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THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International
Conference
2016

8 - 10
September 2016

University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

“Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond”

BOOK 1



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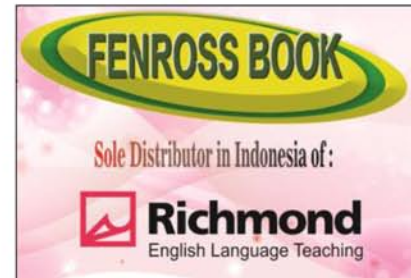
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FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond.*" Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

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TABLE OF CONTENTS

FOREWORD	iii
LIST OF INTERNAL AND EXTERNAL REVIEWERS	iv
LIST OF INVITED SPEAKERS AND FEATURED SPEAKERS	vi
TABLE OF CONTENT	vii
THE EFFECT OF THE DELAYED CORRECTION ON THE ACQUISITION OF PAST MORPHOLOGICAL INFLECTIONS BY L1-INDONESIAN-SPEAKING LEARNERS OF ENGLISH	1
Achmad Farid	1
Afifa S. Zulfikar	1
DEVELOPING “THE MYSTIQUE” GAME AS A MEDIUM FOR ENCOURAGING STUDENTS TO SPEAK ENGLISH	9
Adi Sasongko Romadhon	9
Lies Amin Lestari	9
IMPROVED VOCABULARY COMPLEXITY OF THE SPOKEN UTTERANCES BY USING STRATEGY-BASED INSTRUCTIONS IN ENGLISH SPEAKING CLASS ...	17
Adityo	17
Teguh Hadi Saputro	17
Amalia Ayu Wardhany	17
DEALING WITH LINGUISTIC PROBLEMS FACED BY MASTER’S STUDENTS IN THEIR THESIS WRITING	25
Adnan Zaid	25
EXPLORING POSTMETHOD FRAMEWORKS FOR POWERFUL ENGLISH LANGUAGE PEDAGOGICAL PRACTICES	30
Adriadi Novawan	30
GAMIFYING DIGITAL ENGLISH GRAMMAR MATERIALS FOR THE SENIOR HIGH SCHOOL STUDENTS	35
Agnes Santi Widiati	35
Y.G. Harto Pramono	35
Hady Sutris Winarlim	35
MEDIATING THE STUDENTS’ ENGLISH ACQUISITION THROUGH TASKS AND INTERACTIONS: ANALYSIS ON “THINK GLOBALLY ACT LOCALLY”, A TEXTBOOK FOR THE NINTH GRADERS	43
Ahmad Abdul Aziz Muslim	43
IMPROVING SPEAKING FLUENCY OF INDONESIAN ENGLISH FOR SPECIFIC PURPOSE STUDENTS BY USING SELF-VIDEO RECORDING	53
Ahza Lina Haririn	53
DESIGNING WEBSITE-BASED MATERIALS FOR SUPPLEMENTARY WRITING RESOURCES FOR JUNIOR HIGH SCHOOL STUDENTS	59
Alfima Azmi Imananda	59
Sri Rachmajanti	59
THE CORRELATION BETWEEN READING COMPREHENSION ABILITY AND READING HABIT OF THE SEVENTH SEMESTER STUDENTS OF STIENAS SAMARINDA	68
Alfrida Pane Talebong	68

COMPREHENSIVE ENGLISH LEARNING THROUGH SPEECH COMMUNITY-BASED LEARNING METHOD.....	76
Ambar Pujiyatno	76
CONTRIBUTION OF MOTIVATION, LANGUAGE INPUT, AND MILIEU TO SECOND LANGUAGE ACQUISITION IN ENGLISH AS A FOREIGN LANGUAGE CONTEXT: AN EXPLORATORY PRELIMINARY CASE STUDY.....	82
Andri Puspita Sari	82
Gunadi Harry Sulistyo.....	82
TEACHER’S CREATIVITY TO PROMOTE SECOND LANGUAGE ACQUISITION TO MATCH INEVITABLE FIRST LANGUAGE ACQUISITION SUCCESS	87
Andy	87
LEVERAGING TEACHER EXPERIENCE AND AUTONOMY IN BLENDED, IN-SERVICE TEACHER TRAINING.....	92
Angga Kramadibrata	92
Hannah Hainsworth.....	92
EFL WRITING CURRICULUM IN A PRIVATE UNIVERSITY:AN EVALUATIVE STUDY USING A SYSTEMATIC APPROACH.....	101
Ani Fiani.....	101
TEACHING ACADEMIC WRITING USING AUTHENTIC MATERIALS: A CASE OF WRITING A RESEARCH ARTICLE ABSTRACT	108
Anisa Pinatih	108
THE EFFECTIVENESS OF FLIPPED CLASSROOM SUPPORTED BY COOPERATIVE LEARNING TO IMPROVE STUDENTS’ READING SKILL: A STUDY IN BRINGIN 1 SENIOR HIGH SCHOOL CENTRAL JAVA INDONESIA ..	123
Anjas Karuniawan.....	123
DESIGNING ESP MATERIALS FOR BIOLOGY STUDENTS BASED ON NEED ANALYSIS	135
Annisa Maisaroh	135
ENERGIZING FOREIGN LANGUAGE STUDENTS IN ENGLISH SPEAKING CLASS THROUGH THE USE OF TED-ED.....	143
Annisa Rahmatika	143
Rahayu Meliasari	143
Shelia Anjarani.....	143
ENHANCING STUDENTS’ SKILL IN ORGANIZING IDEA THROUGH GRAPHIC ORGANIZERS.....	151
Aprin Wahyu Wijayanti	151
EMPLOYING WRITING PROCESS APPROACH IN DEVELOPING E-MODULE OF THE ENGLISH WRITTEN REPORT	160
Areta Puspa	160
THE COMMON CLASSROOM TECHNIQUES USED TO TEACH ENGLISH IN JUNIOR HIGH SCHOOL	165
Aries Utomo	165
TEACHING ENGLISH FOR HEARING-IMPAIRED STUDENTS: AN EXPERIENCE AT SEKOLAH LUAR BIASA NEGERI TIPE B BLITAR, EAST JAVA.....	171
Arina Shofiya	171
EXPLOITING STUDENTS WRITINGSKILL: A BLENDED LEARNING IN ACADEMIC WRITING COURSE	176
Armeria Wijaya.....	176

