



## The 59<sup>th</sup> TEFLIN INTERNATIONAL CONFERENCE-2012

Master's Program in TEFL – Widya Mandala Graduate School

Widya Mandala Surabaya Catholic University, Surabaya - Indonesia

6-8 November 2012



# Certificate

This is to certify that

# Ig. Harjanto

attended The 59<sup>th</sup> "Teflin international Conference-2012" as

## PRESENTER

Surabaya, 8 November 2012

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Prof. Fuad Abdul Hamied, Ph.D.

Chair of the Organizing Committee,

Dr. Ignatius Harjanto



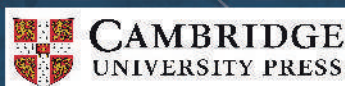


TEFLIN 2012

# PROCEEDINGS OF THE 59<sup>TH</sup> TEFLIN INTERNATIONAL CONFERENCE

English Language Learning and Teaching in the Digitization Era

Widya Mandala Catholic University Surabaya  
6 - 8 November 2012





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INTERNATIONAL CONFERENCE**

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# Preface

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The TEFLIN International Conference is a key event in the English teaching and research community in Indonesia. By providing access to distinguished experts in the field of English language education and offering a variety of opportunities for discussion and sharing of ideas, the conference enables its members and visiting professionals to promote development of and research into practice and theory of English language education, fostering a sense of collegiality and friendship.

Information and Communication Technologies (ICTs) contributes a lot to the development English language teaching programs and the quality of teaching and learning in general. The World Wide Web expands the classroom context and provides access to current, up-to-date materials from the countries of the target language, offering learners and teachers of plethora of materials in different modes, bringing the foreign culture and language to life and making it more tangible. Considering the potential of ICTs in English Education, the theme of the 59th TEFLIN International Conference is “English Language Learning and Teaching in the Digitalization Era”

In keeping with its theme, the conference has become a speech community in its own right. We have invited major speakers who advocate an ICT perspective, from home and abroad. The broadest possible ranges of perspectives, from theoretical to practical perspectives, have also been invited. Issues related to its theme have been explored and discussed, generating the following topic areas:

1. ICT and Language teaching and Learning,
2. Teacher Training Development
3. Teaching English for Content Subjects.
4. Classroom Management and Practice
5. Cultural Aspects in ELT
6. Language of Instruction
7. Literary Texts in ELT
8. Translation in ELT
9. Language Assessment and Evaluation
10. Language Pedagogy and Curriculum
11. Materials Development and Design.

Full papers received which have been reviewed by the board of reviewers and presented in the conference are compiled in this proceeding. And in line with the theme of the conference, the papers are topically categorized into two topics (1) the concept of and development on ICT in relation to ELT, and (2) Pedagogy behind ELT.

A successful conference cannot be organized without the efforts of many individuals, I would like to thank to the working team for their enormous contribution towards the detailed arrangement of the conference.

Furthermore I would like to express my gratitude to the authors who submitted their work to the 59th TEFLIN International Conference Committee as well as the reviewers for their contributions and efforts to the excellent conference proceeding.

**Prof. Dr. Agustinus Ngadiman, M.Pd**  
Chief Editor

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SURABAYA, 6 – 8 NOVEMBER 2012**

TUESDAY, 6th NOVEMBER 2012				
TIME	TOPIC	PRESENTER	MODERATOR	ROOM
07.30-08.00	REGISTRATION			Floor 1
08.00-08.30	OPENING CEREMONY			Audit B
08.35-09.35	English Language Learning and Teaching in the Do-it-Yourself Era	Prof. Dr. Andrew Lian	Prof. E. Sadtono	Audit B
09.40-10.40	Open and Distance Learning (ODL) for Creative Learning	Dr. Ir. Gatot Hari Priowirjanto	Susana Teopilus	Audit B
	Social Media in a Content Course for the Digital Natives	Prof. Anita Lie, Ed. D.	Y.G. Harto Pramono	A 201
	Teacher Feedback Strategies: Readily Available Technology for ESL/EFL Writing	Pupung Purnawarman, Ph.D.	Agnes Santi W.	A 301
10.45-11.45	<b>Workshop</b> 1. Free Smart Phone Apps for ESL teachers 2. Effective Implementation of Webquests in the EFL Classroom	Adam Brock Tabitha Kidwell & Hanung Triyoko	Hanung Triyoko Adam Brock	Audit B
	<b>Workshop</b> 1. Innovation in Teaching Literature: Integrating ICT in the Literature Classroom to Motivate Reluctant Learners 2. Engaging Students By Using Film and Technology to Teach English Literary Skills	Aslam Khan Bin Samahs Khan  Jennifer Kim	Jennifer Kim  Aslam Khan Bin Samahs Khan	Glass-Lobby
	1. Exploring English Teachers' Ideas and Experiences in ICT-based Teaching of Writing 2. Moodle-based Learning Management System for Paragraph Writing Course 3. Applying Media to Teaching EFL Description Writing: Genre Based Approach	Bambang Yudi Cahyono Mega Wulandari Setyo Prasiyanto Cahyono	Mega Wulandari Setyo Prasiyanto Cahyono Bambang Yudi Cahyono	A 201
	1. Teaching Novel Analysis in the Digitalization Era: Challenges and Solutions 2. Refresh Students' Mind by Introducing Indonesian-Legends, Performing in Drama Using Technology 3. ICT, Cultural Awareness and English Language Learning in Indonesia	Tatit Hariyanti Lia Agustina  Lenny Marzulina & Zainal Naning	Lia Agustina Lenny Marzulina  Tatit Hariyanti	A 301
	1. Enriching Your Students English Vocabulary through Scrabble Game on Facebook 2. Technology-Enhanced Teaching: A Revolutionary Approach to Teaching English as a Foreign Language 3. The Use of Facebook as an Alternative Media in Learning English	Ahmad Hanafi Alberth  Atik Rokhayani	Atik Rokhayani Ahmad Hanafi  Alberth	A 5-1



**TUESDAY, 6th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
10.45-11.45	1. Insight Material: Big Talk to Boost and Sustain Oral Mastery 2. Reorientation of English Teaching to the Real Needs of Indonesian Learners: Merging GBA and ESP	Joko Pranowo Anas Yasin	Joko Pranowo Anas Yasin	A 5-2
	1. Developing ICT-Based Learning Activities in English Classroom 2. Developing Games for Young Learners To Learn English Using Adobe Flash CS3	Dewi Rochsantiningasih Joyce Merawati & Achmad Faisal Aini Yuri Lolita & Sandra Maleachi	Joyce Merawati Yuri Lolita  Dewi Rochsantiningasih	A 5-3
	3. Developing Model of English Learning-Based CALL to Mnemo Technique for Junior High Schools			
	1. Introducing Weblog and Personal Website to Increase Students' Interest in Literature Subject 2. Blogs as an Indispensable Tool in Language Teaching 3. The Use of Web-Based Feedback on EFL Students' Writing Quality	Eka Yulianti  Kusumarasdyati Pariyanto	Kusumarasdyati  Pariyanto Eka Yulianti	B 113
	1. Using Application to Enhance Speaking Fluency: A Case Study of Japanese Young Learners 2. The Implementation of Digital Storytelling: A Classroom Experience 3. Digital Storytelling as a Review Strategy in Teaching English Phonology	Murniati  Yanik Herawati Rizka Safriyani	Yanik Herawati  Rizka Safriyani Murniati	B 114
11.50-12.50	<b>Workshop</b> 1. Narrative Compositions with Technology: Digital Additions to Process Writing 2. Using Product to Accomplish Process: Digital Stories in the Writing Classroom	Autumn Jackson  Christine Lewis	Christine Lewis  Autumn Jackson	Audit B
	<b>Workshop</b> 1. Using Podcasts to Teach ESL 2. Implementing Problem-Based Learning in Digitization Era through Debating	Jessica Fox Ahmad Laut Hasibuan & Irpan Apandi Batubara	Davy Budiono	Glass-Lobby
	1. Digital Story in Oral English Teaching 2. Facebook: A Place for Professional Talk 3. The Role of Facebook in Enhancing Student Writing Ability	Laily Amin Fajariyah Finita Dewi & Itje Chodidjah Junjun M. Ramdani & Yuyus Saputra	Finita Dewi Junjun M. Ramdani Laily Amin Fajariyah	A 201

