



ISBN 978-602-14018-1-1

English reading vocabulary language writing learning writing reading language speaking writing language speaking

The 61st TEFLIN

International Conference 2014

Solo, 7 - 9 October 2014

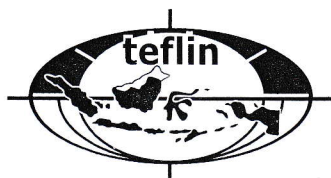
PROCEEDINGS

*English Language Curriculum Development:
Implications for Innovations in Language Policy and Planning,
Pedagogical Practices, and Teacher Professional Development*



ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY

BOOK 3



ISBN 978-602-14018-1-1

The 61st TEFLIN



Solo, 7 - 9 October 2014

PROCEEDINGS

*English Language Curriculum Development:
Implications for Innovations in Language Policy and Planning,
Pedagogical Practices, and Teacher Professional Development*



ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY

FOREWORD

These proceedings feature 335 papers out of 531 papers presented at the The 61st TEFLIN International Conference. Enmeshed in the theme, “*English Language Curriculum Development: Implications for Innovations in Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development*”, the papers present different lines of scholarship which address such topics as (1) language policy, (2) language planning, (3) needs analysis, (4) language syllabus and lesson planning, (5) language materials evaluation and development, (6) instructional design and language teaching methodology, (7) instructional media and technology, (8) language classroom management, (9) language testing and assessment, (10) language program evaluation, and (11) teacher professional development. The proceedings are alphabetically organized based on authors’ names.

All the papers in these proceedings were not peer-reviewed, but the papers published in these proceedings met the basic requirements set out by the committee. All the papers do not exceed a total of five pages (including tables, figures, and references). In the editing process, the editors extended the maximum page limit up to six pages in order to include more papers.

Neither the Conference Committee nor the Editors are responsible for the content, outlook, opinions, and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers rests with the individual authors.

Finally, we would like to extend our sincere gratitude to all of the paper presenters who have shared their bright and inspiring ideas at the conference, and to the board of reviewers and editors who have worked hard in screening all the submitted abstracts. We do hope that readers enjoy reading the papers in the proceedings and find them enlightening and useful.

Surakarta, 7 October 2014
The Committee

**A List of Internal and External Reviewers for Abstracts Submitted
for The 61st International TEFLIN Conference**

The organizing committee of the 61st International TEFLIN Conference would like to acknowledge the following colleagues who served as anonymous reviewers for abstract/proposal submissions.

Internal Reviewers

Chair

Joko Nurkamto (Sebelas Maret University, INDONESIA)

Members

Muhammad Asrori	(Sebelas Maret University, INDONESIA)
Abdul Asib	(Sebelas Maret University, INDONESIA)
Dewi Cahyaningrum	(Sebelas Maret University, INDONESIA)
Djatmiko	(Sebelas Maret University, INDONESIA)
Endang Fauziati	(Muhammadiyah University of Surakarta, INDONESIA)
Dwi Harjanti	(Muhammadiyah University of Surakarta, INDONESIA)
Diah Kristina	(Sebelas Maret University, INDONESIA)
Kristiyandi	(Sebelas Maret University, INDONESIA)
Martono	(Sebelas Maret University, INDONESIA)
Muammaroh	(Muhammadiyah University of Surakarta, INDONESIA)
Ngadiso	(Sebelas Maret University, INDONESIA)
Handoko Pujobroto	(Sebelas Maret University, INDONESIA)
Dahlan Rais	(Sebelas Maret University, INDONESIA)
Zita Rarastesia	(Sebelas Maret University, INDONESIA)
Dewi Rochsantiningsih	(Sebelas Maret University, INDONESIA)
Riyadi Santosa	(Sebelas Maret University, INDONESIA)
Teguh Sarosa	(Sebelas Maret University, INDONESIA)
Endang Setyaningsih	(Sebelas Maret University, INDONESIA)
Gunarso Susilohadi	(Sebelas Maret University, INDONESIA)
Hefy Sulistowati	(Sebelas Maret University, INDONESIA)
Sumardi	(Sebelas Maret University, INDONESIA)
Anam Sutopo	(Muhammadiyah University of Surakarta, INDONESIA)
Dewi Sri Wahyuni	(Sebelas Maret University, INDONESIA)
Agus Wijayanto	(Muhammadiyah University of Surakarta, INDONESIA)
Tri Wiratno	(Sebelas Maret University, INDONESIA)

External Reviewers (Referees)

Chair

Handoyo Puji Widodo (The University of Adelaide, AUSTRALIA)

Members

Helena I. R. Agustien	(Universitas Negeri Semarang, INDONESIA)
Adcharawan Buripakdi	(Walailak University, THAILAND)
Pisarn Chamcharatsri	(University of New Mexico, USA) Patrisius
Istiarto Djiwandono	(Universitas Ma Chung, INDONESIA)
Christine Manara	(Payap University-Chiang Mai, THAILAND)
Julius C. Martinez	(Ateneo de Manila University, THE PHILIPPINES)
Selim Ben Said	(Chinese University of Hong Kong, HONG KONG)
Nugrahenny T. Zacharias	(Satya Wacana Christian University-Salatiga, INDONESIA)

TABLE OF CONTENTS

Cover	i
Foreword	v
Table Of Contents	vi
 I. Language Policy and Language Planning	
1. Exploring Innovative Framework to Observe ESP Curriculum in Higher Education Context <i>Adriadi Novawan</i>	1
2. Which One is Better; <i>KTSP</i> (School-based Curriculum) or 2013 English Curriculum? <i>Alma Prisilya</i>	6
3. Teachers' Responses toward 2013 Curriculum: After a Year of Implementation <i>Arina Shofiya</i>	10
4. Standardizing Core Competence in the Curriculum of Academic Education for Prospective English Teachers in Indonesia <i>Budi Setyono</i>	14
5. English as Medium of Instruction and Students' Language Attitude (A Case of Ex-RSBI Senior Secondary Schools in Pekanbaru) <i>Bukhori</i>	19
6. Implementing KKNi in Developing English Curriculum for Shipbuilding Polytechnic <i>Desi Tri Cahyaningati</i>	23
7. The Emergence of Interference in Students Foreign Language Acquisition <i>Dyah Kusumastuti</i>	27
8. Sole Use of English in EFL Classroom: Pragmatism or Belief <i>Eka Afrida Ermawati and Wahyu Kartika Wienanda</i>	29
9. Teachers' Beliefs in Teaching Reading towards National Examination Challenge in Indonesia <i>Intan Kusumawardhani and Erwin Suhendra</i>	33
10. The Impacts of Integrated Curriculum <i>Maya Defianty and Ummi Kultsum</i>	37
11. Nuclear Stress: A Candidate of Factors Determining Global Intelligibility of EFL Speakers' Speech <i>Moedjito</i>	41
12. Back to Basics: Improving Pre-service Teachers' Quality by Designing Sound Curriculum for Teaching Practicum Program <i>Nurrahma Sutisna Putri</i>	45
13. Restructuring English Curriculum: The Implementation of English Corner (EC) in SD Muhammadiyah 8 DAU Malang <i>Puji Sumarsono</i>	48
14. The Relevance of the Competence Based Curriculum with the Units of Standard Competencies for the ESP Courses of Tourism Students <i>Ratnah and Faradillah Saputri</i>	52
15. Media Literacy: A Salient Concept for English Language Curricula Planning <i>Riani Inkiwang Winter, Laksmi Mayesti Wijayanti, Sandra Sembel, and Alfred Inkiwang</i>	56
16. The Contributions of Anthropological Studies to the Usage of Genres in TEFL <i>Saiful Anwar Matondang</i>	60
17. The English Teachers' Perceptions toward School-based Curriculum (SBC) and 2013 Curriculum; Complaints, Comparisons and Contrasts (An Investigation on English Teachers' Perceptions in Pekalongan) <i>Sarita Dewi Matra</i>	63
18. The 2013 English Curriculum: Prospects and Challenges <i>Shirly Rizki Kusumaningrum</i>	67
19. Challenges and Recommendations on the Implementation of 2013 Curriculum <i>Siti Muniroh</i>	71
20. A Cognitive Linguistic Analysis of "Dream" Metaphors in Basic Reading I Course <i>Truly Almendo Pasaribu</i>	76
 II. Needs Analysis	
21. Needs Analysis for Developing Supplementary Reading Materials of Automotive Students of Vocational High School <i>Alfiyati, Tety Mariana</i>	80