INTERPRETIVE ITEMS OF ENGLISH SEMESTER TEST COMPOSED BY JUNIOR HIGH SCHOOL TEACHERS IN PADANG IN 2014/2015 ACADEMIC YEAR	181
Armilia Riza	181
Rika Afriyanti	181
FACTORS IN ENGLISH COMMUNICATIVE COMPETENCE FOR MATH AND SCIENCE TEACHERS.....	190
Arwemi.....	190
Luli Sari Yustina	190
Yuhardi	190
AUTHENTIC MATERIAL: HOW DO I MOTIVATE MY STUDENTS IN ESP CLASSROOM?.....	196
Asri Siti Fatimah	196
Fera Sulastri.....	196
STORYTELLING VS. SPEAKING COMPETENCE: CONTEXTUALIZATION ON SPEAKING SKILL BY APPRECIATING LITERARY WORKS.....	201
Aulia Nisa Khusnia	201
Dyah Kusumastuti	201
HELPING STUDENTS WRITE NARRATIVE TEXTS USING SMS (STORY MODIFICATION STRATEGY).....	209
Bambang Yulianto	209
STUDENTS' PORTFOLIOS THROUGH WINDOWS MOVIE MAKER IN EVALUATING ORAL PERFORMANCE IN SPEECH CLASS	219
Belinda Analido	219
Dona Alicia	219
EMPLOYING SELF-REFLECTIVE VIDEO IN FOSTERING STUDENTS' ACCURACY AND FLUENCY IN SPEAKING	227
Benni Satria	227
AN ANALYSIS OF TEACHERS' BELIEFS TOWARD AUTHENTIC MATERIALS IN TEACHING LISTENING	233
Berlinda Mandasari	233
MICROSOFT ONE NOTE IN EDUCATION AS A TECHNOLOGICAL TOOL TO FACILITATE ENGLISH LEARNING	240
Betty Sekarasih Hadi Yani	240
DEVELOPING PICTURE-BOOKS BASED LOCAL FABLE FOR EIGHT GRADE STUDENTS	247
Bella Nastiti Tasaufi	247
CONTRIBUTING FACTORS FOR L2 GRAMMAR DEVELOPMENT ON EFL LEARNERS	256
Boniesta Zulandha Melani	256
HOW TO USE 3H (HERE, HIDDEN, IN MY HEAD) IN TEACHING NARRATIVE TEXT READING?.....	262
Brigitta Septarini Rahmasari	262
MICRO-EVALUATION OF WRITING MATERIALS DESIGNED BY STUDENT TEACHERS OF LANGUAGE EDUCATION: THE PERSPECTIVE OF GENRE PEDAGOGY	266
Budi Setyono	266
THE PATTERN OF TEACHER INSTRUCTION AND FUNCTION OF STUDENT RESPONSES IN EFL CLASSROOM	274
BuyungAlfianNorisSudrajat	274
Rahma Sintia	274