**TUESDAY, 6th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
	1. Using the Internet Social Media in an English Guided Self Learning Class 2. Cell Phones in the Classroom, Why Not? 3. Teaching English through Adobe Audition: Songs in MP3 Format Based Materials	Melania Wianastiti Nikmah Hariati Saiful Rifa'i	Nikmah Hariati Saiful Rifa'i Melania Wianastiti	A 5-1
11.50-12.50	1. The Use of Information and Communication Technology (ICT) in Genre-Based Writing Teaching 2. Students' and Teachers' Use of Technology Leading to Students' Learning Autonomy 3. Coping with Limited Technology Context in EFL Classroom	Sri Mulatsih & Khatarina Rustipa Yudi Seryaningsih Novalita Fransisca Tungka	Novalita Fransisca Tungka  Sri Mulatsih Yudi Seryaningsih	A 5-2
	1. Stimulating Student's Learning Autonomy through the Use of Movie Maker Program 2. Using ICT as Content Subject Teaching and Learning Strategy in Learner Centered Classroom 3. Arising Learners' Awareness on Communication Strategies through Web-Based Speaking Learning Media 'Chatting'	Agung Dwi Nurcahyo Diemroh Ihsan  Syamsudin	Diemroh Ihsan Syamsudin  Agung Dewi Nurcahyo	A 5-3
	1. The ICT-Based Thesis Supervision at One of Post Graduate Programs in Indonesia 2. The Use of E-Learning as a Supporting Device in the Teaching of English in Private Universities in Palembang 3. Interpretive Analysis on the Application of Moodle to a Student Collegiate Writing Environment	U. Suparman Rosmaidar  Rida Afrilyasanti	Rida Afrilyasanti U. Suparman  Rosmaidar	B 113
	1. How Web Based Technology Applied in Teaching Grammar 2. Designing and Developing e-Writing Materials for the Secondary Students 3. Using Project-Based Learning to Empower Students' Vocabulary	Masda Surti S. & Yusniaty G. Khoiriyah Nurnia	Khoiriyah Nurnia Yusniaty G.	B 114
13.00-13.50	L U N C H (Main Hall, Floor 1)			
14.00	BUSINESS MEETING + BOARD MEETING			Glass-Lobby
14.00-15.00	The Classroom and Beyond! Blending Technology with English Language Learning	Ivan Sorrentino	Retno Palupi	Audit B
	Teacher Education in the Digitalization Era or "What Button Do I Push?"	Liz England, Ph. D.	Yohanes Taloko	A 201
	Materials and Methods for Extensive Listening	Dr. Willy A. Renandya	Hady Sutris Winarlim	A 301



**TUESDAY, 6th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
15.05-16.05	1. Improving the Language Accuracy in Writing Skill through Group Discussion and Error Analysis (A Case Study of EAP Course Participants at SEU Undip Semarang)	Suharno	Siti Kusini	Audit B
	2. Exploring Students' Attitudes and Perceptions of ICT and Its Impact to English Language Learning ( A Case Study )	Siti Kustini & Evidoyanti	Suharno	
	1. Developmental Model of Multimedia-Based Integrated English Instruction for Senior High School	Alfan Zuhairi	Nurdiana	A 301
	2. CLIL and Its Feasibility to be Implemented in SBI Classes	Silfia Asningtias	Alfan Zuhairi	
	3. Movies as the Media to Acquire Conversational Implicature	Nurdiana	Silfia Asningtias	
	1. The Implementation of YOUTUBE in Teaching Vocabulary for Young Learners	Lystiana N. Hakim & Dadan Jauhara	Hananto	A 5-1
	2. Fun Government-Funded Computer-Based Vocabulary Competition VocComp	Hananto	Endang Setyaningsih	
	3. Mirroring What is Believed and What is Happening in NetOp Laboratory	Endang Setyaningsih & Hefy Sulistyawati	Dadan	
	1. Uploading Musicalized Poetry on YouTube for Literary Class Project	Febriyanti Dwiratna L.	Finita Dewi	A 5-2
	2. Using EDMODO in a Blended Learning Class: From Design to Implementation	Finita Dewi	Y.G. Harto Pramono	
	3. Developing Interactive Multimedia Software for English Learning	Y.G. Harto Pramono	Febriyanti Dwiratna L.	
	1. The Meaning of ICT-Related Teacher Professional Development as Represented in One of the Indonesian Education Quality Assurance Council (LPMP)'s Websites	Dyah S. Ciptaningrum	Hisbun Nisa	A 5-3
	2. Competence-Based Curriculum and ICT: A Perfect Blend to Teach Speaking	Chatarini Septi Ngudi Lestari,	Dyah Sunggingwati	
	3. Making Use of the Internet in Digital Times: A Case in Samarinda	Hisbun Ni'sa & Firda Djuita	Dyah Ciptaningrum	
	1. Impact of Multimedia: An Investigation of Teaching English Listening at Tertiary Level	Bayu Wicaksono	Maria Teodora Ping	B 113
	2. Students' ELT Blog Projects: Current Practices and Students' Personal Opinions	Maria Teodora Ping	I Putu Ngurah Wage M.	
	3. "Foreiners speak English Just as I Do": Connecting Dictation with Real Communication	I Putu Ngurah Wage M.	Bayu Wicaksono	
	1. The Effectiveness of Reading Online English Short Story in Teaching Vocabulary	Masruddin	Retno Budi W.	B 114
	2. Video Making Activity, Why Not? (Encouraging Students in Speaking through Videoing Activity)	Naniek Kuswardani & Retno Budi W.	Masruddin	

**TUESDAY, 6th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
16.10-16.40	<b>COFFEE BREAK (Main Hall, Floor 1)</b>			
16.50-17.50	<b>Workshop</b> 1. TESOL Curriculum and Pedagogy: Classroom Strategy 2. Integrating Online Resources in ELT	Dewi Meyrasyawati Lori Swanson	Lori Swanson Dewi Meyrasyawati	Audit B
	1. PbM or CbM? Exploring Students Teachers' Preference in Practicum Teaching 2. Problems and Strategies in Teaching English as MPK Subject 3. The Role of Technology in EFL Classroom	Rahmila Murtiana Lia M. Indrayani Fahriany	Fahriany Rahmilla Murtiana Lia M. Indrayani	A 201
	1. Utilizing "Watch-Wrap-Write" Technique to Assist Students in Writing Argumentative Essays 2. Attitudes and Skills among English Teachers' to the Use of Computers in ELT Instruction 3. How Internet is Used in the Teaching of Writing: An Indonesian Context	Shirly Rizki K.  Silfi Sanda Suparmi	Suparmi  Shirly Rizki K. Silfi Sanda	A 301
	1. Improving Descriptive Writing Skills through Lay out Pictures as an Interactive Media 2. The Teaching of Writing through Different Electronic Media 3. Making Use the Technology to Promote Students' Fluency: Methods, Assessment and Evaluation	Ariyanti Dwijatmoko Endang Soelistiyowati	Dwijatmoko Endang Soelistiyowati Ariyanti	A 5-1
	1. Using Nursery Rhyme Web: An Alternative Way in Teaching Pronunciation to Young Learners 2. Students' Recommendation on the Top 20 Web-Based Resources for Listening 3. Integrating Modern Lab in Promoting Students' Awareness to Improve Their Own Writing	Irmayani  Siti Muniroh & Nurhayati Tribekti M. Agustinus, Nur Rini, & Erika Devie	Siti Muniroh  Erika Devie Irmayani	A 5-2
	1. All about Critical Thinking (CT): Lessons from E-Teacher Training Course University of Oregon 2. Concept-Oriented Reading Instruction: Preparing Autonomous Learners of the First Year University Students 3. Content and Language Integrated Learning: An Approach to Improve ESP Teaching and RSBI Programs	Ribut Wahyudi  Dewi Sri Wahyuni  Syariful Muttaqin	Dwi Sri Wahyuni  Syariful Muttaqin  Ribut Wahyudi	A 5-3



