordingly, ENE in Indonesia cannot make learners critical thinkers. In the light of

these data, this study recommends modifying the English National Exam by providing them with more question items that include HOTS.

369 DEVELOPING AUN-QA-BASED LEARNING OUTCOMES OF ENGLISH EDUCATION STUDY PROGRAMS

Utami Widiati, Suharmanto, Maria Hidayati, Nur Hayati

Within the context of higher education, learning outcomes is a crucial part of a study program, directing the development of the program curriculum. The contents, learning activities, and assessment of the courses in the program will need to be geared toward achieving the learning outcomes. With the fierce competition among nations in the world and, simultaneously, the potential to establish networking and become a part of the global community, university graduates need to have a set of knowledge, skills, and attitudes with a global outlook that enables them to cope with the growing challenges. In response to this, the English Education study program of State University of Malang (UM) is aiming to align its learning outcomes with the ASEAN University Network-Quality Assurance (AUN-QA) guidelines. Based on the AUN-QA criteria, learning outcomes of a program should include knowledge and understanding, intellectual (thinking) skills, practical skills (subject-specific), and key/transferable skills (generic) that are in line with the stakeholders' requirements. This paper reports the results of a research on revisiting the learning outcomes of the English Education study program of UM, through document study, questionnaires, interviews, and focus group discussion with experts in ELT curriculum, in order to meet the standards of the AUN-QA and improve the formulation of the learning outcomes.

370 USING MULTIPLE INTELLIGENCES THEORY TO FACILITATE PRE-SERVICE ENGLISH

TEACHERS' DEVELOPMENT OF IDEAS AND CREATIVITIES IN UTILIZING INSTRUCTIONAL MEDIA

Uun Muhaji

The candidates of English teachers or pre-service English teachers in Indonesia are faced with challenges in the growing world of education. They must have a good provision and adequate capabilities in planning and implementing teaching-learning activities. Therefore, the courses they take in the Faculty of Education in which they are prepared as prospective and competent teachers in the field, should be designed in a way meeting those needs. However, in teaching English as a foreign language, developing ideas and creativities are in fact considered difficult; one of which is developing ideas and creativities in utilizing instructional media for teaching English. EFL teachers in Indonesia tend to employ the same instructional media in almost all learning activities they engage. This pattern triggers negative impact on learners' motivation and achievement. This Classroom Action Research (CAR) is thus implemented of which aim is to determine how the theory of Multiple Intelligences can facilitate the development of ideas and creativities of the students of English Education Department of Kanjuruhan University of Malang in utilizing instructional media in teaching English. The findings show that by using the theory of Multiple Intelligences, the pre-service English teachers are able to develop their ideas and creativities in utilizing instructional media for teaching English. Theory of Multiple Intelligences opens wide possibilities for teachers to develop their ideas and creativities in utilizing instructional media because instead of using the same media all of the time, alternatively there are other eight media selections available based on the existing eight types of intelligence.

371 ACOUSTIC ASSESSMENT OF ENGLISH DIPHTHONGAL REALIZATION BY JAVANESE EFL LEARNERS

Wahju Bandjarjani

Common practices done by Indonesian teachers and lecturers in assessing learners' pronunciations have so far included among others : in depth listening by the teachers to evaluate learners' pronunciations of words, phrases, clauses, and sentences by manually jotting down the learners' exact pronunciations; recording the learners' pronunciations of such things followed by the teachers' careful analysis of them related to the pronunciation aspects, such as the pronunciations of segmental and suprasegmental phonemes, linkages, deletion or merging of sounds, stresses, rhythm, intonation, and so on. Thus, efforts in assessing learners' pronunciations acoustically by means of acoustic devices to obtain accurate pictures of the sound waves of the realization of speech sounds have been scarce. For this reason, this paper aims at sharing the writer's experience in assessing acoustically the Javanese EFL Learners' pronunciations, especially the pronunciations of English diphthongs using the sound wave representation or spectrogram employing PRAAT Analysis