22. Designing the English Textbook with Cultural Based Activities Used for Teaching “Bahasa Inggris I” at IAIN Raden Fatah Palembang <i>Annisa Astrid</i>	84
23. Designing an ESP Course: English for Law <i>Ayu Fatmawati</i>	88
24. Needs Analysis for Pre-departure Training Program <i>B. Yuniar Diyanti</i>	91
25. The Effect of Slang Language on The Indonesian Teen Manners Ethical (study on student in IKIP PGRI Madiun, school year 2013/2014) <i>Ervan Johan Wicaksana</i>	94
26. The Students’ Ability and Problems in Writing a Descriptive Essay across Different Levels (A case study in One University in Karawang) <i>Fikri Asih Wigati</i>	99
27. Teaching Academic Writing based on Need Analysis for Indonesian EFL Learners at University <i>Hari Prastyo</i>	104
28. Designing Needs Analysis-Based English Training Materials for Tourist Drivers as a Means of Transportation Service in Yogyakarta <i>Hermayawati</i>	108
29. ESP Syllabus: Compromising Needs and Wants in Higher Education <i>Ismail Petrus</i>	112
30. Needs Analysis of Indonesian Freshmen’s Writing at University of Indonesia: Problems and Solutions <i>Istianah Ramadani</i>	117
31. A Needs Analysis of Deaf and Hard-of-hearing Students in Learning English as a Foreign Language at Inclusive Higher Education <i>Iswahyuni and Dian Inayati</i>	121
32. Assessing the Needs of the College Students of the Hotel and Restaurant Department in English Competences for International Careers within ASEAN Countries <i>Kun Aniroh Muhrofi and Gunadi</i>	125
33. The Role of Need Analysis in Teaching ESP for Nursing <i>M. Muhtaba Mitra Z.</i>	130
34. The Importance of Needs Analysis in ESP Materials Design for Hotels and Restaurants Training Program <i>Made Budiarsa</i>	135
35. Native-like Accent: A Myth or a Goal? A Study on Learner Preferences for English Accents <i>Monica Ella Harendita</i>	138
36. The Effect of Students’ Speaking learning Techniques (Role Play and Group Discussion) and Cognitive Styles (Field Independent and Field Dependent) Towards the students’ Speaking Ability <i>Rachmi and Destiani Rahmawati</i>	142
37. Investigating the Listening Needs of English Education Department Students at Universitas Ahmad Dahlan <i>Rahmi Munfangati</i>	145
38. Incorporating Students’ Needs into a Course Design: An Example for Designing a Course of English Correspondence for Economics and Business Students <i>Rini Intansari Meilani</i>	149
39. Need Analysis in Learning English for Non English Native Speakers Students in Learning English at SMP Muhammadiyah 2 Surabaya <i>Rizka Safriyani</i>	153
40. Planning an ESP Course: Analyzing the Needs of Students in an IT Company <i>Rohaniatul Makniyah</i>	157
41. Rational Persuasiveness of Arguments in Debate <i>Ryan Marina</i>	161
42. Needs Analysis for Operators of Petrochemical Companies Studying at English Training Center, Bontang, East Kalimantan <i>Yulia Hapsari</i>	165
III. Language Syllabus and Lesson Planning	
43. A Proposed Multicultural English Curriculum Towards AEC for Young Learners <i>Agnes Widyaningrum</i>	169

44. The Use of Modern Drama on the Curriculum Framework in Teaching English as a Foreign Language Context <i>Astri Hapsari</i>	173
45. 21st Century Learning Design Project Based Learning: School Campaign for Better Future <i>Betty Sekarasih Hadi Yani</i>	176
46. Integrating Concept of Entrepreneurship as a Life Skill in the Teaching Media Syllabus in Universitas Brawijaya <i>Devinta Puspita Ratri</i>	181
47. Redesigning the course of Morphosyntax for English Language Education Students <i>Intan Pradita</i>	185
48. English Teacher's Difficulties in Designing Lesson Plan Based on 2013 Curriculum (A Case Study in a Senior High School in Cipatat, West Java) <i>Jasmi</i>	189
49. Active Learning Strategies: A Model of Teaching Academic Writing <i>Listyani</i>	192
50. Designing Need-Based Syllabus for Engineering Students of Banjarmasin State Polytechnic <i>Nurfitriah and Ninit Krisdyawati</i>	196
51. Added Values in the Topics and Materials for Certain English Subjects <i>Peter Angkasa</i>	199
52. Developing a Speaking Class Syllabus for the Intensive English Course for the First-Year Students at IAIN Antasari Banjarmasin <i>Raida Asfihana</i>	203
53. Writing Critical Reviews in a Content-Based Language Curriculum <i>Roger Palmer</i>	208
54. Analyzing Advertisement as an Alternative Way to Teach Semiotics: A Lesson Plan <i>Susi Herti Afriani</i>	212
IV. Language Materials Evaluation and Design	
55. Developing English Teaching Materials for 4 th Grade Students of SDIT Al-Kautsar Sukoharjo <i>Ahmad Dadang Pramusinta</i>	218
56. A Proposed English Syllabus and Instructional Materials for the Seventh Grade Students of SMP Negeri 2 Tarakan <i>Aries Utomo and Winarno</i>	222
57. An Updated Framework of ESP Program Evaluation <i>Arnis Silvia</i>	226
58. Using Series Pictures to Develop the Students' Ideas in English Narrative Writing <i>Aschawir Ali and Uswatun Hasanah</i>	233
59. An Evaluation of an ESP Textbook From Lecturers' Perspectives: The Case of <i>English for Islamic Studies</i> Book <i>Burhanudin Syaifulloh</i>	237
60. EFL Teachers' Perceptions on Designing and Evaluating Language Materials : A Case Study <i>Dony Alfaruqy</i>	241
61. Enriching Vocabulary Intake through Book Flood Project <i>Dwi Wulandari</i>	246
62. The Comparison between EFL Textbook Evaluations in 2013 Curriculum and KTSP Curriculum <i>Eka Herdiana Susanto</i>	250
63. Designing an ESP Speaking for Journalism Class – A Case Study <i>Erlin Estiana Yuanti</i>	254
64. Designing a Model of English Learning Materials for Eleventh Grade Vocational High School Students of Visual Communication Design Department based-on School Based Curriculum <i>Evi Puspitasari</i>	258
65. The Analysis of Appropriate Texts in <i>Reading Comprehension Skills and Strategies 4</i> Textbook for Use by the Students of the English Department of UNESA <i>Fauris Zuhri</i>	262
66. Developing Model for Teaching Paragraph Writing Using Thematic Progression Patterns with Jingle Button Technique <i>Farikah</i>	266
67. Bringing Englishes in Language Classrooms <i>Flora Debora Floris</i>	271

68. Challenges and Opportunities in Developing Blended Culture ELT Materials for Vocational High School <i>Hesti Wijaya</i>	274
69. Material Development and Collaborative Teaching for English for Agriculture (ESP) <i>I Gusti Ayu Gde Sosiowati</i>	278
70. Exploring Students' Ability and Problems in Writing Academic Paper <i>Ilham</i>	282
71. The Analysis of Teachers' Preparation in Using English Textbook <i>Intan Satriani</i>	288
72. Language Learning Activities in the Scientific-Method-Step-Based Classroom <i>Joko Priyana</i>	291
73. Native English Teacher Examining Bilingual Essays Written by Students of Indonesian-English Translation Class: The Case of English Education Department of Purworejo Muhammadiyah University <i>Junaedi Setiyono</i>	295
74. Challenges in Material Development <i>Kusumarasdyati</i>	299
75. The Analysis of Thematic Progression in Evaluating EFL Writing <i>Linda</i>	303
76. Developing Supplementary Reading Materials for the Seventh Grade Students of SMP Negeri Surakarta based on Curriculum 2013 <i>Makmun Syaifudin</i>	307
77. Mini Saga as a Tool to Improve Students' Ability in Writing and Editing <i>Maria Zakia Rahmawati</i>	311
78. English Literature in Indonesian High School Curriculum: Are We Ready Yet? <i>Maulidia Rahmi</i>	315
79. Developing Listening Supplementary Materials for the Seventh Grade Students based on Curriculum 2013 <i>Mokhammad Sabil Abdul Aziz</i>	321
80. Evaluating and Adapting Reading Materials to Develop Vocabulary and Reading Skills of Engineering Students at Politeknik Negeri Bandung <i>MV. Joyce Merawati, Sri Dewiyanti</i>	325
81. Silver Linings Textbook: An Appraisal of 2013 Curriculum-Based Commercial English Course Books for Senior Secondary School Students <i>Ni Wayan Sukraini and I Gusti Agung Paramitha Eka Putri</i>	329
82. Developing Short Video-Based Materials for Teaching English for General Purposes (EGPs) in College and University <i>Nur Saptaningsih</i>	333
83. Picture Story Books for Extensive Reading in Madrasah Tsanawiyah <i>Nur Taslimah</i>	338
84. Manga Comics as Appealing Extensive Reading Materials for the Tenth Graders of Senior High School <i>Paramita Anggraini</i>	343
85. Adjusting Language Teaching in Polytechnic to Requirements of Industry <i>Perwi Darmajanti</i>	347
86. Developing Song-based Materials to Teach English for Grade VII Based on Curriculum 2013 <i>Primanda Dewanti</i>	351
87. Semi-structured Speaking Games and Materials to Develop Young Learners' Automaticity and Fluency <i>Rani Yusnita</i>	355
88. The Use of Textbook in Teaching and Learning Process (A Case Study of Two EYL Teachers) <i>Riana Herlinda</i>	359
89. Critical Analysis of a Unit of a Textbook Using Critical Applied Linguistics and Critical Discourse Analysis <i>Rina Agustina</i>	363
90. The Realization of Collocation in EFL Students' Written Texts across Three Proficiency Levels <i>Saudin</i>	367
91. Increasing Students' Cultural Awareness by Using Film in Teaching Cross Cultural Understanding <i>Serliah Nur</i>	371