**TUESDAY, 6th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
	1. Practice Teaching: An Analysis of Its Interaction and Perceptions 2. The Implementation of Project-Based Learning Approach in Speaking Class 3. The Application of Consciousness Awareness in ESP	Luciana & K.M. Widi Hadiyanti Esti Kurniasih Theresia Widhartanti	Theresia Widhartanti K.M. Widi Hadiyanti Esti Kurniasih	B 113
	1. The Needs of Teaching Cultural Intelligence in ELT: Reasons for Promoting Global English 2. Cultural Infusion in ELT 3. The Educative and Cultural Values in "Little House on the Prairie"	Indawan Syahri Sugirin Ruruh Mindari	Sugirin Ruruh Mindari Indawan Syahri	B 114
17.55	END OF DAY ONE			

**WEDNESDAY, 7th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
08.00-08.30	REGISTRATION			Audit B
08.30-09.30	English Language Teacher Education in the Globalized and Digitalized Era	Prof. Dr. B. Kumaravadivelu	Prof. Dr. Veronica L. Diptoadi, M. Sc.	Audit B
09.35-10.35	<b>Workshop</b> 1. Digitizing CLIL (Content and Language Integrated Learning) for Bilingual Classes 2. From Fads to Fundamentals: Digital Innovations in ELT	Noverita Wahyuningsih Stuart Vinnie	Stuart Vinnie Noverita Wahyuningsih	Audit B
	1. Developing Critical Thinking in the Academic Writing of Middle Eastern ESL Students 2. Second Language Pedagogy; The Research to Second Language Acquisition Process in Classroom 3. Language Teaching in Bangladesh at Tertiary Level: A critical Perspective	Khairi Retno Paula Watuseke Masrufa Ayesha Nusrat	Retno Paula Watuseke Masrufa Ayesha Nusrat Khairi	Glass-Lobby
	1. Introducing Digital Surveying Instruments: A Genre-Based Pedagogy 2. Exploring Genre in Genre-Based English Language Teaching 3. Making Use of YouTube Materials for Classroom Purposes in Teaching English	Slamet Wiyono Suharyadi Adnan Zaid	Suharyadi Adnan Zaid Slamet Wiyono	A 201
	1. Authentic ELT Materials in the Language Classroom 2. Benefiting from YouTube and Other Free Online Programmers for Teaching Teenagers English 3. Online Quizzes to Facilitate ESL Students' Language Proficiency	Shameem Ahmed Choiriya Rafidah Binti Abd Karim & Zulkarnain Bin Jamak	Zulkarnain Bin Jamak Shameem Ahmed Choiriya	A 301
	1. ESP Course Design for Tour and Travel Students Based on Needs Analysis 2. Enriching Students' Vocabulary by Using Newspaper Articles on Technology 3. Increasing English Vocabulary of the Fifth Grade through Videotaped Children Songs	Ratnah Maria Yosephine Tita Ratna Wulandari	Maria Yosephine Tita Ratna Wulandari Ratnah	A 5-1
	1. Audiovisual (YuoTube) An Alternative Approach In Teaching English Pronunciation at STIBA Satya Widya Surabaya 2. Boosting English Skill for Economic Students: A Case Study at Perbanas Institute 3. Teaching Speaking with Harry Potter: Introducing Turn-Taking Strategies Using Film	Chatarini Septi N.L., & Hisbun Nisa' Dwi Panggah W.H., & Yasinta Deka W. Maratus Sholikah	Dwi Panggah W.H. Maratus Sholikah Chatarini Septi N.L.	A 5-2



**WEDNESDAY, 7th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
	1. Introducing English Cultural Elements in EFL Context 2. Close Relationship between Language and Culture and Its Implication on ELT	Anisa Astrid Chothibul Umam	Anisa Astrid Chothibul Umam	A 5-3
	1. English Language Teaching for Elementary School Students in Kabupaten Serang-Banten 2. Developing Students' Writing Ability through Critical Thinking Skill	Rita Handayani & Siti Aisah  Jumharia Djamereng & Yuni Itami Idrus	Yuni Itami Idrus  Rita Handayani	B 113
	1. Codeswitching in the Classrooms: Should We Take It or Leave It? 2. Upgrading the Learners' English and Academic Competence: An English Curriculum Design 3. Get Down My Toys, or Else....: How an Indonesian Child Learns English	Hilda Cahyani Didin N. Hidayat  Santi Chairani Djonhar	Santi Chairani Djonhar Hilda Cahyani  Didin N. Hidayat	B 114
10.40-11.10	<b>COFFEE BREAK (Main Hall, Floor 1)</b>			
11.15-12.15	Maximizing Learning Management System (LMS) in Higher Education: An ELT Case	Dr. Gumawang Jati	Ruruh Mindari	Audit B
	Improving Competencies and Developing Teachers' Profession	Dr. Unifah Rosyidi, M.Pd.	Agnes Santi W.	A 201
	ELT in a New Age: Connecting Teaching-Learning Practices to Real World Conditions	Prof. Dr. Ganakumaran Subramaniam	Susana Teopilus	A 301
12.20-13.00	1. Classroom Action Research: Quantitative or Qualitative? 2. Stimulating Classroom Environment for English Speaking Learners	Joko Nurkamto Ani Purjayanti	Ani Purjayanti Joko Nurkamto	Audit B
	1. Texts in Diplomacy 2. Culture in Teaching English as a Foreign Language	Nana Yuliana Sumani	Sumani Nana Yuliana	Glass-Lobby
	1. The Use of L1 in EFL Classrooms: A Case Study in RSBI High School  2. Teaching Translation for English and non-English Department Students (Problem and Solution)	Muhamad Handi Gunawan, Retno Wiyati & Parawati Sitti Sondari Nuning Yudhi Prasetyani	Nuning Yudhi Prasetyani  Muhamad Handi Gunawan	A 201