372 INCREASING VOCABULARY BY USING SONG-RELATED READING TEXTS TO CHILDREN AGED SIX TO TWELVE

Wahyudi

This research introduces an effective and innovative way of increasing the English vocabulary of children aged six to twelve years old. The samples of this study were children in class 1 to 5 of various elementary schools in Mataram, West Nusa Tenggara, who participated in the private English Home Classes. The study and the classroom activities were conducted in the following procedure: (a) teacher-student greetings (b) brainstorming activities, (c) students' listening to a song, (d) teacher and student singing the song, (e) reading a song-related text, (f) students interact with text through question and answer activities. The result of this research proves that the children's ability to comprehend word meaning reaches the minimum required standard competency is 70 % they can write, spell and use the words in spoken forms. In

addition, the children are motivated to learn English by singing the songs and memorize each the words that they have learned (from ten words most of children memorized eight to nine words). This result shows that by giving them-reading texts which are related to songs, the children will be facilitated in understanding and comprehending English words. In addition, the children enjoy each word that they have learned by singing them in every place and moment that they have. The value of giving the students the reading texts prove that this way is an effective way of introducing fun and enjoyable English lessons to beginning learners of English.

373 EMPOWERING CONTEXT OF SITUATION IN EFL TEACHING IN INDONESIA (TEXTUAL AND CULTURAL STUDIES)

Wandia, I Ketut

The research aims at introducing the importance of understanding and empowering 'Context of Situation' in classroom teaching - EFL in Indonesia. More specifically, it mainly focuses on answering three basic questions: first, how the language in the texts is crafted and presented to express the cultural values and ideologies of the text; second, how the meaning potential of the text can be construed by adopting the notion of register and third, is to see how 'Situational Context' can enhance text comprehension in EFL teaching.

Understanding 'Context of Situation' is very crucial since it plays important role in the teacher's and student's comprehension on the subject matter being delivered. On one side, the teacher can comprehend the teaching materials more easily and faster and on the other side, the student can grasp and digest the lesson better.

The study is based on the Systemic Functional Linguistics (SFL) theory proposed by Halliday and Matthiessen (2004).

The data were taken from texts of Balinese Traditional Song 'Sekar Alit' and recordings of performances of 'matembang' (the singing and interpretation of 'Sekar Alit'). They were descriptively and qualitatively analysed based on SFL theory.

It is expected that the research can contribute to the employment of 'Context of Situation' in EFL teaching that can enhance the student's comprehension on the text. Moreover, SFL theory as linguistic tool will be able to unfold the cultural values and ideologies of the Balinese Traditional Song 'Sekar Alit'.

374 STIMULATING STUDENTS' AUTONOMY IN WRITING THROUGH WEEKLY REPORTS

Wardah, Nurwahida

The objectives of this research were to find out whether the use of weekly reports could stimulate students' autonomy in writing or not, and to find out whether or not the use of weekly reports could improve students' ability in writing. This research employed pre-experimental method. The population was the second year students of SMAN 4 Makassar in 2009/2010 academic year. The sample was taken by purposive sampling technique namely XI Nature Science 1, which consisted of 30 students. The data of students' autonomy obtained by questionnaire and writing test was used to see the students' writing ability. The data analyzed by applying inferential statistics with t-test. The result of data analysis showed the mean score of the result of questionnaire was 75.7 which classified as good. The mean score of pretest was 56.47 classified as fair while the mean score in posttest was 77.53 classified as good. The t-test value was 13.44 while the t-table was 2.045 at level significance 0.05 with degree of freedom was 29. It could be concluded that the use of weekly reports could stimulate students' autonomy in writing and also improve students' writing ability of the second year students of SMAN 4 Makassar.

375 MOTHER TONGUE AND ENGLISH LANGUAGE LEARNING: A CRITICAL ANALYSIS OF LANGUAGE ACQUISITION DEVICE THEORY

Warta, I Ketut

Controversy whether the position of mother tongue in EFL teaching is a fiction or fact has been a long debate and is still questioned but still left un-responded. The teaching of English in Indonesia is the most interesting yet the most frightening subject for the greater part of most school students. The claim that English and mathematics are still viewed as two most difficult subjects. The fact that students' learning achievement of these two subjects is poor. This article is an attempt to explain the issues from Chomsky's LAD theory and the position of mother tongue in EFL learning. The theory is profoundly analyzed and empirically justified. Hopefully, the review of Chomsky' theory and its implication on EFL learners will be of some assistance for teachers and learners of English to be aware of the importance of mother tongue in learning other languages, of English in particular. In line with EFL learning achievement the use of mother tongue can be helpful.