FLIPPED CLASSROOM IN TEACHING SPEAKING TO YOUNG LEARNER	285
Choiril Anwar	285
Aswan Pratama	285
COMPARING THE EFFICACY OF VIDEO LISTENING TEST VERSUS AUDIO LISTENING TEST FOR EFL STUDENTS	290
Clara Herlina Karjo	
COLLABORATIVE ELT LEARNING THROUGH SOCIAL NETWORK	295
Claudius Bona.....	295
THE LANGUAGE APPROACH TO WRITING LANGUAGE TEACHING MATERIALS THROUGHOUT THE WORLD	302
Damatius Wagiman Adisutrisno.....	302
EXTENSIVE READING ACTIVITIES IN TEACHING READING FOR FOREIGN LANGUAGE	310
Dani Safitri	310
Leo Candra Wahyu Utami	310
PROTOTYPING MULTI-TRAIT SCORING RUBRICS AND CAN-DO STATEMENTS ON WRITING COMPETENCE: ANCHORING GRASS ROOTS' VOICE TO THEORETICAL GROUNDS AND GLOBAL FRAMEWORK	316
David Imamyartha	316
Gunadi Harry Sulistyio	316
REVISITING THE USE OF GENRE-BASED INSTRUCTION FOR TEACHING WRITING: FROM TEACHING EVALUATION TO MATERIAL DEVELOPMENT	331
Debora Tri Ragawanti	331
STUDENTS' NEEDS OF ENGLISH SPEAKING MATERIAL AT FPBS IKIP MATARAM	341
Dedi Sumarsono	341
Abdul Kadir Bagis	341
Moh. Arsyad Arrafii	341
AN ANALYSIS ON ERRORS IN PASSIVE SENTENCES	347
Deny Kuswahono	347
HOW GRAMMAR TEACHING ENHANCES ACCURACY AND FLUENCY: REVEALING PERSPECTIVES OF INDONESIAN GRADUATE STUDENTS	353
Desak Made Indah Dewanti	353
IMPLEMENTING BACKWARD DESIGN IN ENGLISH FOR SPECIFIC PURPOSES (ESP) SYLLABUS FOR SHIPBUILDING POLYTECHNIC	358
Desi Tri Cahyaningati	358
WRITING PERSONAL LETTER USING IRREGULAR VERBS APP FOR HIGH SCHOOL STUDENTS	367
Desrin Lebagi	367
Rini Aji M	367
THE USE OF LANGUAGE ARTS IN ENGLISH TEACHING AND LEARNING	372
Dessy Dwi Yudha Santhi	372

STUDENTS' PERCEPTIONS ON THE USE OF SCHOOLGY IN PRESENTATION CLASS	380
Desy Indriana	380
Refrilia Ulfah	380
ACTIVATING STUDENTS' MOTIVATION IN SPEAKING CLASS THROUGH THE USE OF BOARD GAME AT ENGLISH DEPARTMENT OF MULAWARMAN UNIVERSITY SAMARINDA	385
Desy Rusmawaty	385
Dian Anggriyani	385
METHOD, STRATEGY AND PROBLEMS IN TRANSLATION FOR THE BEGINNER AT DIPLOMA' S CLASS IN SBC MENGANTI, GRESIK	391
Dewanto	391
MAXIMIZING AUTHENTIC ASSESSMENT FOR TEACHING SPEAKING	397
Dewi Kencanawati	397
MASTERCHEF" VIDEO SERIES AS A MEDIUM TO TEACH SPEAKING FOR VOCATIONAL STUDENTS	403
Dian Pratiwi	403
Miftachul Rohmah	403
LEARNING COMMUNITY BETWEEN ENGLISH TEACHER-LECTURER TO DEVELOP INSTRUCTIONAL MATERIALS FOR JUNIOR HIGH SCHOOL STUDENTS	410
Diani Nurhajati	410
DIRECTING DIVERGENT THINKING APPROACH FOR PRE-SERVICE ENGLISH TEACHERS' INTEGRATED LEARNIN	415
Didik Rinan Sumekto	415
HOW DO PROFESSIONAL EFL TEACHERS DEVELOP THEIR TEACHING MATERIALS?	420
Dini Kurnia Irmawati	420
Utami Widiati	420
PRACTICING THE STUDENTS' PRONUNCIATION AND ADDING VOCABULARY IN INTENSIVE ENGLISH CLASSES BY PLAYING THE TABOO GAME	426
Dini Noor Arini	426
THE COLLABORATION OF TEACHER – STUDENTS ASKING GOOD QUESTION IN REDUCING CODE SWITCHING AND CODE MIXING OF EFL CLASS	433
Diyah Atiek Mustikawati	433
DESIGNING MATERIALS AND THE IMPLEMENTATION OF METHODOLOGY FOR BUSINESS ENGLISH FOR MAGISTER MANAJEMEN STUDENTS IN ENGLISH FOR ACADEMIC PURPOSES CONTEXT	438
Djasminar Anwar	438
INTEGRATING E-LECTURES BLENDED WITH PROBLEM BASED LEARNING ACTIVITIES	445
Djoko Sutrisno	445
USING STORY DIFFERENT ENDING CHOICES TO ENRICH STUDENTS 'LITERATURE OVERVIEW IN EXTENSIVE READING CLASS	451
Dwi Astuti Wahyu Nurhayati	451