92. The Linguistic Factors for Readability (A Discourse Analysis of English Student Book for Senior High Schools of Surakarta) <i>Sri Handayani</i>	374
93. An Evaluation Study: The Effectiveness of English Language Coursebook Entitled When English Rings the Bell <i>Teguh Ariebowo</i>	377
94. Grammatical Problems Encountered by Students in Translating English into Indonesian and Indonesian into English <i>Thathit Manon Andini</i>	382
95. A Prototype for EFL Learners: How to Use Discourse Markers in Various Writing Genres <i>Titik Rahayu</i>	387
96. Writing to 'Negotiate' Versus for Writing to 'Report' <i>Widhiyanto</i>	391
97. Incorporating Culture in Developing English Textbook through Theme-based Approach <i>Winarti</i>	396
98. Reflective Pedagogy: A Strategical Response toward Current Curriculum in Indonesia <i>Yohanes Heri Pranoto</i>	399
99. Evaluating English Textbooks in Three Different Senior High Schools for Grade X: A Case Study in School A, School B, School C Tangerang <i>Christine Carolina and Yonathan winardi</i>	404
100. The Importance of Indonesian Realistic Picturebooks for the Teaching of English Language and Indonesian Culture to Young Learners <i>Yosep Bambang Margono Slamet</i>	408
101. Investing in Academic Speaking through Guided Extensive Reading: A Case Study in Extensive Reading Class at English Department Mataram University Indonesia <i>Yuni Budi Lestari and Kamaludin Yusra</i>	412
102. The Cultural Content of Globally-designed English Course Books and Their Implication in ELT <i>Martono</i>	416
103. Problematising Culture Content in ELT Textbooks: A Case of Indonesia <i>Syahara Dina Amalia</i>	421
 V. Instructional Design and Language Teaching Methodology	
104. Application of Reactive Incidental Focus on Form to English Learning <i>A.A. Raka Sitawati, I Wayan Dana Ardika, and Ni Ketut Suciani</i>	427
105. Teaching Sociolinguistic Competence to English Learners in Indonesia <i>Adnan Zaid</i>	431
106. Incorporating Cross-Cultural Speech Acts into EFL Teaching: A Specific Case of Apologizing in Bahasa Indonesia and Australian English <i>Adrefiza</i>	434
107. Scientific Approach in Language Teaching <i>Agus Widiantoro</i>	437
108. Interactive Approaches to Literature: Some Strategies in Literary Teaching <i>Ali Mustofa</i>	441
109. Error Analysis to Compositions with Legal Topics <i>Amriyati</i>	446
110. Improving Student's Translation Skill by Using Interactive Method for the Sixth Semester Students of English Department in 2013 – 2014 Academic Year <i>Anam Sutopo</i>	450
111. Scaffolding for Peer Feedback Session: What, Why, and How? <i>Anita Kurniawati</i>	455
112. Yogyakarta (Indonesia) EFL Teachers' Conceptualization of Pedagogical Content Knowledge in Their Instructional Curriculum Design and Practices <i>Anita Triastuti</i>	459
113. A Phonological Outlook on the Difficulties of Learning English and Its Implication on the Teaching English as a Foreign Language <i>Annur Rofiq</i>	467
114. The Effectiveness of Process Approach in Teaching Writing Viewed from Students' Level of Creativity and Its Implication towards Writing Assessment <i>Arina Rohmatika</i>	470

115. Blended Learning in Teaching Reading: A Pedagogical Practice to Teaching English as a Foreign Language in an Indonesian University Context <i>Asih Wahyuni, Lestari Sukartiningsih, and Atti Herawati</i>	474
116. Implementing KWL Strategy in Teaching Reading for Non-English Department Students <i>Atiqah Nurul Asri</i>	477
117.. The Use of Videos to Improve Young Learners' Speaking Ability <i>Atri Nadia Astarina</i>	481
118. Designing The ICTs-Based Blended Learning of English Phonology with Assure Model <i>Badaruddin, Irvan Al Rajab, St. Hajar</i>	485
119. The New Literacy of the Digital Age: Using Electronic Books in the Classroom as a Teaching Strategy for Young Learners <i>Brigitta Septarini Rahmasari</i>	489
120. Teaching Politeness Norms in English Classes at a Tourism College <i>Budi Purnomo</i>	493
121. The Effect of Using Mind Mapping Technique on the Students' Grammar Achievement <i>Chrisna Irmawan Suseno and Sunoko Setyawan</i>	497
122. The Debate on Written Corrective Feedback: Its Importance and Implication for Academic Writing Instruction in EFL Settings <i>Dang Arif Hartono</i>	501
123. Inquiry-Based Teaching (IBT) to Teach Reading for English for Academic Purposes (EAP): Its Strengths, Limitations, and Students' Achievements (A Case Study on Teaching Reading for EAP for UNS Graduate Students) <i>Desy Khrisdiyanti</i>	505
124. Designing Communication Strategy in the English Speaking Class at University <i>Dewi Kencanawati</i>	509
125. Promoting Students' Reading Comprehension Using Question to Author (QtA) to the Eleventh Grade Students of MA Darrussyafaat <i>Dewi Sartika and Ana Susilawati</i>	513
126. Integrating Traditional Games into the EYL Classroom <i>Dian Maya Kurnia</i>	516
127. Developing Teaching and Learning Instrument of English for Nursing 'Daily Communication in Nursing' through Contextual Approach based on Character Education <i>Dodi Mulyadi</i>	519
128. Fishbowl Strategy: An Effective Way to Improve Students' Speaking Ability <i>Dominicus Yabarmase</i>	524
129. The Use of Cell Phone in the Teaching of Integrated English Course: A Technique to Cultivate Autonomy Learning <i>Dwi Fita Heriyawati</i>	527
130. Reading Tree in Paragraph Writing Class: A CAR Experience with LEP (Limited English Proficient) Students <i>Ekaning Dewanti Laksmi</i>	530
131. Developing a Skopos-based Translation Activity: From an Offer of Information with a Translation Brief to a Translatum <i>Eko Setyo Humanika</i>	533
132. Process of Teaching English Practice at Islamic School in Banten Based on Culture and Religion Values to Developing Student Character <i>Eulis Rahmawati and Encep Supriatna</i>	537
133. The Implementation of Theory-Based Practice Method to Teach ESP Course for Students of English Education of IAIN Tulungagung: Students' Responses <i>Erna Iftanti</i>	541
134. Improving Students' Writing Skill by Using Think-Pair-Think-Share <i>Ernadewi Kartikasari</i>	544
135. Translation Strategies Adopted by English Department Students in Coping with Non Equivalence Problems <i>Esti Junining</i>	548
136. Integrating Reading and Writing in Academic Writing Class <i>Fernandita Gusweni Jayanti</i>	552
137. The Effectiveness of Integrated Cooperative Learning Method for Reading and Writing to Improve the Competence of Writing News Exposition among Students of Madrasah Tsanawiyah <i>Firman</i>	556