**WEDNESDAY, 7th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
	1. Teacher Training In Higher Education: Identifying a One-Size-Fits-All Approach 2. Students' Voice: A Case of Iranian EAP Students	Wiwik Andreani Zahra Zohorian Vahid Baghban, Massoumeh Bemani Naeini, & Ambigapathy Pandian	Zahra Zohorian Wiwik Andreani	A 301
	1. Assessing Young English Learners: A Case Study in Salatiga 2. Assessing English of Young Learners	Antonius Wahyana Fauris Zuhri	Fauris Zuhri Antonius Wahyana	A 5-1
	1. A study on Teaching Science Using English to Students of RSBI Schools 2. Teachers' and Students' Perception of Motivational Teaching Strategies in Indonesian High School Context	Titien Sumarni Sri Puji Astuti	Sri Puji Astuti Titien Sumarni	A 5-2
	1. Constructivism and Reflectivism as the Logical Counterparts in TESOL: Theory versus Methodology 2. Introducing Critical Thinking Skills for Language Students	Abdullah Al Mahmud Patrisius Istiarto Djiwandono	Patrisius Istiarto Djiwandono Abdullah Al Mahmud	A 5-3
	1. Cross-Cultural Understanding in a Multicultural and Multiracial English Classroom 2. Developing Cultural Awareness through Film	Gita Nursinta Dewi Sri Hartiningsih	Sri Hartiningsih Gita Nursinta Dewi	B 113
	1. Elaborative Interrogation Strategy: Boosting up the Students' Speaking Performance 2. Corrective Feedback as a Meaningful Element of Error Treatment in Speaking	Chusnul Yulisetyo Didik Hartono & Noverita Wahyuningsih	Didik Hartono Chusnul Yulisetyo	B 114
13.10-14.00	<b>L U N C H (Main Hall, Floor 1)</b>			
14. 05-14.25	1. The Effectiveness of English Language Acquisition through the Use of Digital Learning	Doddy Soeharmanto	Massoumeh Bemari Naeini	Audit B
	1. Improving STIBA Satya Widya Students Vocabulary Ability by Using IT-Based Learning	Hikmah & Chatarini Septi N.L.	Retno Wiyati	Glass-Lobby
	1. Mentor Coaching to Help Preservice Teachers in Designing an Effective Lesson Plan	Lulu Laela A., & Ernie D.A. Imperiani	Ambigapathy Pandian	A 201
	1. The Implementation of Group Investigation Model Based on Learning Contract	Angelina Linda Hartani	Parawati Sitti Sondari	A 301



**WEDNESDAY, 7th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
	1. iPad Collaboration: Teacher and Learner Reflections in Indonesia and Japan	Roger Palmer & Septina Nur Iswanti	Siti Aisah	A 5-1
	1. Technique of Role Play in English Indie Film to Improve the Students' Ability of Speaking	Elli Setiyo Wahyuni	Jumharia Djamereng	A 5-2
	1. Indonesian Culture Exposure in Teaching English to University Students	Maryani	Rafidah Binti Abd Karim	A 5-3
	1. Combining Product and Process Approach in Writing Class	Widiarini	Hisbun Nisa'	B 113
	1. The Practices of Silence in Trans-Cultural Communication between an Australian and Indonesians	Parawati Siti S., Fihriin Zuhrofillah, Nida Amalia A., & Salmia Nur Ardiani	Tribekti M. Agustinus	B 114
14.30-15.30	<b>Workshop</b> 1. Teaching-Learning Vocabulary	Prof. E. Sadtono	Davy Budiono	Audit B
	A Productive System of Information-Technology Media in English Education	Dr. J. Bismoko	Y.G. Harto Pramono	A 201
	Intercultural English Language Learning and Teaching in Thailand vs ASEAN Economics Community	Dr. Anamai Andy Damnet	Hady Sutris W.	A 301
15.35-16.35	<b>Workshop</b> 1. The Collaboration between Technology and HURIER Model: Making Listening More Meaningful 2. Integrating Technology into Dogme Instruction	Istiqlaliah Joshua Yardley	Yoshua Yardley Istiqlaliah	Audit B
	1. An Analysis of English Textbooks for the Fifth Grade Pupils 2. Improving Academic Reading Skills for Adult Learners	Nunung Fajaryani Andjarwati Sadik, & Sitti Sahraeny	Andjarwati Nunung Fajaryani	Glass-Lobby
	1. When Simple is Beautiful: The Hook Book Look Took Lesson Structure 2. Evaluating in Language Teaching 3. Performance Test for Vocational Schools	Herwindy & Willy Renandya Ngadiso Rahayu Kuswardani & Yuri Lolita	Ngadiso Rahayu Kuswardani Herwindy	A 201

**WEDNESDAY, 7th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
	1. Digital Game-Based Test for EFL Elementary School Students in Indonesia 2. Strategies Used by English Teachers in Teaching Reading Comprehension to Elementary School Students: A Case Study at Three Elementary Schools in Bandung	Nuria Mufidah Failasofah	Failasofah Nuria Mufidah	A 301
	1. Pre-Service Training for Teachers of English to Young Learners with International Standard 2. Teacher's Questioning Strategy in Mathematics Class: A Case Study in an International School in Bandung 3. Acts-Poly Game: A Thinking Globally – Acting Locally-Based Integrated Language Game	Rina Wahyu S. & Dwi Wahyuningtyas Asri Yuniati, Deden Rahmat H. & Elis Homsini M. Moedjito	Moedjito  Rina Wahyu S.  Asri Yuniati	A 5-1
	1. Language Learning Strategies Used by the Students of SMAN 5 Surabaya 2. An Analysis of Responses on Teaching Materials Used in a Vocational School	Oktavia Achmad Sjaifullah & Umi Anis Roi'satin	Achmad Sjaifullah Oktavia	A 5-2
	1. ICT and the Changing Face of English Language Learning and Teaching 2. Writing Improvement of EFL Learners by Implementing Moderate Error Correction Strategy	Tina Mariani Arifin Massoud Tajadini	Massoud Tajadini Tina Mariani Arifin	A 5-3
	1. An Investigation of Peer Correction for Lampungnese EFL Learner 2. Process and Product Assessment in Teaching Writing Using Process-Genre Approach 3. Students' Opinion about the Practice of Portfolio Assessment in Writing Courses	Ngestirosa Rani Muntasari Arina Shofiya	Arina Shofiya E. Ngestirosa Rani Muntasari	B 113
	1. Effectiveness of Professional Development Program PLPG in Improving Teachers' Learning Environment Using Media 2. Local Literature to Enhance Students' Critical and Creative Thinking and to Promote Colloaborative Learning	Endah Yulia R., Ferra Dian A., & Endang M. Rahayu Oikurema Purwati	Oikurema Purwati  Endah Yulia R.	B 114
16.40-17.40	<b>Workshop</b> 1. Using Technology to Support Academic Vocabulary Instruction 2. Assessing Collocation Use and Text Coverage Using the Website Compleat Lexical Tutor	Christen Brady Holly Warzecha	Holly Warzecha Christen Brady	Audit B
	<b>Workshop</b> 1. Utilizing the Internet to Connect Students through Poetry 2. Small Talk and Lesson Flow	Kate Burrill Anna Carissa Rozzo	Anna Carissa Rozzo Kate Burrill	Glass-Lobby