THE USE OF INFORMATION TECHNOLOGY AS THE MEDIA TO BOOST THE STUDENTS' READING COMPREHENSION	457
Dwi Fita Heriyawati	457
Uun Muhaji	457
Agus Sholeh	457
TRANSLATION QUALITY OF ENGLISH INTO INDONESIA SIMPLE SENTENCE AND TEACHING TRANSLATION PRACTICE	462
Dwi Haryanti	462
Siti Fatimah	462
TEACHING VOCABULARY BY USING MEDIA WORDWALL OF PROJECTOR IN THE THEME "PEOPLE AND THEIR PHYSICAL APPEARANCES" TO THE SEVENTH GRADE STUDENTS OF MTSN MODEL 2 PALEMBANG	467
Dwi Rara Saraswaty	467
Tri Rositasari	467
THE PHILOSOPHY OF SH TERATE AS LOCAL WISDOM IN TEACHING SPEAKING FOR VOCATIONAL SCHOOL STUDENTS	473
Dwi Rosita Sari	473
Rosita Ambarwati	473
SELF- REGULATED LEARNING AND SELF EFFICACY BELIEFS OF PRE-SERVICE TEACHER PROFESSIONAL DEVELOPMENT	477
Dwi Winarsih	477
INTERNET-BASED MATERIALS IN TEACHING WRITING: HOW DOES IT WORK?	482
Dwiana Binti Yulianti	482
AUTOMATIC WRITING ASSESSMENT PROGRAM	489
B.B.Dwijatmoko	489
VIDEO RECORDING-BASED PEER FEEDBACK IN MICROTEACHING COURSE	495
Dwiyani Pratiwi.....	495
WHY SHOULD I DO SUMMARIZING?: THE VOICE OF UNDERGRADUATE STUDENTS	501
Dyah Sunggingwati	501
DESIGNING AND DEVELOPING SUPPLEMENTAL TECHNOLOGY-INTEGRATED TEACHING, LEARNING AND MATERIALS OF POWERPOINT, AUDACITY, CAMTASIA AND INTERNET (PACI) MODEL THROUGH BLENDED LEARNING METHODS.....	507
Effendi Limbong	507
MOBILE-ASSISTED LANGUAGE LEARNING AS A DIGITAL MEDIA IN A FOREIGN LANGUAGE TEACHING: FOSTERING STUDENTS' LISTENING.....	523
Eka Wahjuningsih	523
THE EFFECT OF COGNITIVE STYLES AND VOCABULARY MASTERY TO READING COMPREHENSION (AN EXPOST FACT RESEARCH AT UNIVERSITY OF RIAU KEPULAUAN)	531
Eka Wilany	531
SMALL CLASSES OF ENGLISH LANGUAGE LEARNING IN UNIVERSITY LEVEL: TEACHERS' VIEWS.....	538
Elfirahmi Thamrin.....	538
Uning Musthofiyah	538

THE IMPLEMENTATION OF QUIPPER SCHOOL AS EXTENDED ENGLISH LEARNINGIN SMA NEGERI 1 SOOKO, MOJOKERTO	545
Eliasanti Agustina.....	545
Ayunda Azalea Arham	545
AN ESP PROJECT WORK FOR ENGINEERING FACULTY: BOOSTING STUDENTS' AUTONOMY LEARNING	553
Elok Putri Nimasari.....	553
DEVELOPING INSTRUCTIONAL DESIGN TEACHING MATERIAL BASED MULTIMEDIA	558
Eltina Maromon.....	558
AN OBSERVATION OF APPLYING ACTIVE LEARNING IN AN EFL CLASS: A CASE STUDY OF TEACHER OF STUDENT VIEWS ON LEARNING ENGLISH AT SAO PEDRO SCHOOL DILLI, TIMOR LESTE	562
Elvis Fernandes Brites da Cruz	562
DESIGNING ACADEMIC WRITING FOR ESP STUDENTS	573
Emilia Ninik Aydawati.....	573
THE USE OF GLOSSING TECHNIQUE TO ENHANCE THE ESP LEARNERS' MOTIVATION IN COMPREHENDING ENGLISH TEXT	579
Endang Sulistianingsih	579
Sumartono	579
THE IMPLEMENTATION OF JEOPARDY STRATEGY OF EFL STUDENTS OF STKIP YPUP	587
Eny Syatriana	587
THE EFFECT OF EXPERIENTIAL LEARNING IN ESSAY WRITING TOWARDS THE STUDENTS' WRITING QUALITY	593
Erlik Widiyani Styati.....	593
IMPROVING STUDENTS' READING COMPREHENSION BY USING QUESTIONS TOURNAMENT AT THE SECOND GRADE OF SMP	598
Eroh Muniroh	598
IMPROVING STUDENTS' READING COMPREHENSION THROUGH RECIPROCAL TEACHING	604
Ersy Laksita Rini	604
DOCUMENTARY VIDEO PRESENTATION: AN EFFECTIVE WAY OF FOSTERING STUDENTS' ORAL SKILL.....	612
Eugenie Mainake	612
PROJECT-BASED LEARNING IN PRACTICE: THE PRODUCTION OF EXPLANATORY FOOTAGE BY STUDENTS	615
Evi Yuniarisda Hutagalung	615
Eliasanti Agustina	615
Ayunda Azalea Arham	615
DIGITAL STORYTELLING IN WRITING: PRACTICE AND PERCEPTION TOWARD TEACHING WITH TECHNOLOGY	626
Faiqotur Rizkiyah	626
IMPROVING PRE-SERVICES ENGLISH TEACHERS' PEDAGOGICAL COMPETENCIES IN INTERNSHIP PROGRAM.....	635
Faishol Hadi	635
MOBILE ASSISTED LANGUAGE LEARNING: THE RECENT APPLICATIONS OF EMERGING MOBILE TECHNOLOGIES.....	641
Fauris Zuhri	641
Aswandi.....	641