376 TELL TALE GAME: RANDOMIZED PROMPTS FOR INDIVIDUAL AND COLLABORATIVE NARRATIVE WRITING TASKS

Wedha Savitri, Putu; Ari Natarina

In order to pique students' interest in writing, using games as prompts for narrative writing will help motivate and encourage the students to participate in the classroom. In this paper, we describe two ideas of using Tell Tale family card games in improving narrative writing skills for ESL/EFL students. First, we explore how Tell Tale game can be used for individual writing task. Second, we consider the combination of Tell Tale game with Google Docs in collaborative writing task.

Tell Tale family card game combines all of these elements together: pictures, story-telling, think-aloud, and the motivation to write the best story in order to win the game. It consists of 60 cards illustrated with daily life objects and characters. By drawing illustrated cards, the students will have the opportunity to be creative to make the story coherent and cohesive. In collaborative writing task, the students can pair up and create a narrative essay with their partner using Google Docs. Google Docs can be used to edit the essay together at the same time. Moreover, Google docs is connected to Google Drive, Gmail accounts, and Google hangout; therefore, it is good to be used for collaborative work, for example: talking about changes in the plot through chatting or video conference while writing the essay.

377 THE EFFECTIVENESS OF USING *PICTURE AND PICTURE* METHOD TO INCREASE STUDENTS' ABILITY IN SPEAKING CLASS IN THE EIGHT GRADE STUDENTS

Widi Sriyanto, Martriwati

In persuading students to speak up in the classroom is a little bit hard because most of students prefer to be passive in the class. Moreover, students think that speaking is a big part of English which should be mastered in main four of English skills. Furthermore, teacher should think hard in helping students to be active in speaking English. However, with a good method, teacher can encourage students' ability to use English in the classroom actively. Commonly students are less confident in speaking up when they only speak alone without any support or helping from another friend. That is why group work or cooperative learning can be adapted in helping them able to speak up in the classroom. The pre-experiment research pointed out about the effectiveness of *Picture and Picture* as a cooperative learning method. The designed of this research is a single group with pre and post-test. In addition, the result of *t-test* showed $t_{\text{observation}}$ was 9.29 and t_{table} was 1.70. The score of t_t was from the table of *t* distribution percentile score with $df = 0.05$ (= probability 0.95), and $n = n-1 = 35-1 = 34$. From the

calculation $t_o > t_t$, It means that H_0 hypothesis is rejected, otherwise the H_1 hypothesis was accepted. It can be concluded that using *Picture and Picture* in teaching speaking was effective.

378 THE JAVA ISLAND'S FOLKLORE CLASSIFICATION FOR DEVELOPING THE CHARACTER BUILDING (AN ANALYSIS OF IMPLICATURE)

Wiruma Titian Adi, Andika Hendra Mustaqim

The goal of this research is to classify Javanese folklore for education material in elementary school and high school. The target of this research is to apply implicature for classifying Javanese folklore with reader's stratification which focuses on developing the character education. Only 15 folklores from five provinces in Java Island which can be analyzed using Paul Grice Principle, Horn Principle, and Levinson Principle. Methodology of the research is content analysis. The result of research is every folklore has target reader, especially for the elementary student or the high school student. Classifying folklore is important because it has different messages and values. Every folklore cannot be used for education material for all stratum in Indonesia, because it has a unique characteristic which has exactly form for reader. Every folklore contains benefit and segmented reader. The segments of folklore are students of elementary school, students of junior high school, and the students of senior high school. Thus, the stratification of folklore is based on the stratum of education. The values and messages of folklore can be a guide to add character building's material because it has literary elements. Moreover, folklore also becomes a reading material for Indonesia Language and English Language in the school focusing on character building.

379 HOW EFFECTIVE IS ONLINE MEASUREMENT? A CASE STUDY OF USING PAPERATER.COM TO MEASURE LEARNER'S ENGLISH WRITING AT BINUS UNIVERSITY JAKARTA

Wishnoebroto, Kristianus Oktriono

PaperRater is an online document checker tool that analyzes any input files in real time. This includes grammar checking, spelling checking, proofreading online and also a possibility to detect plagiarism. BINUS University Language Center uses this website to measure some of student's work to reduce teacher's workload and also to give opportunity for students to get a comprehensive self feedback. Although it seems accurate, there is a growing concern among teachers especially in the reliability of the grading system between the one applied in PaperRater and BINUS University system, which is using TOEFL IBT standard. Analyzing and evaluation these tools is to improve accuracy can lead to elevate the skills of the learner and thus an increased the capability. The writing skills identified the area to be one of the most prominences. To arrive at a solution, statistical approaches are gauged as the tools analyzed. Significant changes will be incorporated into the test, which the research subject are test takers who were selectively chosen from students who have a Paper based TOEFL score with the range of 497 – 563 to cover a wider variation of results from different level of English competencies. This paper is based on a research to analyze the accuracy of both grading results using Quantitative Parametric test to examine the significance of those both measuring techniques.