# WEDNESDAY, 7th NOVEMBER 2012

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
	1. The Use of Technology in the Linguistic Analysis of English Loan Words. 2. Idiomaticity as an Approach to the Translation of Humor for Subtitling	Jeannet Stephen Agus Cahyono	Agus Cahyono Jeannet Stephen	A 201
	1. Literature of Diaspora: A Study of Wiesel's <i>The Time of the Uprooted</i> 2. The Prophetic Voice of Khalil Gibran's Poetry: Its Contemporary Significance in the EFL Classroom Today 3. Reading between and beyond the Lines	Yohanes Hartadi Raymond Fatubun  Davy Budiono & Antonius Gurito	Raymond Fatubun Davy Budiono  Yohanes Hartadi	A 301
	1. Problems with Classroom Language Encountered by Students of the English Education Program 2. Positive Washback Effect of the English National Examination (ENE) on Students' Learning 3. A Teacher's Reflection on Following Online Teacher Training Course in Project-Based Learning	Susana Teopilus & Ig.Harjanto  Ridha Mardiani  Rina Sari	Ridha Mariani  Rina Sari  Susana Teopilus	A 5-1
	1. Improving Students' Content Area Reading Comprehension through Collaborative Strategic Reading (CSR) 2. Cultivating Children's Reading Habits to Enhance Literacy Learning in the Digitization Era 3. Teaching English Genre through Songs	Refi Ranto Rozak  Chuzaimah Dahlan & Yunani Atmanegara Ririn Pusparini	Ririn Pusparini  Refi Ranto Rozak  Chuzaimah Dahlan	A 5-2
	1. Enhancing Students' Ability-awareness through Portfolio and Self-Assessment (PSA) Technique 2. English Self-Learning: Applying Cartoon Series in Teaching Narrative Writing Text 3. Character Quotes and Slogan: An Authentic Material for Developing Students' Character and Teaching the Productive Skills	Maya Defianty  Achmad Bahsari & Riyana Dewi Uzlifatul Masruroh Isnawati	Achmad Bahsari  Uzlifatul Masruroh Isnawati  Maya Defianty	A 5-3
	1. Integrating Identity Shaping in Your English Class: Some Alternatives 2. Politeness Strategies in Teacher-Student Interaction in an EFL Classroom Context 3. 'Culture' as a Skill in Undergraduate EFL Classroom: The Bangladeshi Realities	Meinarni Susilowati Senowarsito Faheem Hasan Shahed	Senowarsito Faheem Hasan Shahed Meirnarni Susilowati	B 113

WEDNESDAY, 7th NOVEMBER 2012				
TIME	TOPIC	PRESENTER	MODERATOR	ROOM
	1. The Nature and Behavior of Learner Grammatical Errors: A Study of Indonesian Secondary School Students Learning English as a Foreign Language 2. Assessing the Students' Speaking Skill Using Spoken Recount Text	Endang Fauziati Ghufran Ferdiant	Ghufran Ferdiant Endang Fauziati	B 114
17.45-18.15	COFFEE BREAK (Main Hall, Floor 1)			
18.15-19.30	FREE TIME			
19.30-20.30	CULTURAL NIGHT AND DINNER (Audit B)			
20.30	END OF DAY TWO			



**THURSDAY, 8th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
08.00-08.30	REGISTRATION			Audit B
08.30-09.30	<b>Workshop</b> READ—Relax, Enjoy, And Dream—Help Your Students to Improve Their English Skills and Read for Pleasure	Steve Money	Retno Palupi	Audit B
	<b>Workshop</b> Developing a Matching Exercise Using Powerpoint	Fransisca & Dwijatmoko	Yohanes Taloko	Glass Lobby
	<b>Workshop</b> 1. Review of Reliability and Construct Validity in Compulsory Subject at RSBI Program 2. Materials Development of ESP and Its Design on Business Letter-Writing at Tridianti University	Lilla Musyahda Rusman Roni	Rusman Roni Lilla Musyahda	A 201
	The Language Educator and the Challenges of Globalization	Richmond Stroupe	Susana Teopilus	A 301
09.35-10.35	1. Learners' Perceptions on Teaching and Learning Situation and Its Relationship to Their Motivation to Learn	Abdul Rahim & Karim M.	Sri Suwarni	Audit B
	2. Creating a Fun Learning Environment through 'Quantum Learning Book' and Interactive Media Flash	Sri Suwarni	Veronica Triprihatmini	Glass-Lobby
	3. <i>Playing Football</i> in the Classroom to Promote Students in Speaking English	Veronica Triprihatmini	Karim M.	
	1. Developing Materials for Business Cross Culture through Challenging Activities 2. Writing Business Correspondence Effectively: Some Changes to Consider	Singgih Widodo L. Nurul Aryanti, & Indawan Syahri	Nurul Aryanti Singgih Widodo L.	A 201
	1. The Internal Consistency Reliability and Item Difficulty Analysis of the English School-Based Assessments that Measure Listening and Reading Aspects	Elvina Arapah & Bahrani Ardi	Estu Widodo	
	2. Towards a More Comprehensive Evaluation of Vocational English Teaching Effectiveness	Estu Widodo	Dwi Fita Heriyawati	
	3. Linguistic, Cultural Variation and English Spoken Discourse among University Students Inside and Outside of the Classroom	Dwi Fita Heriyawati	Elvina Arapah	A 301
	1. Speaking Assessment for University Students 2. On the Use and the Design of Corpus for Language Teaching 3. In Teaching Translation, Which Should Come First, from English to Indonesian, or Vice Versa	Dewi Kencanawati Prihantoro Nunung Nurjati	Nunung Nurjati Dewi Kencanawati Prihantoro	

**THURSDAY, 8th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
	1. The Potential Benefits of Using Dual Language Books in Developing Indonesian EFL Learners' English Literacy 2. Evaluating ESP Coursebook for Graphic Design Students at the State Polytechnic of Creative Media Jakarta 3. Preferable Choices of EFL Students' Writing Works Publication Media	Salwa  Sri Kusumaningsih & Ujang  Nina Fatriana	Sri Kusumaningsih  Nina Fatriana  Salwa	A 5-1
	1. Bilingual Elementary School Teacher Preparation Program at Satya Wacana Christian University 2. The Strategy of Using English as the Language of Instruction in Elementary School 3. Teacher Perception on the Implementation of English Medium Teaching in Indonesia	Antonius Wahyana  Diani Nurhajati Sultan Sultan	Diani Nurhajati  Sultan Sultan Antonius Wahyana	A 5-2
	<b>Workshop</b> 1. Audiobooks, Podcast, and MP3 Player 2. Creating Listening Material Using Adobe Audition CS5.5	Rahman Hakim Moh. Kusen	Moh. Kusen Rahman Hakim	B 113
10.40-11.10	<b>COFFEE BREAK (Main Hall, Floor 1)</b>			
11.15-12.15	<b>Workshop</b> 1. From the Textbook to Real Life Communication 2. Comedy to Build Fluency	Bryarn Holzer Iris Laurencio	Iris Laurencio Bryarn Holzer	Audit B
	<b>Workshop</b> 1. Developing a Classroom Action Research Proposal	Susanto	Basilius Himawan	Glass-Lobby
	<b>Workshop</b> 1. Revisiting the Assessment Principles in a Computer-Assisted Language Learning Program: Implication for Academic Writing Instructions 2. Teacher Cognition: The Relationship between Teachers' Belief, Course Objectives and Instructional Practices	Lilla Musyahda  Giselle Mulder	Giselle Mulder  Lilla Musyahda	A 5-2
	1. Self-Regulation in English Language Learning: Case Studies of Six Malaysian Undergraduates 2. Writing Assessment Made Easy: Doing More Comprehensive and Constructive Writing Assessment 3. Using Picture Series in Inspiring Reading Class	Azizah Binti Mohd Zahidi  Iis Nur Rodliyah  Dwi Astuti Wahyu Nurhayati	Dwi Astuti Wahyu Nurhayati  Dwi Astuti Wahyu Nurhayati  Iis Nur Rodiyah	A 201
	1. Literary Enjoyment through Audio Visual Improving of Students' Reading Competence 2. A Survey of the EFL Students' English Reading Habits 3. Teaching Narrative Text Using Comics in Junior High School	Hardono Erna Iftanti Arik Susanti	Erna Iftanti Arik Susanti Hardono	A 301