TOWARDS LEARNING DIFFICULTIES RECOVERY.....	649
Fazri Nur Yusuf.....	649
DEVELOPING INTERPERSONAL INTELLIGENCES IN SPEAKING CLASS THROUGH THEMATIC BASED LEARNING.....	657
Fibriani Endah Widyasari.....	657
ANDROID BASED EDUCATIONAL GAME IN INDONESIAN TEYL.....	662
Fika Megawati	662
Sultoni	662
IMPROVING STUDENTS' ABILITY IN ACADEMIC WRITING THROUGH EXPLICIT TEACHING	669
Fikri Asih wigati.....	669
Nina Puspitaloka	669
THE INFLUENCE OF IMAGINE, ELABORATE, PREDICT, AND CONFIRM STRATEGY AND READING INTEREST ON READING COMPREHEN- SION ACHIEVEMENT OF THE SECOND SEMESTER STUDENTS OF BIOLOGY EDUCATION STUDY PROGRAM, MUHAMMADIYAH UNIVERSITY OF PALEMBANG.....	673
Finza Larasati	673
Ismail.....	673
Petrus	673
STUDENTS' VOICE TOWARD TEAMS-GAMES-TOURNAMENTS TECHNIQUE.....	683
Firman Wicaksono.....	683
BUILDING LANGUAGE AND CULTURAL AWARENESS: MOVIES AS POETRY AND CREATIVE PEDAGOGY DISCUSSION RESOURCE	689
Fitri Wijayanti	689
Avilanofa Bagus Budi	689
STUDENT-TEACHER PARTNER DESIGN: ENRICHING TEACHER CREATIVITY AND CHALLENGING STUDENTS' INVOLVEMENT	695
Fitrotul Mufaridah.....	695
MUSEUM AS MEDIA AND SOURCE OF HISTORY LEARNING OF UNIVERSITY STUDENTS	700
Franciscus Xaverius Wartoyo	700
IS BACKGROUND KNOWLEDGE IMPORTANT IN ASSESSING READING COMPREHENSION?.....	707
Fransisca Endang Lestariningsih	707
THE USE OF ORAL CORRECTIVE FEEDBACK FOR STUDENTS OF DIFFERENT PROFICIENCY LEVELS	712
Gartika Pandu Bhuana	712
A SET OF ENGLISH INSTRUCTIONAL MATERIALS USING TASK-BASED LEARNING FOR NEWS PRODUCTION MANAGEMENT STUDY PROGRAM IN STMM "MMTC" YOGYAKARTA.....	721
Giovanna Gistha Wicita.....	721

THE USE OF TECHNOLOGY (BLOG) AS TEACHING MEDIA TO ENCOURAGE STUDENTS CHARACTERS TOWARD LEARNING	730
Gusti Nur Hafifah.....	730
USING STORYTELLING VIDEO FOR ASSESSING STUDENT’S CREATIVITY IN SPEAKING	561
Chyntia Heru Woro Prastiwi	561
Hardono	561
THE ROLE OF "MAGIC BOX" IN INNOVATING MEDIA IN TEACHING GRAMMAR	744
Haris Dibdyaningsih.....	744
Hendra Sudarso	744
RESPONDING THE PRESENCE OF WORLD ENGLISHES IN TEACHING EIL WITH BAKHTIN’S DIALOGISM	750
Hariyono.....	750
Ima Masofa.....	750
COMPARING THE USE OF 2 INTERNET BASED PLATFORMS TO SUPPORT FLIPPED CLASSROOM STRATEGY AT HIGHER EDUCATION INSTITUTES IN AMBON, MALUKU	756
Helena Magdalena Rijoly.....	756
TEACHER’S EFFORT TO DEVELOP THEIR STUDENTS’ EQUAL PARTICIPATION IN ENGLISH SPEAKING CLASS	764
Herlina Daddi	764
THE USE OF MOTIVATIONAL STRATEGIES BY EFL PRIMARY TEACHERS	771
Herlina Sitorus	771
LEARNING STYLES’ IMPLICATIONS TO LEARNING AND TEACHING ENGLISH IN ITS.....	785
Hermanto.....	785
Kartika Nuswantara.....	785
BLENDED LEARNING IN ELT FOR TEACHERS’ CONTINUING PROFESSIONAL DEVELOPMENT	790
Hernawati Kusumaningrum	790
PROMOTING TECHNOLOGY-ENHANCED LEARNING THROUGH FANFICTION WRITING	794
Hernina Dewi Lestari	794
ACTION RESPONSE THROUGH THE USE OF TRANSLATED VERSION OF LOCAL INDONESIAN CHILDREN SONGS.....	802
Hertiki	802
THE PROSPECT OF ENGLISH FOR SPECIFIC PURPOSES MATERIALS DEVELOPMENT FOR EIGHT MAIN DISCIPLINES AHEAD OF ASEAN INTEGRATION:	
CRITICAL EVIDENCE ACROSS ASEAN MEMBER COUNTRIES.....	805
Hesti Wijaya.....	805
Helti Maisyarah.....	805
TEACHERS’ MEDIA IN TEACHING ENGLISH AT JUNIOR HIGH SCHOOL IN PADANG	814
Hevriani Sevrika.....	814