380 THE DEVELOPMENT OF A CHARACTER-BASED SYLLABUS FOR KINDERGARTEN STUDENTS IN BENGKULU CITY

Wisma Yunita, Gita Mutiara Hati

The best moment of learning an English language is at the very early age of a child because this period is critical that he/she will experience a vast cognitive development including the language development. However, in Indonesian context, there is no official syllabus developed yet. From the pre-observation, it was found that many kindergartens in Bengkulu city are eager to introduce English language to their students but they have been only doing it occasionally. They have not integrated it to the school curriculum because they do not have the capacity to

develop the program not to mention the syllabus. Therefore, a valid and appropriate syllabus for kindergarten students is urgently needed by many kindergartens especially in Bengkulu city. A syllabus that is based on good characters, designed thematically, and able to boost students' language aptitude is then proposed. The objective of this paper is to share the research on the development of a character-based syllabus for kindergarten students. The paper starts with the discussion of the importance of introducing English language as early as possible. It is then continued to present the method applied in developing the character-based syllabus. The last part of the paper will show the result of the developed syllabus which consists of the themes and subthemes, basic competence, indicators of achievement, character development, materials, and time allotment.

381 TEACHERS' STRATEGIES IN IMPLEMENTING AUTHENTIC ASSESSMENTS IN THE 2013 CURRICULUM

Wulandari Putri, Yessy Tri Noviani

The beginning of the implementation of a new curriculum seems to bring confusion in any circumstances. The urge to implement the authentic assessment in the Curriculum 2013 is not exceptional. The tense to implement authentic assessment in the Curriculum 2013 demands teachers to shift the way of assessing students' learning. The problems in the implementation of authentic assessments in the Curriculum 2013 are related to time constraint, workload, and practicality. Therefore, this study was intended to investigate how teachers deal with the problems occurred during the implementation of authentic assessments in curriculum 2013. The qualitative method with descriptive-interpretive approach was administered. The data were gathered from two English teachers from two Secondary Schools through open-ended questionnaires and interviews. The result showed that teachers tried to change their time management and approach, to maintain their intrinsic motivation, and to broaden their knowledge and understanding of the authentic assessments to overcome the problems occurred. The result of this study concluded that lessening the number of classes that a teacher holds and giving more prevalent training of the practical implementation of the authentic assessments in classrooms seemed to be beneficial to the refinement of the implementation of authentic assessment in the future. Thus, the enhancement of students' learning in the future is not impossible to achieve.

382 IMPLEMENTING CULTURAL RESPONSIVE TEACHING (CRT) IN WRITING CLASSROOM APPLICATION: THE EFFECT UPON INSTRUCTIONAL EFFECTIVENESS

Yakob Metboki

The diversity of ethnic groups, race, and culture has made a strong foundation for the view of education that Indonesia is a multicultural nation. On the one hand, its educational practices have failed to demonstrate these living properties on the pedagogical planes. It follows that there is a need for approach that utilizes the living heritage as part of teaching and learning resources. In the English Study Program of *Artha Wacana Christian University – Kupang, West Timor*, the curriculum program has guided teacher and students to document these properties beyond academic projects. To seek for its best practices in English Language Teaching (ELT) and learning of English in this institution, this study attempts to implement Cultural Approach Responsive Teaching (CRT) in writing classroom application. The approach was introduced by Geneva Gay (2011) emphasizing on the importance of learners' cultural background as of teaching and learning resources. The aim of this study is to find out its effect upon the instructional effectiveness. This study presents a developed model of CRT-based instruction that promotes teaching and learning of writing activities, especially the instructional events that foster teacher and students to realize pedagogical interactions. Qualitative approach was employed to develop the model in the light of answering students' need to have analytical

schemas when writing different text types in English. Findings from this study have indicated that using CRT-based instructional model in writing classroom applications stemmed learners' background knowledge from their local culture; thus, accounts for learning and instructional effectiveness.