**THURSDAY, 8th NOVEMBER 2012**

TIME	TOPIC	PRESENTER	MODERATOR	ROOM
12.20-13.00	<b>Workshop 1.</b> Task: Design a Tour	Deirdre Hand	Ujang	Audit B
	<b>Workshop 1.</b> Making English Teaching Forum Fun	Michael Kelley	Indawan Syahri	Glass-Lobby
	<b>Workshop 1.</b> Differentiating Instruction Using Video and Interactive Educational Websites (Grade K-8)	Jonathan Gasbar	Bahrani Ardi	A 201
	<b>Workshop 1.</b> Dramatic Response: Creative Extension Activities That Motivate and Improve Reading Comprehension	Jackie	Abdul Rahim	A 301
	<b>Workshop 1.</b> Workshop on How to Stimulate Young Learners' Interest to Learn English	Ni Luh Putu Eka	Riyana Dewi	A 5-1
	<b>Workshop 1.</b> Developing Critical Thinking Skills for Effective Reading in Basic 2 Class	Deasy Natalia	Yunani Atmanegara	A 5-2
	<b>Workshop 1.</b> Scripted Songs to Teach English for Young Learners	Ni Made Ratminingsih	Ferra Dian A.	A 5-3
	<b>Workshop 1.</b> Five Vocabulary Games to Enhance English Teachers' Training and Development	Yonathan Winardi	Endang M. Rahayu	B 113
	<b>Workshop 1.</b> Bridging Cultural Differences in Teachers-Students Communication through Personality and Ego State Understanding	Vitria Pawitrasari B.	Deden Rahmat H.	B 114
13.05-14.00	<b>L U N C H (Main Hall, Floor 1)</b>			
14.00-15.00	<b>PANEL DISCUSSION</b>			<b>AUDIT B</b>
15.00-15.20	<b>CLOSING CEREMONY</b>			<b>AUDIT B</b>

## PROBLEMS WITH CLASSROOM LANGUAGE ENCOUNTERED BY STUDENTS OF THE ENGLISH EDUCATION PROGRAM

*Susana Teopilus & Ignatius Harjanto*

### ABSTRACT

Classroom language or 'teacher talk' can have a tremendous impact on the success of learning-teaching interactions in the classroom. In line with this, teachers need to use language that is understandable and appropriate for their students' level and age. The importance of using English as the medium of instruction in class is clearly seen in the teaching and learning activities conducted. Classroom activities need to be verbalized for the students to participate in, and teacher candidates need to be able to verbally interact with the students during the teaching and learning process. Nevertheless, observing the teacher candidates conducting micro teaching practice, the researchers found out that many teacher candidates who had passed Speaking course about classroom language still faced difficulties in using English as the medium of instruction when delivering their English lessons during their teaching practice. Such a condition encouraged the researchers to uncover the teacher candidates' difficulties in using English as the medium of instruction in the classroom.

This research was conducted to find out answers to this question: What common problems with classroom language do the EESP (English Education Study Program) students have during their teaching and learning process? Eight students taking the teaching practice program in the odd semester of 2010/2011 were taken as the research subjects. The verbal English expressions uttered by these subjects during the teaching and learning process in the classroom were recorded. These classroom English expressions were then transcribed for the research data. The transcribed verbal English expressions were coded and classified into types of errors. To achieve trustworthiness, triangulation was conducted. Two raters analyzed the same data with the developed evaluation form. The raters met regularly to discuss the results of analysis.

The findings indicated that the common problems with classroom language these subjects had were those related to English grammar, pronunciation, intonation and diction. Of all these problems, the biggest number of mistakes made was related to English grammar (58.02%); the second biggest was related to English pronunciation (23.41%); the third biggest was related to the English diction (17.06%); and the smallest number was related to the English intonation (1.51%).

Since the research findings indicated that the biggest problem encountered by the subjects was related to the English grammar, one of the suggestions offered to the EESP is that EESP students should be given more practice of using English grammar in more meaningful contexts (written as well as oral). In addition to that, the students of the EESP should be given a lot of practice in using proper classroom language, for example in Speaking classes and Micro Teaching class, to prepare them to be better teachers of English.

*Keywords: classroom English expressions, teacher candidate, English grammar, pronunciation, intonation, diction*

### INTRODUCTION

Although English is a foreign language in Indonesia, its role is becoming more and more important. English is used in the daily life stuffs, educational field, science and technology, commerce, and communication. To meet this demand, schools in Indonesia, from kindergartens to universities, are giving English subject as one of the compulsory subjects. The purpose of English teaching at schools is to provide relevant English proficiency for the students. To reach this purpose, schools need qualified English teachers to teach the subject, and this demand of qualified English teachers has pushed English Education Study Programs of the Teacher Training Faculties to prepare their graduates well so that they can be qualified English teachers, who can teach English well.

One of the missions of the English Education Study Program of the Faculty Teacher Training and Education, Widya Mandala Surabaya Catholic University is to produce professional



English teachers, who are competent to teach English in schools at the primary level and secondary level. To realize this mission, the English Education Study Program of this Faculty offers several required courses related to pedagogy and teaching, both for the theories and practice. The peak of the courses offered is the Teaching Practice Program (usually called PPL or Program Pengenalan Lapangan), which is conducted in the real schools of primary level (sometimes kindergarten) or secondary level (junior or senior high schools). This course is given 4 credits and is offered in the seventh semester. In this program, the students of the EESP are given a lot of opportunities to conduct teaching and learning activities in the real classroom, where they are expected to implement all the knowledge, skills and proficiency they have obtained.

The standard of competence that has to be achieved in this course (Teaching Practice Program) is EESP students possess the ability to carry out real classroom teaching to develop their students' English communicative competence and carry out teacher's administrative responsibilities (Pedoman Akademik 2008/2009). The basic competences include the following abilities:

- develop a lesson plan (for different levels of learners)
- open and close a class
- explain teaching materials clearly
- ask questions of various kinds
- respond students' questions appropriately
- assess students learning achievement appropriately
- apply appropriate teaching techniques, media, and other learning resources in conducting the class activities.
- give appropriate feedback to the students
- manage English language classrooms
- manage teaching-learning time
- develop and administer English test items to their students
- assess their students' English competence
- conduct academic school administration
- guide their students' academic activities
- establish rapport

A closer look at the basic competences that have to be achieved shows that the EESP graduates-to-be have to possess good English for classroom instruction to perform their duties as English teachers, or they should be fluent in classroom English. With the series of speaking courses given (from Speaking I: Daily conversation, Speaking II: Group Discussion, Speaking III: Presentation and Debate, to Speaking IV: Classroom English) and Micro Teaching course, the EESP students are highly expected to possess the ability to speak English fluently and use good classroom English in interacting with their students or pupils in the teaching practice schools. The fact in the field, however, sometimes shows that the EESP students do not fully comply to the objectives stated in these syllabi. The classroom English uttered by some students is sometimes inappropriate.

This study is, therefore, conducted to find out common problems with classroom language the EESP (English Education Study Program) students have during their teaching and learning process. This will, hopefully, give a feedback to the EESP related to their graduates' teaching performance and English proficiency, which in turn can be used to revise or modify the syllabi of the Speaking courses and Micro Teaching.

## RESEARCH PROBLEM

What common problems with classroom language did the EESP (English Education Study Program) students have during their teaching and learning process?

## THEORETICAL FRAMEWORK

The importance of using English as the medium of instruction in class is clearly seen in the teaching and learning activities conducted. Classroom activities need to be verbalized for the students to participate in, and teacher candidates need to be able to verbally interact with the students during the teaching and learning process. To this point, Hughes (1990) argues that though the role of this linguistic interaction is perhaps one of the least understood aspects of teaching, it is clearly crucial to the success of the teaching/learning event.