A NEEDS ANALYSIS FOR DESIGNING AN ESP-BASED SYLLABUS IN AN ISLAMIC STUDIES EDUCATION PROGRAM	820
Hilmansyah Saefullah	820
THE EFFECT OF EXTRA-CURRICULAR ACTIVITY ON THE STUDENTS' ACHIEVEMENT IN WRITING	829
Darmawati	829
YesiIrianti.....	829
Erlindawaty	829
FOLKLORE TO ENHANCE THE STUDENTS' MOTIVATION (INNOVATION IN LANGUAGE MATERIAL DEVELOPMENT)	837
Honest Ummi Kaltsum.....	837
THE PROFICIENCY OF TEACHERS IN TEACHING BIOLOGY BY USING ENGLISH	842
Humaira.....	842

STUDENT-TEACHER PARTNER DESIGN: ENRICHING TEACHER CREATIVITY AND CHALLENGING STUDENTS' INVOLVEMENT

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ABSTRACT

Teaching Design gives a great magnet to teachers and students to do transformation of knowledge and information. The requirement of Modern design invites teachers to present creativity realization in making it. It is more meaningful to design it by involving students' participation. Student-teacher partner design facilitates both to construct the teaching and learning activities and material better, more creative, more interesting, and more authentic. The partnering design can empower the student-teacher relationship and bridge them to minimize gap. In the process of doing student-teacher partner design in term of constructing activities, teachers can learn more on how to listen to students' ideas and how to appreciate them respectfully. Teachers can build their innovation creatively and implement it well in their teaching with the students. In another side, students are invited to explore their smart ideas in developing learning design which is leading them to do creative and meaningful learning activities. They come to class not only as the doer of the learning activities but also as the designer. It is really challenging involvement for the students. It brings them to have bigger responsibility in doing teaching and learning process. So, student-teacher partner design can enrich teachers' creativity and challenge students to be more involved in class.

Key words: *student-teacher partner design, teacher creativity, students' involvement*

INTRODUCTION

The objective of English teaching as a foreign language is to enable the students to develop communicative competence in four language skills, as stated in the main objective of lecturing at some English subjects. Particularly, the objective of speaking ability is to develop a basic of that skill in English which would enable graduated students to apply effectively in their real life situation. But in the process of teaching and learning English, up to now students commonly face a lot of problem with speaking ability. The informal dialogue (interview) that was done by the researcher and the teachers discovered that the teachers' chance to give the students individually attention when the teaching learning process happens was insufficient. This happened because there is no design of teaching which is appropriate for answering students' need. It is also sometimes because of the students' number in one class was too big. The teacher could only ask some students to practice. So, this situation could make the class not conducive. In facts, students' speaking ability are still less in their learning English because they are not having teaching and learning design which is able to formulate them to practice and share more about the subject.

Those influencing problems can be predicted as the cause of un-effective teaching and learning in English class. Meanwhile, speaking classroom always needs many language and mental requirement. It is supported by Brown & Yule (1983:17) that learning to talk foreign language is often considered to be one of difficult aspects of language learning by the teacher to help the students. This declared that teaching speaking is not always easy by doing a particular practice. It needs more and more ways to improve it.

For better implementation, it should be found the solution to enhance the students' English ability. Teacher should invite students to be involved not only in the process of teaching and learning, but also in the process of designing the teaching and learning will be done in the English class. Positioning students to be partner in designing the teaching and learning activities would make them as the source or manager in our class or subject. It is in line with Streeter and wise, 20019:2 cited in Heally, Flint, and Harrington, 2014:22) statement that:

“students as 'co-producers', not as 'consumers' ... are viewed as essential partners in the production of the knowledge and skills that form the intended learning outcomes of

their programmes. They are therefore given responsibility for some of the work involved, and are not passive recipients of a service”.

The partnership of students and teacher would enhance the students’ ability with full of responsibility and accurately because they do all the activities and communicate much with the teacher directly. The teacher also could do observation and record of the students’ progress authentically.