383 FULFILLING FRESHMEN'S EXPECTATIONS FOR BETTER ENGLISH PERFORMANCE THROUGH COMMUNICATIVE DRILLS AND EXERCISES

Yan Mujiyanto

English Intensive Course (IEC) is provided to all freshmen at the English Department of Semarang State University. Implementing communicative drills and exercises, this course is focussed on four major skills (listening, speaking, reading, and writing) as well as two minor ones (grammar and vocabulary). The purpose is to make the students ready to attend lectures in the following semesters which include skill and content subjects. Two problems to be solved in this study are whether such course enhances and simultaneously equalizes the students' basic performance so that they are ready for such lectures and whether such performance fulfils their expectations. To solve the problems, by the end of the EIC classes the students were assessed for their performance including the six skills. Meanwhile, a questionnaire concerning the students' perception about their expectations of attending such course was given to them. Student identities including their residence (urban-suburb), school categories (public-private) and school type (academic -vocational) were included in the questionnaire. The assessment results showed that such course enhanced and equalized their performance. Comparing the students' performance and their expectation levels, it was found that EIC had provided the students' with basic skills. There was a positive correlation between the students' performance and their expectations implying that EIC is feasible to be maintained. The students' personal identities including residence, school category, and school type tend to play significant roles in determining such correlation. Therefore, it is urgent to take such identities into account when recruiting new students to study at the department.

384 NEEDS ANALYSIS FOR VETERINARY MEDICINE STUDENTS OF UDAYANA UNIVERSITY

Yana Qomariana; Puspani, Ida Ayu Made

This research aimed at finding the needs of learning English from Veterinary Medicine students in Udayana University. Based on English for Specific Purposes (ESP), teaching English should be delivered based on the learners need (Hutchinson, 1994). An effective learning can be achieved only by teaching the needs of the students. The needs of the students are identified based on needs analysis which covers up the Target Needs and Learning Needs. The former refers to linguistic features that become the goal of the leaning; while the latter is concerned with information related with the environment of the learning.

The needs analysis are represented by questions in the form of questionnaire and interviews. There are three respondents groups in this research, they are: (1) students of Veterinary Medicine who study English in this semester, (2) teachers who experienced teaching English in Veterinary Medicine, and (3) professional veterinarians who previously studied at Faculty of Veterinary Medicine in Udayana University. The information gathered from the questionnaires and interviews show the suitable teaching materials to be deliver. The analysis might also show differences leaning expectations from the different respondent groups.

385 USING SILENT CARTOON MOVIES AS MEDIA IN TEACHING WRITING NARRATIVE TEXTS

Yeski Putri Utami

The purpose of this paper was to expose the use of audiovisual media in teaching English, specially writing. The biggest problem of teaching in was the limitation of access, not only the

technology but also everything that can motivate the students to study. Nowadays, it is such a challenge for teacher to make the students enjoying and having fun in the classroom's atmosphere. How to make the students enjoy and have fun in class but in simple way? One of many creative ideas was using movies in class. Actually, if the teachers used movies in class activity, the learning process usually end up nothing because one movie usually takes 80-90 minutes. So, in teaching how to write Narrative texts, I recommend silent cartoon movies. For example Bernard Bear, Pororo, Shaun the Sheep, Charlie Chaplin cartoons, etc. The advantages of using silent movies; (1) one title of silent usually consist of more than 100 episodes; (2) one episode usually run only for 15-20 minutes; (3) there aren't censored scene.

In order to find out whether the effect of silent movies as media had better achievement on students' writing ability of narrative text, Bernard Bear cartoon movies was chosen for the trial. This silent movie had been testing in 2 School in West Sumatera, SMP Negeri 1 Payakumbuh and SMA Don Bosco Padang. The result of the trials showed that there were significant effects in both control group which did not use any media in teaching process and experiment group which used Bernard Bear Cartoon movies as media in learning process. In Summary, this paper was the result after several trials of using silent movies as media in teaching English at junior and senior high School.