Barnes (2006) argues that everything teachers say and do sets patterns which can become ingrained; therefore, developing good teacher-talk is important for the instructional success. In the

language classes, a teacher is usually the best and sometimes the only person who can provide comprehensible input for his/her learners (O'Neill, 1994). Students, especially young learners, usually pick up as much as what they perceive from their teachers: their attitude, enthusiasm, and language. They often imitate what their teacher says, behaves, or acts. Referring to English language teaching, students will usually regard their teachers as the model of the language they are learning. They imitate the language their teacher uses in the classroom. It is very important, therefore, for a teacher, to be a good model of the language they are learning. Once the students get the exposure of incorrect usage of the language, it will stick in their memory and it can take a long time for them to correct it.

Parrish (2004) states that the language that teachers use in class, or 'teacher talk', can have a tremendous impact on the success of interactions they have with students. Therefore, teachers need to use language that is understood by learners and that is appropriate for their students' level and age.

It is a fact, however, that teacher candidates, despite their long preparation that they have undergone in their study at the EESP, still face difficulties in using English as the medium of instruction. To this point, Willis (1981) states that a major problem for non-native speaker teachers of English, especially those with no direct experience of English-medium teaching, can be the language itself: the difficulty of actually speaking it well in the classroom, getting students to use the English they have learnt productively and to accept the use of English as the medium of instruction in class. He further indicates that there are two reasons why this problem exists. First, classroom language is more complex and specialized than is generally recognized, and according to Willis, a greater problem is caused by the complexities of classroom discourse. Second, a lack of explicit justification for the adoption of English as the medium of instruction has caused many problems, for examples the use of English as the medium of instruction even obstructs the teaching and learning process, students feel insecure and defensive because of the teacher's demand of using only English in the classroom, and some teachers, afraid of making mistakes, will keep to a bare minimum of the English they use in class, which bears little or no relationship to everyday English in the outside world. In short, the problem facing the non-native speaker in English-medium is not only what classroom language to use, and how, but also why.

In relation to comprehensible input for the target language learned, the classroom interaction between teacher and learners, which is conducted using English as the medium of instruction, will give the learners a lot of comprehensible input in English. It is widely accepted that a vital ingredient in the learning of any language is exposure to it. The more comprehensible input the students get, the better the result will be (Harmer, 4th edition). This also implies that it is a must for language teachers, in this case English language teachers, to provide good and correct comprehensible input for their learners.

In another role as encourager, teachers have to communicate with the students to establish good rapport between teacher and students. In this role, teachers have to use language in such a way so that their students can be motivated and encouraged in the classroom. The persuasive language uttered by teachers should be appropriate so that the purpose of the lesson can be achieved.

Finally, with regard to the English language instruction, in addition to its role as comprehensible input, classroom language uttered by teachers is very influential to their students so that the class activities can go on smoothly and the objectives of the lesson can be achieved.

## **RESEARCH METHOD**

The research was descriptive by its nature. It observed the actual classroom language of the teacher candidates (in this case eight EESP students taking their teaching practice program in the real schools in the odd semester of the academic year 2010/2011), analyzed it, described the results (in the form of data display), and drew the conclusion based on it. The research subjects were chosen using the purposive random sampling method to represent the EESP teacher candidates taking their teaching practice program (PPL) in the odd semester of the academic year of 2010/2011. The following table indicates the subjects and the level of the schools where they had their teaching practice program.



**Table 1**  
**The Subjects and the Level of the Teaching Practice Schools**

No	Teacher Candidates	School levels
1	Teacher Candidate 1	Senior High School
2	Teacher Candidate 2	Vocational School
3	Teacher Candidate 3	Vocational School
4	Teacher Candidate 4	Junior High School
5	Teacher Candidate 5	Primary School
6	Teacher Candidate 6	Junior High School
7	Teacher Candidate 7	Senior High School
8	Teacher Candidate 8	Primary School

The research data were collected using the following instruments:

- The researchers (equipped with knowledge of classroom English and experiences in teaching English)
- Voice recorder (used to record the research subjects' classroom language uttered during the teaching process in the classroom)

The transcribed data of all the eight subjects were then analyzed and all the mistakes made by the subjects are collected, classified, and analyzed further using the following form:

**Table 2**  
**Mistakes Encountered in the Subjects' Classroom Language**

No	Teacher Candidate's Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes				CS
				Pr o	Into	Gr	Dic t	

## RESULTS

The results of the data analysis indicate the common mistakes made by the subjects of this research, which actually reveal the problems encountered by the subjects.

The collected mistakes made by the research subjects were classified based on their types, and basically there are four major types of problems made: pronunciation (Pro), intonation (Into), grammar (Gram), and diction (Dict). Although almost all subjects (7 out of 8) did code switching (from English to Indonesian) during the teaching and learning process, this practice is considered acceptable and the products of code switching are not considered to be mistakes or errors. The results of code switching are classified under code switch (CS) in the analysis. The following table summarizes the analyses of the types of mistakes/errors made by the subjects of the study, which in turn indicates the problems experienced by these eight subjects.

Table 3  
**Types of Mistakes Made by the Subjects**

Teacher Candidate	No of Mistakes	Types of Mistakes				CS
		Pro	Into	Gram	Dict	
TC 1	37 (out of 150)	8	-	18	11	4
TC 2	68 (out of 390)	4	2	53	9	32
TC 3	147 (out of 373)	37	1	82	27	8
TC 4	25 (out of 164)	1	-	21	3	-
TC 5	114 (out of 335)	31	1	74	8	103
TC 6	48 (out of 156)	11	1	25	11	18
TC 7	85 (out of 181)	20	3	43	19	15
TC 8	74 (out of 343)	28	1	31	14	81
<b>Total</b>	<b>598 (out of 2092)</b>	<b>140</b>	<b>9</b>	<b>347</b>	<b>102</b>	<b>261</b>

The foregoing table shows that the subjects had problems with English pronunciation, intonation, grammar and diction. The biggest number of mistakes made (347 out of 598 or 58.02%) was related to the problem with English grammar; the second biggest number (140 out of 598 or 23.41%) is related to the problem with English pronunciation; the third biggest number (102 out of 598 or 17.06%) was related to the problem with diction or choice of word; the smallest number (9 out of 598 or 0.51%) was related to the problem with English intonation.

- In terms of pronunciation, the subjects of the research made only a few mistakes such as follows:
  - Mispronouncing some English words (such as *health, healthy, succeed, question, year, birthday, twentieth, example, zero, caffeine, obesity, position, signal, the before a vowel sound, correct, drank, attendance, April, relationship, lesson, heard, formula, sick, sentence, terrible, come on, and genius*)
  - Mispronouncing the English diphthong [ei] in *name, date, late, complains, predicate, make, paper, and made*, which is always mispronounced as [e].
  - Not pronouncing the final consonant [k], in *think*.
  - Not pronouncing the plural ending {s}, in *managers*.
  - Not pronouncing the past ending {ed} in verbs *altered*, and *changed*.
- In terms of intonation, two out of the eight research subjects made no mistakes at all. The other six made only a few mistakes in the English intonation as follows:
  - Using the falling intonation instead of rising intonation for unfinished sentences.
  - Using the rising intonation instead of falling intonation for Wh questions.
  - Using the rising intonation instead of falling intonation for commands.
  - Using the falling intonation instead of rising intonation for Yes/No questions.
  - Using the rising intonation instead of falling intonation for statements.
- In terms of English grammar, the research subjects made quite a number of mistakes. The mistakes are listed as follows:
  - Sentence Fragment
  - Misuse of Determiners/articles
  - Misuse of Plural Ending
  - Agreement between noun and personal pronoun
  - Agreement between Subject and Verb
  - Missing Connector (relative pronoun, conjunction)
  - Missing Subject
  - Missing Object
  - Missing Verb/Be
  - Missing Plural Ending
  - Missing Article
  - Verb Pattern for Active and Passive Voice
  - Verb Pattern for Direct Question and Indirect Questions
  - Double Predicates
  - Double objects
  - Mistakes in Gerund and Infinitive
  - Verb Tenses
  - Misuse of Verb Forms
  - Missing 's for possession
- In terms of diction, the research subjects made quite a number of mistakes. The mistakes are listed as follows:
  - 1) Redundancy (adding unnecessary words such as prepositions to the expressions used).  
For examples: *discuss about \**) instead of *discuss*.  
*review about \**) instead of *review*.
  - 2) Omission (omitting the necessary words for the clarity of the intended meanings).  
For examples: *Is there any opinions?* instead of *Are there any **different** opinions?*  
*Could you sit?* instead of *Could you sit **down**?*  
*Now come to your seat* instead of *Now come **back** to your seat*.