138. Implementing 3D Animation Film as a Device to Enhance Students' Speaking Skill for 1A Grade Students of IKIP PGRI Madiun <i>Fitra Pinandhita</i>	560
139. The Use of the Inductive Teaching Approach with Videoed Teaching Models to Improve Students' Understanding on Language and Language Learning Concepts <i>Gunarso Susilohadi</i>	564
140. Do University Students Need Games? <i>Ida Zuraida Supri</i>	567
141. The Implementation of Teaching English Writing to Young Learners with Visual Impairments <i>Indah Okitasari</i>	571
142. Peer Response: Making It Work in an EFL Classroom <i>Indrawati</i>	575
143. Jazz Chants for Young Learners (A Case Study in TK Bina Insani Semarang) <i>Indri Kustantinah and RR Festi Himatu Karima</i>	579
144. Cyber Pal Project (CPP): Building A Cross-cultural Communication through Facebook <i>Inggrit O. Tanasale</i>	582
145. Culture Studies Technique to Raise the Students' Speaking Ability <i>Irene Trisisca Rusdiyanti</i>	587
146. An Instructional Design Model for Classroom Discourse Acquisition: Helping Pre-service Non-native English Teachers Acquire Classroom Language <i>Irma Windy Astuti</i>	590
147. Note-Taking in Interpreting Class <i>Issy Yuliasri</i>	595
148. Teaching through Examples: A Meaningful Way to Teach Academic Writing <i>Istiqlaliah Nurul Hidayati</i>	598
149. The Implementation of Role Play: Classroom Practice and Students' Perception <i>Ivonne Susan</i>	602
150. The Global Village – A School of Motivation <i>Ria Fitriyasya and Jennifer Zirbes</i>	606
151. Genre-Based Approach in Teaching Writing Islamic History Text <i>Jhems Richard Hasan</i>	611
152. The Students' Perception of The Teacher's Tasks and Their Accomplishment in the Speaking Class <i>Isnaini Nur Safitri, Joko Nurkamto, and Sumardi</i>	615
153. Teaching Reading and Writing to English Department Students of Low Proficiency <i>Julia Eka Rini</i>	621
154. The Effectiveness of Direct and Indirect Written Corrective Feedback in Improving EFL Learners' Hortatory Exposition Writing <i>Katharina Rustipa</i>	625
155. Show, Tell, and Demonstrate: Tapping into Students' Multiple Intelligences (MI) in the Teaching of English <i>Khoiriyah and Fathur Rohman</i>	629
156. The Use of Pedagogical Humor as a Motivational Teaching Strategy in an Indonesian Institute of Information and Technology <i>Kisno</i>	633
157. Finding Non-native English Literatures' Place in English for Young Learners (EYL) Classes <i>Kornellie Lorenzo Raquitico</i>	637
158. Inserting Technology on Performing Drama: Improving Students' Motivation on Learning English as Foreign Language <i>Lia Agustina</i>	641
159. The Non-English Students' Responses Toward The Use of Reading-while-Listening in Listening Class of TOEFL Preparation Course <i>Lukman Hakim</i>	645
160. Utilizing Project-based Learning to Raise Pre-service English Teachers' Critical Thinking <i>Lulus Irawati</i>	650
161. The Implementation of Whole Brain Writing Game in Teaching Writing <i>Lusiana Dewi Kusumayati</i>	654
162. A Collaborative Writing Technique to Improve Students' Skill in Writing Argumentative Essay (A Classroom Action Research at the Fourth Semester Students of English Education Department of IKIP PGRI Bojonegoro in the Academic Year of 2013/2014) <i>M. Ali Ghufro</i>	658

163. Frame Variations of a Discussion for Teachers' Alternatives in a Classroom Presentation <i>Malikatul Laila</i>	663
164. The Effectiveness of Using Numbered Heads Together Technique in Teaching Reading Comprehension to the Eighth Grade Students of Junior High School <i>Martriwati and Muhamad Hagi Firdaus</i>	666
165. Fostering Students' Wisdom in an Interactively Argumentative Writing Project <i>Marwito Wihadi</i>	669
166. Instructional Model of English Speed Reading (Research and Development at Christian University of Indonesia) <i>Masda Surti Simatupang</i>	674
167. Content Based Instruction and Study Skills for English Teaching at Tarbiyah Faculty of IAIN Raden Intan Lampung <i>Melinda Roza</i>	677
168. Developing Video-based Supplementary Materials to Teach Speaking Skill Based on Curriculum 2013 for the Seventh Grade Students <i>Monika Widyastuti Surtikanti</i>	681
169. Roles of Feedback to Overcome Grammatical Problems of Academic Writing in EFL Class <i>Muchlas Suseno</i>	685
170. The Effect of Process-product Approach to Writing on EFL Learners' Writing Accuracy <i>Mujiono</i>	689
171. Utilizing Video to Promote Students Expressions Skill in Speaking <i>Nanik Mariyati</i>	693
172. Improving the Students' Reading Skill Using Interactive Model of Reading and Group Work <i>Ngadiso</i>	697
173. Picture Mapping Method and Storytelling: A Way to Promote 21st Century Skills <i>Novi Yanthi, Winti Ananthia, and Margaretha Sri Yuliariatiningsih</i>	701
174. Genre-based Creative Writing for High School Students, Why Not? <i>Nur Arifah Drajiati</i>	705
175. The Efficacy of Workshop Model in Teaching Reading Comprehension <i>Paldy</i>	709
176. Facilitating Relevance of Classroom Pedagogy and Professional Needs in an EFL Medical English <i>Paulus Widiatmoko</i>	713
177. The Implementation of Content-based Instruction in Mathematics' Teaching and Learning Process at an International School <i>Puput Arianto</i>	718
178. Reflective Learning Journal (Theory and Empirical Studies in EFL Classroom) <i>Rasuna Talib</i>	722
179. Improving X IIS 3 of SMAN 7 Malang Students' Ability in Listening Comprehension through Fun Activities: All Ears; Listen and Stand Up <i>Ratna Nur'aini</i>	726
180. Teaching Intensive Reading through Different Scaffolding Strategies in the Bilingual Classroom Context <i>Refi Ranto Rozak</i>	730
181. A Case Study of Enhancing Inference Skills in Reading Comprehension through Directed Reading-Thinking Activity <i>Reisa Dewita Prima and Lanny Hidajat</i>	736
182. The Effectiveness of Graphic Organizer in Teaching Listening Viewed from Students' Motivation <i>Rengganis Siwi Amumpuni</i>	740
183. Effecting Change in Language Classroom Dynamics through Discourse <i>Rick Arruda</i>	744
184. Does the Magic of Cooperative Learning Still Work? <i>Risa Leynes Pangilinan</i>	748
185. Active Learning: The Elaboration of Experiences and Knowledges Inquiry-Based Teaching in Enriching Students' Reading Skill <i>Risqi Ekanti Ayuningtyas Palupi</i>	752
186. The Efficacy of Role-play in Speaking Class: An Experimental Research <i>Rizki Februansyah</i>	756
187. A Self Narrative of an EFL Learner's Experience about Learner Beliefs and Language Learning <i>Rudi Haryono</i>	760

188. The Effectiveness of Self-monitoring Approach to Reading and Thinking (SMART) to Teach Reading Viewed from Students' Reading Anxiety <i>Ruliq Suryaningsih</i>	763
189. The Influence of Team-based Learning on the Students' Learning <i>Rusiana</i>	767
190. The Development of Tudassipulung Cooperative Learning Model in Improving Students Motivation to Succeed <i>Rustan Santaria and Rusdiana Junaid</i>	771
191. Incorporating Characters into English Language Teaching: A Lesson Planning <i>Sajidin</i>	776
192. Cooperative Learning: Promoting the Four Pillars of Education in English Foreign Language Classroom of Higher Education <i>Sari Karmina</i>	780
193. Improving Speaking Achievement Using Sharing Time at the Sixth Semester Students of English Department of Almuslim University <i>Silvi Listia Dewi</i>	784
194. Postcards to Java Encourages Students to Write <i>Siti Aisyah and Matthew Borden</i>	789
195. Encouraging ESP Students' Activeness by Point Reward <i>Siti Asiyah</i>	792
196. Teacher's Code-Switching to L1 in an English as a Foreign Language Classroom in a Senior High School in Banten <i>Siti Rosmalina Nurhayati</i>	795
197. Triple Coaching Method for English Business Class <i>Somariah Fitriani</i>	799
198. Enhancing Students' Paragraph Writing Ability through Cooperative Learning : A Classroom Action Research at The English Education Department, Ahmad Dahlan University Yogyakarta <i>Soviyah</i>	803
199. Peer-Tutorial Project in Increasing Students' Achievement in Speaking Skill <i>Sri Damayanti</i>	807
200. The Effectiveness of Using Carousel Brainstorming Technique to Teach Writing Viewed from Students' Self-Actualization <i>Sri Lestari</i>	810
201. Developing Rural EFL Students' Writing Skill by Using Cooperative Learning to Promote Character Building <i>Sri Sarwanti</i>	815
202. "What Happen Next?" Strategy to Improve Students Skill on Writing Narrative Text (A Classroom Action Research at the Eleventh Grade Students of MA Muhammadiyah Malang in Academic Year of 2013/ 2014) <i>Sri Wahyuni</i>	818
203. The Strategies Employed by the Students of Manado State College for Islamic Studies (Sekolah Tinggi Agama Islam Negeri Manado/ STAIN Manado) <i>Srifani Simbuka</i>	822
204. Developing Character Values in the Teaching of Narrative Texts Using Genre Based Approach (A Case Study at a Senior High School in Bandung) <i>Susanti Retno Hardini</i>	826
205. Movie Making: A More Effective and Fun Method in Teaching Speaking (An Empirical Study) <i>Susiati</i>	830
206. The Use of Songs for Promoting Student Participation in the Teaching of English Structure <i>Suwartono and Dewi Puji Rahadiyanti</i>	834
207. The Effect of Task-supported Teaching on Students' Accuracy in Using Particular Grammatical Forms during Communicative Task <i>Sya'baningrum Prihartini</i>	838
208. De-Fossilizing and Fragmenting Students's Stand-Still TOEFL Score Attainments <i>Tedi Rohadi</i>	842
209. Students' Attitudes towards Cooperative Learning in Enhancing Their Motivation to Speak <i>Tina Priyantini</i>	846
210. Is It a Necessity to Teach Summary Writing as an Attempt to Improve English Proficiency in ESP Class? <i>Titien Indrianti</i>	850