386 TEACHERS' PERCEPTION ON THE WASHBACK EFFECT OF ENGLISH NATIONAL EXAMINATION: THE DIFFERENCES BETWEEN PUBLIC AND PRIVATE SCHOOL ENGLISH TEACHERS

Yessy Tri Noviani, Wulandari Putri

The washback effect of a high stakes test may vary in different situations. It can be positive or negative, strong or weak. One of the factors influencing the washback of a high stakes test is the suitability of the test content with the curriculum implemented. Therefore, this study focused on investigating the English teachers' perception on the washback effect of the English National Examination as a high stakes test in Indonesia. Moreover, the way the teachers keep abreast with the demands of the curriculum and the test were revealed. This descriptive qualitative study employed interview technique in collecting the data taken from two English teachers teaching in public and private schools. The findings indicated that the washback effects that existed in the private school were stronger than in the public school. In addition, both of the teachers agreed that the test content was not really in line with the curriculum.

387 LITTLE HIGH, LITTLE LOW ; LOW & HIGH TECHNOLOGY IN EYL CLASSROOM

Yitzha Sarwono Bryant

Our world today is surrounded by technology. As the use of technology is increasing, why not offer young learners the possibility to study language through various low to high tech devices? In this workshop the presenter will demonstrate technology that can be used for EYL class, along with samples of lesson to help teachers in classroom, along with choosing the fun and friendly tools for young learners.

388 THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ENGLISH READING ACHIEVEMENT OF FIRST GRADE STUDENTS AT X CHRISTIAN SCHOOL, TANGERANG

Yonathan Winardi

Parental involvement is believed and encouraged in Christian schools as it is the parents' right and responsibility to educate their children and the schools are actually just partners. However, this is not easy because many parents may not have the knowledge, skills, or passion to do so. Moreover, there are still few studies which focus on parental involvement and reading achievement in a foreign language setting. Therefore, this research is done to fill that gap so parents may know how to best be involved in helping their children improve their

English proficiency, especially in reading.

The research design was a mixed-method design, combining quantitative and qualitative approaches. The data consisted of quantitative and qualitative data collections conducted consecutively. The quantitative data collection was done by distributing questionnaires to 45 participants and collecting data from teacher's report about first grade students' English reading scores at X Christian school, while the qualitative data collection was done by interviewing 5 participants. The participants in the questionnaires and interviews were first grade parents at X Christian school, Tangerang, Indonesia.

The study results show that there was high involvement and good English reading achievement at X Christian school. The central tendency also shows that there was a high relationship between eight scales of home-based parental involvement activities and English reading achievement in this study. Future suggestions will also be described to improve parental involvement for better English proficiency in reading.

389 CHAIN STORY MOBILE AND CHATTERBOX GAME TO IMPROVE THE STUDENTS' ACHIEVEMENTS IN SENTENCE BUILDING

Yudi Limanto

Developing skills in speaking and writing grammatically correct sentences, especially for younger English learners, could be a challenging effort, especially when the students have not yet been adequately trained in arranging their ideas properly and making use of their vocabulary repertoire. In the circumstances, the students' learning outcomes would not show satisfactory achievements, thus they would not obtain the expected passing scores.

However, sentence building and story writing could be taught quite easily and even interestingly by using certain techniques or stratagem, among others is by making use of chain story mobile and chatterbox game. This learning and teaching practice has been found to help the students both improve their sentence building skill and create a playful learning atmosphere as indicated in the achievements they make by the end of the sessions.

This workshop is therefore expected to give fellow teachers and English instructors a wider perspective and insight of finding more various and interesting ways in teaching English to students of other language so that an enjoyable learning atmosphere as well as satisfactory learning outcomes could be attained.

390 21ST CENTURY LANGUAGE AND COMMUNICATION SKILLS: INTERCULTURAL ENGLISH TEACHING

Yulia Hapsari, Devinta Puspita Ratri

Teaching and learning English as a Foreign Language in the 21st century is full of challenge and opportunity. As the world grows smaller through communication, the coexistence of people from diverse cultures, languages, and social circumstances has become the rule rather than the exception, demanding new levels of tolerance, understanding, and patience. Into this field of challenge and change, teachers should provide foundation on which all students must build competence and flexibility needed for success in the 21st century through intercultural language learning - the inseparability of language and culture to build intercultural communication in an increasingly multicultural world. Intercultural communicative competence refers to the skill to understand and interact with people with their complex identities and their individuality (Byram, Gribkova & Starkey, 2002, p. 10). Today, English teachers have a lot of choices in terms of textbooks, yet many of them still rely on textbooks that focus students' attention on grammatical structures, and on practice in isolation while the teaching of English should consider both language and its culture. McKay (2000) identifies

three types of cultural materials: target culture materials, learners' own culture materials and international target culture materials. International target language materials cover a variety of knowledge from different cultures all over the world using the target language (McKay, pp. 9-10). Yet, students' own culture should be discussed integratedly with target culture. However, teachers should keep in mind that English is an international language, and culture is an aid to motivate our students rather than something to be taught.