The work of designing together between the students and the teacher would open the gap between them. The communication facilitate them to start in breaking down the information gap and discussion quality gap, so they would be really possible to share their need, idea, experience, and some other else. The breaking of the gap could motivate and develop the students to believe more in their ability and quality.

The ability and quality the students could improve are about personal communication, participation, analysis, and also decision making. It is supported by Cook-Sather, Bovill, Felten (2014: 6–7, cited in Heally, Flint, and Harrington, 2014:22) that:

“We define student-faculty partnership as a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis”.

The partnership could give advantages to the success of teaching and learning process and result. The partnership also brought the students to the real development of personality and academic. Partnership also made the teacher to listen more to the students’ need and idea. The teacher could improve her or his creativity inspired by the students’ sharing and opinion. Partnership could enlarge teacher’s ability in combining students’ idea in designing the teaching and learning activities.

Partnership even could bring both of the students and the teacher to create models in teaching and learning activity. The model for students as partners in simple distinction may be made between a focus of students as partners on:

- a) student engagement in learning, teaching and research;
- b) student engagement in the quality enhancement of learning and teaching practice and policy (Heally, Flint, and Harrington, 2014:23) .

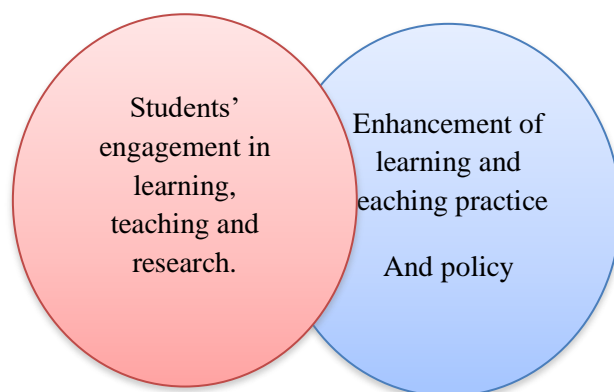


Figure 2.1: Simple model of students as partners

The model becomes the result of potential partnership between the teacher and the student. So, doing partnership in designing the class activities is alternatively important to do for improving the quality of teaching and learning process. The model resulted from the student-teacher design could be the inspiring process in handling the class.

METHOD

This research was classroom action research (CAR). Classroom action research is defined as the study of a social situation with a view to improving the quality of action within it (Elliot, 1991: 69). This research is to find an alternative solution to improve the quality of action done in the classroom. The quality of the action focused on the designing English class

activities. Furthermore, Arikunto (2006:90) confirms that action research is one of strategies to solve problem that use real action in the form of innovative development process.

The action of this research was conducted by using the cycle model which consists of four stages of activities, they are (1) Planning, (2) Acting, (3) Observing, (4) Reflecting. This research design has explained by Arikunto (2006: 92) that action research occurs in dynamic and complementary process which consists of four essential moments of planning, action, observation, and reflection. The moments are basic steps to undertake the function of each: developing a plan of critically informed action to improve what is already happening; acting to implement the plan; observe the effects of critically informed action in the context in which it occurs; and reflecting on these effects as the basis for further planning, subsequent critically informed action and so on through succession stages. The design of this action research is illustrated in the following diagram.