211. Using Personal Blog as Learning Log in Project Based Learning <i>Titis Agunging Tyas</i>	854
212. The Effectiveness of Process-Oriented Approach toward Students' Achievement in Learning Argumentative Paragraph : A Study at the English Department of IKIP Mataram in the Academic Year of 2009/2010 - The Third Semester <i>Udin</i>	857
213. Developing EFL Speaking Materials for the Second Semester Students of STAIN Samarinda <i>Umar Fauzan</i>	861
214. Implementing Audio Diaries as a Daily Speaking Task <i>Yulia Pasca Ispri Parmatasari</i>	865
215. Using Video Games in EFL Classrooms to Enhance Students' 21 st Century Skills <i>Yuliani Kusuma Putri</i>	868
216. The Importance of IBT to Teach Writing in Indonesian Junior High School <i>Yusi Rahmawati</i>	872
217. The Development Process of Students' Metacognitive Skill in Listening during the Implementation of Intralingual Subtitling Project <i>Zainal 'Arifin</i>	874
218. Improving Effective Study Groups in Speaking Class through Inside-Outside Circle <i>Ellisa Indriyani P.H., Teguh Sarosa, and Martono</i>	878
219. SFL Genre-Based Pedagogy and Student Empowerment <i>Emi Emilia</i>	882
220. Preparing the Students to be the Champion in Speech Contest <i>Lanjar Utami</i>	887
221. Yarsi University Program to Meet the Demand of Student's English Fluency with TOEIC as the Assessment Tool <i>Nanda Octavia</i>	891
 VI. Instructional Media and Technology	
222. The Effectiveness of Teaching Reading Comprehension Recount Text by Using Facebook <i>Abdul Hanip and Lailatus Sa'adah</i>	895
223. Puppet and Pop up Pictures as the Story Telling Media to Build Students' Motivation in English Competition <i>Ratih Yulianti and Mohammad Adnan Latief</i>	900
224. Improving Students TOEFL Scores Using TOEFL iBT PRACTICE Android Application <i>Afif Ikhwani Muslimin</i>	906
225. Using Films as Media to Teach Literature <i>Amalia Hasanah</i>	911
226. Improving Vocabulary Achievement of the XI Grades of SMKN 1 Pakong-Pamekasan through Interactive Crossword Puzzle <i>Andik Tohari</i>	915
227. Students' Perceptual Beliefs about the Information Technology for Language Learning <i>Antonius Suratno, Cecicila T. Murniati, and Emilia Ninik Ayardawati</i>	919
228. The Use of Smartphone to Develop English Skills <i>Claudius Bona</i>	923
229. Redesigning Instructional Media in Teaching English of Elementary Schools' Students: Developing Minimum Curriculum <i>Dwi Astuti Wahyu Nurhayati</i>	927
230. Prezi: An Online to Offline 'Zooming' Presentation Software in Oral English for Academic Speaking Students <i>Dwi Rosita Sari</i>	932
231. A Strength-Weakness-Opportunity (SWO) Analysis of Three Implementation Models for Integrating 'The Knowledge Age' Information and Communication Technologies (ICTs) into School <i>Ferry Hidayat</i>	935
232. The Effectiveness of Using <i>Tell Me More</i> to Assist Teaching Pronunciation of English Viewed from Students' Self Confidence <i>Hasan Zainnuri</i>	942
233. Blended Classroom in English Writing Class: A Pilot Project <i>I Made Rajeg and Ida Bagus Putra Yadhya</i>	946

234. Integrating Video in the Corrective Feedback Practice: Voices from Indonesia <i>I Putu Ngurah Wage Myartawan and Luh Diah Surya Adnyani</i>	951
235. A New Face of Teaching Technique by Making Use of a Popular Social Medium Facebook: Effective or Not? <i>Karunia Purna Kusciati and Ardianna Nuraeni</i>	955
236. Analysis of Multimodality on L2 Learners as Reflected in Their CAF of the Spoken Performance <i>Lasim Muzammil</i>	960
237. Moodle and Reading Comprehension Materials for the EFL Students <i>Lilik Ulfiati, Dedy Kurniawan, and Failasofah</i>	964
238. Developing Multi-media Speaking Material for University Students by Integrating Local Tourism Attractions <i>Melania Wiannastiti, Wiwik Andreani, and Bambang Gunawan Santoso</i>	968
239. Blog and Culture Integration to Teach English for SMK Learners <i>Melati, Radiatan Mardiah, Lilik Ulfiati</i>	972
240. Developing an Audio Media with Scripted Songs and Its Effect: A Way Out for Fun Learning for TEYL <i>Ni Made Ratminingsih</i>	976
241. An Accordion Book Project for Reluctant Writers <i>Nurul Hasanah Fajaria</i>	980
242. The Utilization of Online Learning for English Classes based on Need Analysis <i>Rizki Farani</i>	984
243. Listening to Write: Writing Narrative Using Narrative Learning Multimedia (NLM) <i>Setyo Prasiyanto Cahyono</i>	987
244. Improving EFL Learner Speaking Ability by Using Digital Series Pictures <i>Siti Umasitah</i>	992
245. IT, Knowledge and Practice: Blending Together in Facilitating Teaching and Learning Listening in EFL Setting <i>Stella Prancisca</i>	995
246. Students' Perception of the Use of Search Engine (ICT) as Teaching Media in Reading Course <i>Sudiran</i>	999
247. Students' Attitudes to Podcast as a Supporting Media for Enhancing Listening Skill: A Study of Tanjungpura University Students <i>Suparjan</i>	1003
248. Utilizing Different Kinds of Technology and Genre-based Approach for Teaching Writing in an ESP Class <i>Suparmi</i>	1007
249. Children's Literature: The Relationship between Literary Text and Media Used in Young Learners' Class <i>Tri Wahyuni Chasanatun</i>	1013
250. Motivating Students through EDMODO (A Blended Learning in Grammar Class) <i>U. Komara and Junjun Muhamad Ramdani</i>	1016
251. The Implementation of Three Techniques for Teaching Literal Reading and English for Young Learners <i>Yansyah</i>	1020
252. 'Mobile Comics' as a Media to Enhance Literature's Sense to Young Learners <i>Yulis Setyowati</i>	1024
VII. Language Classroom Management	
253. An Introduction to Peer Assessment of Oral Presentations <i>David James Townsend</i>	1027
254. Cultivating Pre-service Teachers' Classroom Management Skills through Teaching Practicum: A Reflective Practice <i>Debora Tri ragawati</i>	1031
255. Teaching English to Large Multilevel Classes Majoring in Math, Biology and Chemistry by Using 'Burst the Balloon' and 'Talking Chips' Techniques <i>Elvina Arapah</i>	1034
256. English Classroom Management: A Case Study of Islamic International Primary School <i>Elys Rahayu Rohandia Misrohawati</i>	1039