391 SCAFFOLDING TECHNIQUE: THE ANSWER TO STUDENTS' WRITING PROBLEMS

Yulia Isnaini, Denok Sari Saputri

As most of the teachers of English as a Foreign Language (EFL) have agreed that teaching writing skill seems to be more difficult and demanding than learning the other three skills. Acquiring the skills needed in writing is a great challenge for students, it's mostly dealing with students' limitation in using the language that they just learned. It is also strengthened by the fact that the rhetorical conventions of English texts often differ from the conventions in students' first language. Therefore, it is crucial to teach the students not only the knowledge but also the skill to write. Thus, the use of scaffolding technique can provide opportunity for students to experience what writers actually do as they write. In scaffolding, five stages of writing process are implemented; prewriting, drafting, revising, editing, and publishing. The initial idea in scaffolding is giving students sufficient support in the form of information report scaffolding diagram, guidelines and other form of assistances. This research focused on the implementation of scaffolding technique to improve the writing ability of 32 eleventh graders of XI IPA 6 at SMAN 5 Mataram. The research methodology was a classroom action research. At the end of the reasearch, Based on the reseach findings, 31 out of 32 students passed the standard score and students' response showed that there was 78.1% of students agreed that scaffolding technique helped them to organize ideas and vocabularies. 53.1% said they felt motivated, and 68.7% of them showed pleasure in joining the activities.

392 USING VIDEO GAMES TO IMPROVE STUDENTS' WRITING ABILITY

Yuliani Kusuma Putri

Teaching English writing today is not the same as teaching writing in the previous decades. Students were/are born in the era of digitalisation, where everything, including societies and communities, is going digital. The conventional "I lecture, you listen" teaching method is not quite appropriate to use. What students need is to learn instantly, practically, and applicably. This paper proposes a non-conventional teaching method in writing that is suitable for today's students. By using video games, one media students have been familiar with, teachers can encourage students to improve their writing abilities. This media can be used both in and out of classroom. Teaching writing using this media can also help students enhance their 21st century skills. This paper is beneficial for EFL teachers, especially new teachers who dislike the out-of-date teaching methods, to make the class more exciting.

393 SCAFFOLDING TECHNIQUES IN TEACHING WRITING

Yuliati, Hendi Pratama, Prayudias Margawati

This study used the sociocultural based of the Zone of Proximal Development (ZPD) and scaffolding techniques in teaching writing were used as the underlying theories to examine the development of students' writing skill. Indonesian students of English at the English Department of the State University of Semarang (Unnes) acted as writers as well as editors or called as peer editors to produce their own pieces of writing (texts). There were four stages of scaffolding techniques applied in the study. After passing each stage, evaluations were given by the lecturer who also gave feedback. Statistically, it was found that there was significant

progress or improvement performed by the students after some revisions done based on the feedback given by the lecturer. In general, this study resulted that scaffolding techniques and feedback from the lecturer in teaching writing were effective to be used in order to support the students' skill of writing significantly.

394 SHORT-WRITING: AN ALTERNATIVE FOR IMPROVING STUDENTS' WRITING SKILLS

Yulius Kurniawan

Recent practices in teaching writing in Indonesia require students to write more. This is in line with the notion that more practice improves English mastery. As far as it goes, originality becomes the problem with this approach. In Indonesian context, it is quite common to find university students to cut-and-paste articles from the internet and claim ownership of them. Despite threats and punishments applied for such act of plagiarism, it seems the trespassers still have more tricks up their sleeves. As the results, this tendency makes it difficult for lecturers to assess the real capability of the students.

Some countermeasures focused more on preventing plagiarism tools, such as utilizing web-based turnitin.com. Despite of the high accuracy in measuring plagiarism, it is doubtful that utilizing such tools would actually help in enhancing students' writing capability. Other countermeasures focused on improving students' writing capability by adapting old ways such as using handwriting. However, with this type of old ways, plagiarism is still doable though the plagiarists need to write manually.