3) Using a wrong word for the complete expression/phrase/collocation used.

For examples: *the same with* \*) instead of *the same as*.

*The same ... like* instead of *the same ... as*

*... both ...or ...\*)* instead of *... both ... and ...*

*pay attention at ...\*)* instead of *pay attention to ...*

*pay attention with this one \*)* instead of *pay attention to this one*

*look on the whiteboard \*)* instead of *look at the whiteboard*.

*Make it by your own\*)* instead of *make it on your own*

*Submit ...for me \*)* instead of *submit ... to me*

*... the baby to care or take care* instead of *... the baby to care for or take care of*.

4) Using wrong words to express the intended meanings.

For examples: *see* instead of *look at*

*Original* instead of *ordinal*

*Pieces* instead of *copies*

*An honour* instead of *a privilege*

*Every problem* instead of *each item*

*Do the complaint* instead of *make the complaint*

*Conclude* instead of *include*

*Plus* instead of *add*

*Works* instead of *exercises*

*It* instead of *one*

*Softly* instead of *slowly*

*With* instead of *by*

*Of* instead of *in*

*On* instead of *in*

*Slow* instead of *soft*

*Again* instead of *more*

*Again* instead of *else*

*Mix* instead of *mingle*

*Other* instead of *another*

*Maam Indah* instead of *Ms. Indah*

*from* instead of *of*

*for* instead of *to*

*did mistakes* instead of *made mistakes*

*present* instead of *teach*

*no* instead of *not*

*whether* instead of *if*

*nutritional* instead of *nutritious*

*person* instead of *representative*

*Indonesia* instead of *Indonesian*

5) Using totally wrong expressions/sentences to express the intended meanings.

For examples:

*Who has not come?* instead of *Who is absent today?*

*Do you mean how?* instead of *What do you mean?*

*Give to the others* instead of *let the others try*

*You can submit it later, on free time, ok?* instead of *You can submit it later during the break.*

*Let's discuss the story together* instead of *Let's discuss the answers together.*

*Now, we are going to learn about months* instead of *Now, we are going to use the melody for months.*

*... but sometimes there are some months with thirty one day, ok?* instead of *... but some months have thirty one days, ok?*

*All of you say yes .... no, so why?* instead of *Some of you say yes, and some say no, so why?*



*Let's come to the second instead of Let's move on to the second.*  
*...so let's make it as your homework instead of ...so do it for your homework.*

## DISCUSSION

In general, the classroom language spoken by the research subjects was comprehensible enough; it means that during the teaching and learning processes, the use of English as the medium of instruction was effective enough although the subjects made several mistakes or errors in pronunciation, intonation, grammar and diction.

From the aspects of accuracy and appropriateness in pronunciation, it has been proved that the research subjects have a number of shortcomings such as follows:

- (1) Mispronouncing some English words
- (2) Mispronouncing the English diphthong [ei]
- (3) Not pronouncing the final consonant [k]
- (4) Not pronouncing the plural ending {s}
- (5) Not pronouncing the past ending {ed}

From the aspects of accuracy and appropriateness in intonation, the research subjects had a number of shortcomings such as follows:

- (1) Using the falling intonation instead of rising intonation for unfinished sentences.
- (2) Using the rising intonation instead of falling intonation for Wh questions.
- (3) Using the rising intonation instead of falling intonation for commands.
- (4) Using the falling intonation instead of rising intonation for Yes/No questions.
- (5) Using the rising intonation instead of falling intonation for statements.

From the aspects of accuracy and appropriateness in grammar, the research subjects had a number of shortcomings such as follows:

- (1) Sentence Fragment
- (2) Misuse of Determiners/articles
- (3) Misuse of Plural Ending
- (4) Agreement between noun and personal pronoun
- (5) Agreement between Subject and Verb
- (6) Missing Connector (relative pronoun, conjunction)
- (7) Missing Subject
- (8) Missing Object
- (9) Missing Verb/Be
- (10) Missing Plural Ending
- (11) Missing Article
- (12) Verb Pattern for Active and Passive Voice
- (13) Verb Pattern for Direct Question and Indirect Questions
- (14) Double Predicates
- (15) Double objects
- (16) Mistakes in Gerund and Infinitive
- (17) Verb Tenses
- (18) Misuse of Verb Forms
- (19) Missing 's for possession

From the aspects of accuracy and appropriateness in diction (choice of word), the research subjects had a number of shortcomings such as follows:

- (1) Redundancy (adding unnecessary words such as prepositions to the expressions used).
- (2) Omission (omitting the necessary words for the clarity of the intended meanings).
- (3) Using a wrong word for the complete expression/phrase/collocation used.
- (4) Using wrong words to express the intended meanings.
- (5) Using totally wrong expressions/sentences to express the intended meanings.

The deep explanations why the research subjects made these mistakes need further research; however, at a glance, especially in relation to pronunciation, intonation and grammar, it can be

concluded that certain subjects are a bit careless, or sometimes a mistake happens because of slip of the tongue or mind. This can be traced from the fact that actually they are able to self correct their own mistakes when these mistakes are pointed to them. Despite this fact, this, however, also proves that these teacher candidates need to make extra efforts to review their grammar and practice their pronunciation. In terms of diction, they need to be more careful and to widen their vocabulary repertoire.

## CONCLUSION AND SUGGESTIONS

Related to the classroom language uttered, the research subjects made several mistakes or errors in pronunciation, intonation, grammar and diction. The biggest number of mistakes made (58.02%) is related to the English grammar, the second biggest number of mistakes made (23.41%) is related to the English pronunciation, the third biggest number of mistakes made (17.06%) is related to the diction or choice of word, and the smallest number of mistakes made (1.51%) is related to the English intonation. In general, despite these mistakes made, the classroom language spoken by the research subjects was comprehensible enough; it means that during the teaching and learning processes, the use of English as the medium of instruction by these eight subjects was effective enough.

Since the research findings indicate that the biggest problem that the teacher candidates had with classroom language was related to English grammar, the EESP Structure lecturers should give more opportunities to the EESP students to have more practice of using the English grammar in more meaningful communication in addition to the existing written exercises that they have got. This practice will enable the EESP students to remember the grammatical rules and apply them properly in their communication.

In relation to the materials of Speaking IV (English for Classroom Instruction), more exercises involving classroom scenarios should be added so that the teacher candidates will be more accustomed and spontaneous in using classroom language appropriately. Thus problems with pronunciation and diction will be reduced too.

The EESP students should also be given a lot of practice of doing teaching simulation or peer teaching in the Micro teaching course. With this, they will get a lot of practice in using the classroom language, and will therefore be able to use the classroom language appropriately during the teaching and learning process in the classroom.

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