257. The Transactional Expressions of the Teachers and the Students in Target Language Class <i>Fatimah Hidayahni Amin</i>	1043
258. A Study of Foreign Language Anxiety of ESNED Students at Informatics and Computer Science Department <i>Fatimah, Agus Gozali and Yuni Astuti</i>	1046
259. The Impact of Learning Style on Language Learning Strategies of L2 learners <i>Fauziah and Rasi Yugafiati</i>	1050
260. Classroom Management Talk: From Theory to Practice <i>Maemuna Muhayyang and Muhammad Amin Rasyid</i>	1055
261. Framing In-class Debate: Reflection of Academic Debate Practices to the Principles of Language Pedagogy <i>Guk Sueb</i>	1059
262. The Application of Students Centered Learning through Presentation in Public Speaking Class of English Department Student <i>Gusti Nur Hafifah</i>	1064
263. Bringing Additional Values into Translation Class for English Department Students: A Teacher's Idea <i>I Gusti Agung Sri Rwa Jayantini and Desak Putu Eka Pratiwi</i>	1068
264. Student Talk Encountered in Intensive Course Classes of an English Department in a University in Surabaya <i>Welly Adi Nata and Johaness Leonardi Taloko</i>	1072
265. Fostering Students' Good Character Values through Peer Teaching <i>Listyaning Sumardiyaning</i>	1076
266. An Analysis of Code-mixing and Code-switching in EFL Teaching of Cross Cultural Communication Context <i>Martin Kustati</i>	1079
267. The Use of Web-Based Resources Technique to Improve Students' Reading Skill of Expository Text (A Classroom Action Research of the Second Semester Students of IKIP PGRI Bojonegoro, in the Academic Year 2012/2013) <i>Meiga Ratih</i>	1083
268. The Students' Experience on Group Work in the Conversational English Class <i>Muamaroh</i>	1088
269. The Implementation of Curriculum 2013 in English Class: Integrating Competencies in English Class (A Case Study Conducted at Class 9A of SMP IT Ibnu Abbas Klaten in the Academic Year of 2013/2014) <i>Nur Eka Yulia Ngestia</i>	1092
270. The Poster Presentation: An Exercise for High School Students in Emerging Creativity, Leadership and Teamwork in English and Arts Class <i>Saffa Inayati and Nur Arifah Dradjati</i>	1096
271. Politeness Inclination of Teacher and Students in an EFL Classrooms Interaction <i>Senowarsito</i>	1100
272. Students' Perceptions on ORSA (Orderly Rows Seating Arrangement) in EFL Classroom <i>Slamet Wahyudi Yulianto</i>	1105
273. Regulative and Instructional registers of an EFL Lecture in Indonesian University Context <i>Sunardi</i>	1109
274. Maximum English in Minimum Classes: Teaching English with Limited Facilities in Remote Area <i>Titis Sulistyowati</i>	1114
275. Communication Strategies Used by Indonesian Teachers in Teaching English for Libyan Kids <i>Zurriat Nyndia Rahmawati and Nastiti Primadyastuti</i>	1118
VIII. Language Testing and Assessment	
276. The Impacts of National Testing on English Teachers' Pedagogy and Professionalism <i>Abdul Kamaruddin</i>	1123
277. Teacher's Corrective Feedback on Students' Spoken Errors in an EFL Classroom <i>Anit Pranita Devi</i>	1127
278. Gender Identity of Male and Female Indonesian EFL College Students' Academic Essays: A Critical Discourse Analysis (CDA) <i>Cintya Oktaviani and Dadan Jauhara</i>	1131

279. Higher Education Students' Perception about Peer Assessment Practice <i>Didik Rinan Sumekto</i>	1137
280. Implementing Authentic Assessment on Students' English Writing (A Case Study in One of Senior High Schools in Tasikmalaya) <i>Erwin Rahayu Saputra and Rahmat</i>	1142
281. Students' Oral Presentation as Multimodal and Formative Assessment <i>Fauzul Aufa</i>	1146
282. The Challenges in Implementing Authentic Assessment in Curriculum 2013 <i>Fitriani</i>	1151
283. Authentic Assessment and the Implication to Students' Self-Esteem in Teaching English at Senior High School <i>Hanifatul Hijriati</i>	1155
284. Language Assessment for Deaf and or Hard of Hearing (D/HH) Students in Inclusive Class <i>Ika Puspitasari and Iswahyuni</i>	1159
285. A Preliminary Research to Develop a Customized Set of Vocabulary Size Test <i>Laurentia Sumarni</i>	1162
286. Corrective Feedback in Writing Class <i>Ni Luh Nyoman Seri Malin and Ni Luh Ketut Mas Indrawati</i>	1166
287. The Use of Paper-based TOEFL as a Gate Keeper for Graduation: A Case Study at English Department Universitas Mataram <i>Ni Wayan Mira Susanti</i>	1169
288. English Teacher's Perspective on Authentic Assessment Implementation of Curriculum 2013 <i>Novia Trisanti</i>	1173
289. The Effects of Time Constraints on Students' Writing Performance <i>Nur Ainani Fitria, Feny Martina, and Sadiatul Khairiyani</i>	1176
290. Translation Techniques Applied by Students in Translating Explanation Text <i>Rahmanti Asmarani and Dyah Nugrahani</i>	1179
291. Redefining Criteria and Standards for Composition Classes <i>Richard Manuputty</i>	1183
292. Anxiety on the Presentation or Oral Examination in Learning ESL <i>Singgih Widodo Limantoro</i>	1187
293. Some Effective Ways to Give Feedback to the Students in Their Writing <i>Sri Sarjiyati</i>	1192
294. A Measure of Attitude toward Peer Assessment: Reliability and Validity <i>Venny Karolina</i>	1195
295. Leveled-integrated English Learning at LTC UMY <i>Noor Qomaria Agustina</i>	1200
 IX. Language Program Evaluation	
296. Implementation of Policy of SMA School-based Curriculum of Public Senior High Schools in Banyu Asin District of South Sumatra Province <i>Bambang A. Loeneto and Mardianto</i>	1205
297. Internally Driven Program Evaluation Research in Enhancing Curriculum Development in Teaching Grammar <i>Indah Winarni</i>	1208
298. Evaluation of English Foundation Course in the Output Character Building Program <i>Ista Maharsi</i>	1212
299. The Implementation of Character Education in English Language Teaching (ELT) in Indonesia <i>Muhalim</i>	1216
300. Evaluation and Development in English Language Teaching Programs (A Survey Study) <i>Muhamad Ahsanu and Agus Sapto Nugroho</i>	1220
 X. Teacher Professional Development	
301. Reformation in Teachers' Recruitment in the Effort of Developing Teachers' Professionalism <i>Abdul Muth'im</i>	1226
302. Teacher Empowerment through MGMP <i>Agustin Hartati</i>	1231
303. Strategies of Learning Listening Skill Employed by Indonesian EFL Learners in Relation with Gender and Proficiency <i>Alfan Zuhairi and Ika Hidayanti</i>	1236

304. English Literacy Education in Primary Schools: Opportunities and Challenges in Global Competitiveness <i>Chuzaimah Dahlan Diem</i>	1241
305. TEFL Students' Language Learning Strategies: A Study at State Islamic College of Kerinci, Indonesia <i>Dairabi Kamil, Suhaimi, Rodi Hartono, and Aridem Vintoni</i>	1245
306. Students' Perceptions of English Teachers' Performances in English Language Courses in Indonesia <i>Dian Kustiyasari</i>	1250
307. Models of EFL Teachers' Professional Development <i>Dini Kurnia Irmawati</i>	1254
308. Translation Accuracy, Acceptability, and Readability of Harry Potter Novel Series into Indonesian (Appropriate Example for Teaching Translation Subject) <i>Dwi Harjanti</i>	1258
309. The Interactive Relationship between Pedagogical Practices and Professional Development of EFL Teachers in Written Cycle <i>Dwi Winarsih</i>	1261
310. The Implementation of Curriculum 2013: What The Teachers-educators Voice <i>Dwiyani Pratiwi</i>	1265
311. Pre-service Teachers' Perception on Teaching Features: A Case Study at Mulawarman University <i>Dyah Sunggingwati</i>	1268
312. The Profile of Students' Critical Thinking through Their Argumentative Essay Writing <i>Esti Kurniasih</i>	1273
313. Challenge(s) Encountered by Novice English Teachers to Develop Their Professionalism; A Preliminary Research Report for Further Research in Lampung Province <i>Feni Munifatullah</i>	1278
314. Analysis of PPG Students' Peer Teaching in Applying Their Lesson Plans based on Kurikulum 2013 <i>Frimadhona Syafri and Galuh Kirana Dwi Areni</i>	1282
315. Optimizing the Use of EDMODO Based Questioning Technique to Improve Students' Creativity and Writing Achievement <i>Giyatno</i>	1286
316. Integrating Technology in EFL Curriculum: Determining EFL Teachers' Level of Technology Literacy <i>Karmila Machmud</i>	1290
317. Boosters and Hedges in Abstract Research Paper <i>Lilia Indriani</i>	1294
318. Learning Figurative Expressions Collaboratively to Support UNS BIPPA Program in the Natural Setting <i>M. Sri Samiati Tarjana</i>	1298
319. Experimenting Jeremiadic Approach as an Alternative for TEFL in Meeting the Demand of the 2013 Curriculum <i>Mister Gidion Maru</i>	1301
320. EFL Pre-Service Teachers: A Study on Student Teachers' Teaching Competence <i>Muhammad Handi Gunawan and Retno Wiyati</i>	1305
321. How are Non Native Teachers of English! <i>Nining Ismiyani</i>	1309
322. Targeting Learning Focus Under the Trees <i>Nisa Aulia Azam and Riza Weganofa</i>	1312
323. Teachers' Professional Empowerment Through Team Teaching <i>Nur Endah Sulistyorini</i>	1315
324. Equipping English Education Graduates with the Core Competency of English Teachers for Young Learners through an Optional Package of Courses <i>Nury Supriyanti</i>	1319
325. A Case Study of English Articles Acquisition of Two Indonesian English Teachers <i>Parawati Siti Sondari</i>	1322
326. English Teachers' Professional Development at Hulu Sungai Selatan, South Kalimantan <i>Puji Sri Rahayu and Nani Hizriani</i>	1328