This paper aims to present short-writing; an alternative for the improving the students' capability in writing while at the same time fighting against plagiarism. Practice shows that exercising short writing allows students to exercise their actual writing skills and prevent plagiarism at the same time. As such, improvements in writing skills can be expected.

395 AN ANALYSIS OF SPEECH INTRODUCTION: A CASE STUDY OF ENGLISH STUDENTS AT BUNG HATTA UNIVERSITY

Yusrita Yanti, Nova Rina

This case study was carried out in the English Department of Faculty of Humanities of Bung Hatta University. The aim of the study was to identify and describe the students' skill in speech introduction. Generally, speaking in front of public is difficult because there are some differences between conversation and public speaking. Public speaking is more highly structured, requires more formal language, and requires a different method of delivery (Lucas, Stephen E., 1991, 2009). As stated by Lucas, Stephen E. (2009) "First impression are important. So are final impression. This is why speeches need strong introduction and conclusion". Furthermore, there are many factors influenced that should be concerned or paid attention, such as controlling nervousness, having lots of vocabularies, understanding the seven elements of communication process, and pay attention of using language because language helps create our sense of reality by giving meaning to events. In this study we analyzed 25 students' speech based on Public Speaking theories. The method applied in this study was descriptive qualitative method to collect the data. From the data analysis, the results show (1) different methods used by the students to gain the attention and interest of the audience, (2) the varieties of language use. Next, as a contribution of this study, we will discuss the benefit of learning the arts of public speaking can improve students' skills in speaking. Hopefully, this contribution can be developed as a model by teachers or lecturers to support learning method in enhancing students' skills in studying English.

396 TEACHERS' VIEWS ON COMMUNICATIVE LANGUAGE TEACHING: A CASE STUDY OF TWELVE INDONESIAN JUNIOR HIGH SCHOOLS

Yuyun Yulia

Widdowson (1978) and Wilkins (1976) put forward the notion of communicative approach in language teaching of both second and foreign language contexts. In the Indonesian context, the ultimate goal of English language teaching is communicative competence and for secondary students specifically is to participate in discourse or to communicate ideas, feelings, in spoken and written English accurately, fluently and in an acceptable manner. However, teachers' view regarding the communicative competence is different from what has been stipulated. Having English teachers in junior high schools either in government or private schools in five districts in Yogyakarta revealed teachers' inadequate capacity of communicative language teaching including macro and micro skills to be taught. The result highlighted also the notion of character building and moral value embedded in their teaching. It indicated that the district educational supervisors who should have been responsible for developing teachers' competence seemed only to rubberstamp the guiding school document (curriculum, syllabus, and lesson plans) prepared by the teachers. In-service training for teachers occurred but it seemed not to affect teachers' performance in the classroom.

397 THE USE OF TOTAL PHYSICAL RESPONSE METHOD FOR DIFFERENT LEARNING STYLES IN ENGLISH VOCABULARY DEVELOPMENT

Zul Astri, Nasmilah Imran, Ria Rosdiana Jubhari

This study aims to find out the profile of each individual student in terms of learning style and to elaborate how well Total Physical Response (TPR) method improve the vocabulary of students with different learning styles.

The respondents of this study were 30 students of SMP 23 Makassar. The researcher conducted One-Group Pretest-Posttest design where there was only one group experiment that was given pre-test and post-test. Data were collected by using questionnaire from Barsch Learning Style inventory, vocabulary test, interview and classroom observation

The Learning Style Inventory (LSI) showed that most students were visual (40%) and auditory (40%) while 10 % of students were kinesthetic. Some students have combinations learning style namely visual-auditory learning style (6.67 %) and visual-kinesthetic learning style (3.33 %), while, 75 % of visual learners have significant vocabulary development after learning using TPR method. Meanwhile, only 66.67 % auditory learners have significant vocabulary development after giving materials using TPR method. It can be seen that TPR method worked effectively for kinesthetic learning style since 100 % of kinesthetic learners have significant vocabulary development after having materials using TPR method. TPR method is also appropriate for visual-auditory learners because 100 % visual-auditory learners have significant vocabulary development. In contrast, the only one visual-kinesthetic learner cannot adapt himself with the material given using TPR method because his vocabulary development is not significant after learning using TPR method.

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