327. Students' Noticing of Corrective Feedback on Writing (Case Study for Low Learners)	
<i>Restu Mufanti</i>	1332
328. Indonesian Argument Style: An Analysis on the Ways Indonesian Writers Argue for Their Research Project in Their Research Article Introductions	
<i>Safnil Arsyad and Dian Eka Chandra Wardhana</i>	1336
329. The Learning of English as a Foreign Language: What EFL Teachers Should Know	
<i>Santi Chairani Djonhar</i>	1341
330. A Vignette on Reflective Teaching: Potential Challenges Faced by Future ESP Practitioners	
<i>Sari Hidayati</i>	1344
331. A Study of the English Reading Habits of EFL Students of Baturaja University	
<i>Silfi Sanda</i>	1347
332. Professional Development in Integrating Technology into Teaching and Learning: EFL Teachers' Perspectives and Experiences	
<i>Siti Kustini and Evidoyanti</i>	1351
333. Professional Teacher: What, Who and How	
<i>Siti Mafulah</i>	1355
334. Presenting ESP Using Authentic Materials	
<i>Slamet Wiyono</i>	1358
335. The Relationships among Teacher Effectiveness, Self-Efficacy and Academic Achievement of English Education Study Program Students in Three Universities in Palembang	
<i>Sri Endah Kusmartini</i>	1360
336. An Inappropriate Use of Linguistic Components Found in the Composition of the Students at the Master Level	
<i>Susanto</i>	1364
337. Teachers' Cognitive Coaching on Students' Reading Comprehension	
<i>Yayu Heryatun</i>	1368
338. The Roles of English Teacher Working Group (MGMP) to Support Teacher Professional Development	
<i>Yusawinur Barella</i>	1371
339. Exploring Professional Development of English Teachers on Writing and Its Instruction	
<i>Eun-Ju Kim</i>	1374
340. Improving Reading Comprehension of XI Social Science 2 Students of SMAN 7 Malang through Two Stay Two Stray Technique	
<i>Nur Henik Sukriowati</i>	1377
341. Listening Strategies for 'Authentic Input/Materials' English on Television	
<i>Bayu H Wicaksono</i>	1380
342. Zero, and Progressive Aspects: Which To Teach First?	
<i>Hendra Tedjasuksmana</i>	1383
343. Prospects and Challenges in Promoting Quality ELT Services in Rural Indonesian Areas Seen from Student Factors: A Case Study of Bima, Kota Bima and Dompu	
<i>Kamaludin Yusra and Yuni Budi Lestari</i>	1388
344. Application of Quantum Learning Method to Promote Student's Speaking Skill and Motivation at the Students of Grace EnglishHome in Supercamp Program	
<i>Muhammad Zuhri Dj and Fatmawati</i>	1393
345. Writing Rubric Construction Used by Teachers In Assessing Students' Achievement in English Subject in State Senior High Schools Pekanbaru	
<i>Syahdan and Husna Haiaty</i>	1397
346. Extensive Reading for the Context of Language Learning Policy in Indonesia	
<i>Syofia Delfi and Hamidah Yamat</i>	1401

APPLICATION OF QUANTUM LEARNING METHOD TO PROMOTE STUDENT'S SPEAKING SKILL AND MOTIVATION AT THE STUDENTS OF GRACE ENGLISHHOME IN SUPERCAMP PROGRAM

Muhammad Zuhri Dj., Fatmawati
STAIN Watampone

Abstract: Learning strategy through Q learning method is effective to promote students' speaking skill to the students of Grace EnglishHome. It was proved by the result of students' test. It showed that the mean score obtained by the students in the posttest was greater than the mean score of the students in pretest. Students' speaking skill promoted after the treatment. The promoted elements of speaking by using quantum learning method at the students of Grace EnglishHome are vocabulary, fluency and comprehensibility, grammar and pronunciation. The students of Grace EnglishHome are highly motivated in studying speaking by using quantum learning method.

Keywords: *Application, Quantum Learning Method, Promote, Speaking Skill, Motivation, Grace EnglishHome, Supercamp Program*

Introduction

Teaching English speaking is not an easy job to do. Therefore, the teacher as a guide in learning process is demanded to be more creative to build up students' motivation and promote their skill in speaking activities. Every teacher always tries to make interesting and effective activity in teaching and learning process in the classroom. And also teacher has to think what method should be applied to promote speaking skill of the students. Actually, there are many methods that can promote students' speaking skill if the method can be applied well. One of the methods is quantum learning method. Quantum learning method is one of method that usually used in course program. Based on the research, this method can promote the students' skill specially in speaking.

Quantum learning is a powerful and engaging methodology that integrates best educational practice in a unified whole (www.QLN.com, 6th March 2008). This synergistic approach to learning process covers both theory and practice. With this method, student can study quickly and students fell happy. It has been proven to increase academic achievement and promote students' attitudes toward the learning process. These integrated, comprehensive programs turn abstract theory into practical application that can be used immediately in the classroom. Quantum learning method has implemented by many teachers. In this method the teacher should creates and enjoyable learning throughout the learning process by the games, pictures, storytelling, etc. (Rezsa Sanjaya, 2008:2). With variety of learning style, the students will be easy to express their idea by speaking English, and fell comfortable. So, quantum learning method is very important to promote speaking skill.

There are many kinds of communicative activities can be used to activate the students to speak English. One of them is quantum learning method. It can be used to activate the students to speak English both in classroom and outside the class even with their environment. By devising a learning method such quantum learning, we are optimistic and have right strategy to overcome the students' problem at Grace EnglishHome. We should have expectation we can do with it. Teacher must active and creative to activate the students in speaking class in order to get success in our education. So, the main problem of this study is how to promote students speaking skill of the students in Grace EnglishHome. The writer decides to carry out research entitled: "Application of Quantum Learning Method to Promote Student's Speaking Skill and Motivation at the Students of Grace EnglishHome in Supercamp Program". This research has broader scope and it is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the study. The limitations of the study the subject of the study is limited to the English teacher and students of Grace EnglishHome. It restricts to the fluency, accuracy and comprehensibility of the speaking skill to the students of Grace EnglishHome by using quantum learning method through English Camp. It also comprises the students' motivation toward quantum learning in the teaching-learning process.

Having explained the problems of this research, the researcher formulates the problems of the research into three simple questions as the following: How is the effectiveness of application of quantum learning method in promoting the students' speaking skill at Grace EnglishHome?; What are the promoted elements of speaking skill by using quantum learning method at the students of Grace EnglishHome?; and Are the students of Grace EnglishHome motivated in studying speaking by using quantum learning method?. Based on the problem statement, the objectives of the research are: To know the effectiveness of application of quantum learning method in promoting students' speaking skill at Grace EnglishHome; To know the promoted elements speaking

skill by using quantum learning method at the students of Grace EnglisHome; and to know the students of Grace EnglisHome, whether they motivated or not by using quantum learning method.

Method

The method used in this research was quantitative method because the writer conducted the data in form of number. The way to collect the data by using pre-experimental design with pretest and posttest. Pretest to know students' speaking skill before doing treatment and posttest to know speaking skill after doing treatment. This research used two variables, namely, Independent variable is teaching English using quantum learning method; Dependent variable is Students' speaking skill. The population of this research is the students of Grace EnglisHome who join in English Camp program. Consisting of 25 Participants. The sum of population were about 25 students. In this research, the writer used total sampling, and the sample took from all of the population. The sample in this research is the students of Grace EnglisHome who join in English camp program. They are 25 students.

For answering the first problem, the writer used pretest and posttest to measure the effectiveness of quantum learning method in improving the students' skill in speaking. The test was given by interviewing the students for both pretest and posttest in interviewing the students, there are five questions that must be answered by the students orally. For answering the second problem, the writer used rubric and percentage the score. For answering the third problem, the writer used questionnaire to know the motivation of the students by using quantum learning method.

The procedures of collecting the data researcher followed the procedure are **Pretest**, firstly the writer gave a pretest before giving treatment. The pretest is intended to know the students' skill in speaking and as a comparison to know the effectiveness of quantum learning method in improving students' speaking skill; **Treatment**, after giving a pretest, the writer gave treatment to the students of Grace EnglisHome who join in English Camp program. They spent the night during a week, and the program is running for 120 hours. The programs were preaching, gym or listening, chit-chat, morning discussion, professional meeting, real English, seminar, afternoon discussion, game, language corner, night discussion, and an hour with pronunciation; **Posttest**, after doing treatment, the posttest was conducted to the participants of English Camp with the same test in the pretest. The posttest aims to find out the students' skill in speaking and measure the effectiveness of quantum learning method in improving students' skill in speaking which have been applied in treatment before; **Questionnaire**, the writer gave questionnaire to the participant of English Camp. It was given after doing treatment. It proposes on to know the students' motivation of quantum learning method. It will consist of 40 numbers; **Rubric**, the evaluation tool for pretest and posttest is by using rubric. This is also presented to measure the promoted elements in speaking skill. Determining the score of the students. The test was given to the students and asked them to speak one by one by determining the theme and the title with limited time duration. The test consists of five valuations point and each point is scored 20, so the total score is 100. Before analyzing data, the data was collected in line with instruments and analyzed them using the procedures are scoring the result of the students' test (pretest and posttest of experimental group and control group); tabulating the students' score; classifying the students' score; calculating data using the formulas.

The data analysis of questionnaires used Likert Scale; this percentage showed the students' motivation in learning speaking English using simulation method. The rating scores from 0% to 100% intervals. The questionnaire employed 5 categories. The rating scores from 16 to 100 intervals. The questionnaire employed 5 categories. The interval of the students' interest on the questionnaire (Hasan Basri, 2010: 25) will be seen as follows:

Findings and Discussion

Findings

No one student gets excellent, very good and good before the treatment. It means that most of the students' speaking skill is still poor, and need to promote. But after the treatment, there are four students get very good category and no one student gets poor category. It means that the speaking skill of the students in post test is getting better after giving them treatment by quantum learning method. The application of quantum learning method is effective to promote the speaking skill of the students at Grace EnglisHome. It is supported by the fact that the mean score of posttest is higher than of pretest ($346 > 170$). T-test value is used to know whether there is or not significant difference between pretest and posttest in speaking achievement by using quantum learning method at the level of significance 0,05 or 5% where $N = \text{number of students (25)}$, $dk: 25 - 1 = 24$. The following table shows the result of the t-test classification. The researcher concludes that t-test value is greater than t-table ($2.046 < 22.314$). It means that, the students' speaking achievement promoted. The researcher concludes that the promoted elements of speaking skill are vocabulary (88%), fluency and comprehensibility (74%), after that grammar and pronunciation (56%).

The questionnaire was distributed to the students to know their motivation toward the quantum learning method. The data shown that the quantum learning method could enhance the motivation of the student at Grace EnglishHome. In relation to the data of students' motivation on the percentage analysis, the analysis of questionnaire shows that twenty students (80%) are getting very high category, and five students (20%) are getting high category. Based on the students' score of questionnaire, it is found that the highest score is 96 which is categorized as very high and the lowest score is 75. Further analysis shows that the mean score is 110.9. The researcher concludes that the data indicate that the quantum learning method in teaching speaking class is highly motivation.

Discussion

In this section, the discussion deals with the interpretation of the findings derived from the result of statistical analysis through speaking test of both pretest and posttest. After that, the researcher presents the description of data from questionnaire based on the students' motivation toward quantum learning method.

1. Students' achievement of speaking skill using quantum learning method.

The description of the data collected through the test as explained in the previous section showed that the students' speaking skill promoted significantly. It was supported by the mean score rate of the result of the students pretest and posttest. The mean score of the pretest was 170 and the posttest was 346.

The mean score of the quantum learning method promoted after they were given treatment. The improvement of students' speaking skill was marked by the result of the posttest. In pretest, no one students was classified in excellent, very good, good, fairly good classification, three students got fair classification, three students got fairly poor classification, and nineteen students got poor classification. After giving treatment, the result was four students got very good classification, seven students got fairly good classification, and fourteen students got fairly classification.

Quantum learning method gave better effect. It could be seen in the result of the students' mean score after treatment of posttest. It was proved that quantum learning method was effective in students' speaking achievement.

2. The promoted elements of speaking skill

The pretest and posttest that given to the students not only can measure the effectiveness of quantum learning method, but also we can determine the most promoted elements of speaking skill. And the promoted elements are vocabulary (88%), after that fluency and comprehensibility (74%), and then grammar and pronunciation (56%). Vocabulary is the most promoted element, because mastering vocabulary is the first step to speak English. It based on Scott Thornbury statement that, "without vocabulary nothing can be conveyed".

3. The students' motivation

The questionnaire that was given to the students covered general statements about motivation towards speaking skill by applying quantum learning method. The data of score of interest through questionnaire indicated that most students had high interest through quantum learning method in speaking class, it was proved by the table of percentage of students' motivation. In this study, the motivation of students was considered as output because they were expected to have motivation category toward quantum learning method. The students stated that quantum learning method was motivated in the process of study. Most of students agreed to apply quantum learning method in learning English because it was able to promote the students' motivation in speaking. It proved the mean score of the questioner was 110.9, and the percentage is 80% which was categorized as very high motivation. It based on Sarah Singer-Nourie opinion that, quantum learning method can promote the students' motivation.

Conclusions and Suggestions

Based on the result of analysis in the previous section, the writer concludes that: Quantum learning method is effective to promote students' speaking skill to the students of Grace EnglishHome. It was proved by the result of students' test. Students' speaking skill promoted after the treatment; The promoted elements of speaking by using quantum learning method at the students of Grace EnglishHome are vocabulary, fluency and comprehensibility, grammar and pronunciation; and The students of Grace EnglishHome are highly motivated in studying speaking by using quantum learning method. The writer gives suggest to all readers and especially for teachers and students that: For the improvement of the teaching English, the English teacher should give the good method in teaching English based on the students' motivation. Using quantum learning method promote students' speaking skill; The students should pay attention on how to promote vocabulary items by using quantum learning method in order to be better in speaking English.

References

- Arikunto, Suharismi. *Procedure Penelitian Suatu Pendekatan Praktek*, Jakarta: PT. Rineka Cipta, 2002
- Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition, San Francisco State University, 2001
- Cambridge, *Advanced Learners Dictionary*, Third edition, Cambridge University Press, 2008
- Deporter, Bobbi, dkk. *Quantum Learning, Membiasakan Belajar Nyaman dan Menyenangkan*, Bandung: Kaifa PT. Mizan Pustaka, 1999
- _____. *Quantum Teaching*, Bandung: Kaifa PT. Mizan Pustaka, 2004
- Deporter, Bobbi. *Making The Connection, A Guide For Super Camp*, Quantum Learning Network, 1938
- Harmer, Jeremy. *The Practice of English Language teaching*, New York: Longman, 1991
- Nunan, David. *Language Teaching Methodology*, London: Phoenix LTT, 1995
- Oxford. *Advanced Learner Dictionary*, Oxford University Press, 2003
- Patha, Amna Darti, *Improving Students' Grammar Mastery Through Translation Method*, Unpublished Thesis. State College of Islamic Studies of Watampone, 2011
- Rezza Sanjaya, "A Coperative Study between Natural Approach and Quantum Learning Method in Teaching Vocabularies to The Students of English Club", Thesis, Universitas Guna Darma Jakarta, 2008
- Syaodih, *Metodologi Penelitian Pendidikan*, Bandung: Rosdakarya, 2008

References from Internet

- Rubistar, at http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=4§ion_id=1&, Accessed on February 10th 2013
- Speaking rubric for speaking skill activities, at <http://www.pearsonlongman.com/ae/worldview/wyvideospeakingrubric.pdf>, Accesed on February 10th 2013
- Quantum learning network. *what is quantum learning?*, Accessed on www.QLN.com, Mar 06 2008, 01:11 AM