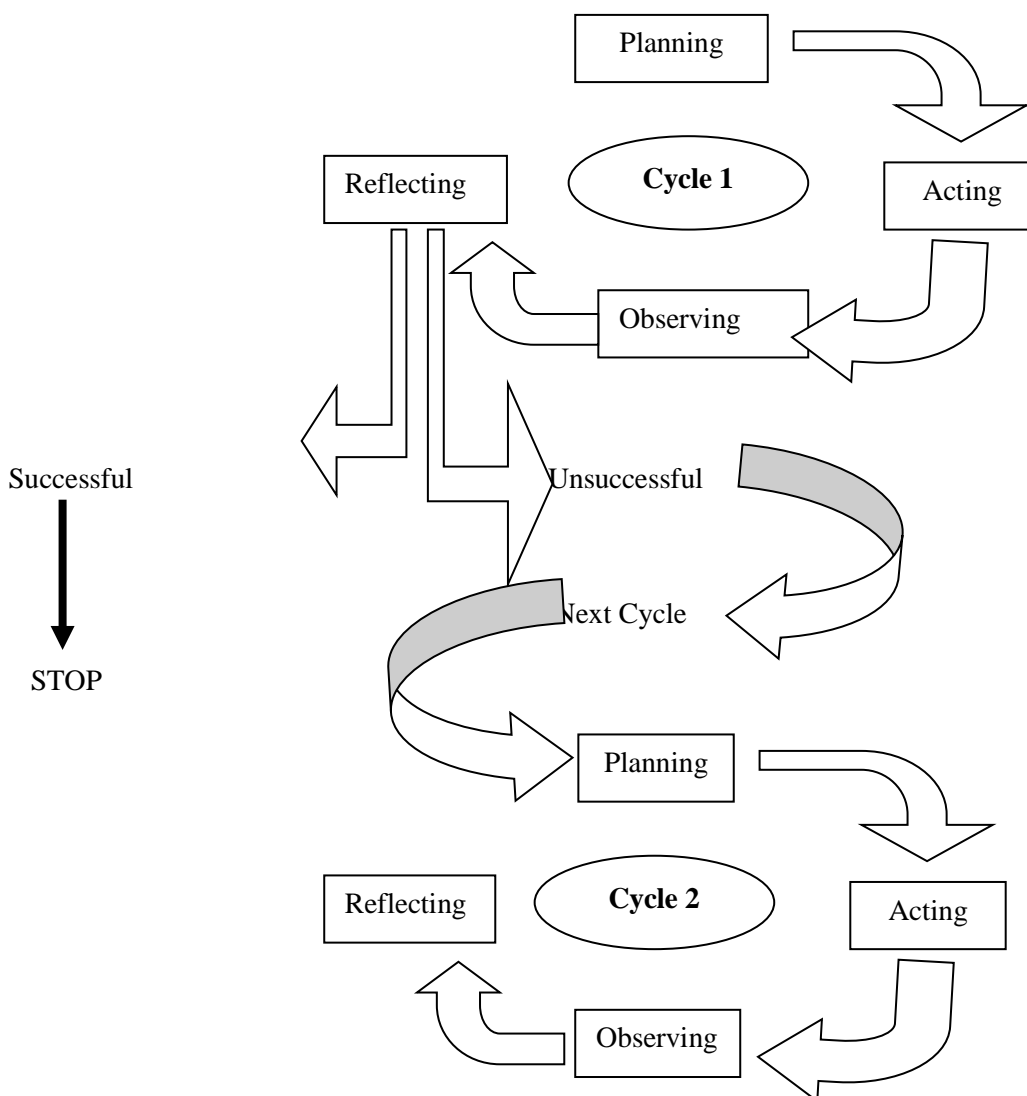


Figure 1. The Design of Classroom Action Research (Arikunto, 2006: 91)

For limiting the research, it was taken the fourth semester of English Language Education Program of University of Muhammadiyah Jember as the subject of the research. There are two classes with total number 58 students as the subject of the research.

For acquiring the research data, the performance test was given to the students. The data was taken in the observing step. The data analysis then was functioned as the reflecting of the action. The reflecting result decided to stop or to continue the action to find another in the next cycle.

RESULT AND ANALYSIS

Implementing of student-teacher partner design was really challenging for the students to be involved more and more not only in the process of teaching and learning activities, but also in the process of designing the planning of teaching and learning activities done in the English class. In this work of designing together between teacher and students, students could explore more not only the idea of designing appropriate activities suitable for them, but also about their speaking abilities. The work of designing together was always done through English communication. It was of course, making the students easier to use English in their communication.

After implementing student-teacher partnership design, the result of observation showed that 15 of 29 (51.7%) students were active during the teaching learning process of speaking class. In the second meeting, there were 19 of 29 (65.5%) students were active during the teaching learning process. Meanwhile, the result of the reading comprehension test in cycle I showed that the students who could get score ≥ 75 were only 18 of 29 students or 62%. This result was reflected that individual work done in big group or class is not effective. The students need to share with their friends and teacher in small group for improving speaking ability.

As the first cycle implementation, the result showed that the teaching and learning activities designed by the students and the teacher not run smoothly. The students' performance in the test were not improved all yet. There were found some problems considered as the cause of the unsuccessful result in cycle I. They are explained below.

1. Some students are still passive without giving any idea in designing the activities, even in the process of the activities. They seem like confused to follow the activities because some of their friends dominated the activities.
2. The process of designing the activities are not focused because classical ideas. The ideas are taken from one by one student. It made the students feel unconfident, and it influenced the students' attention and motivation.
3. The teacher was not focusing on one specific idea, but general idea. It was predicted that the students did not practice optimally because the teacher had already tried to accommodate the general idea.

Those influencing problems can be predicted as the cause of the research result in cycle I. This is but a common problem in speaking classroom. Speaking classroom always needs many language and mental requirement. It is supported by Brown & Yule (1983:17) that learning to talk foreign language is often considered to be one of difficult aspects of language learning by the teacher to help the students. This declared that teaching speaking is not always easy by doing a particular practice, it needs more and more practices.

For better implementation, some revised actions have done in cycle II. The actions revised actions have done in cycle II. The actions have been done with certain reason of teaching and learning English through student-teacher partner design. They are as in the following explanation.

1. The first was doing the design through the small group, so each student had opportunity to contribute their ideas. It was not dominated by some students only. Small group discussion could facilitate every student to exchange their idea among them. Within a group, chance errors among members can be corrected. Group discussion often stimulates ideas that might not occur to the individual working alone (Johnson and Johnson: 91). And this action actually helped the students much in speaking English better.
2. The second was by doing grouping which consist of not more than five students, and then making a simple discussion in designing the teaching and learning activities for the next class by specific topic of material. This action was hopefully able to give the students to decide which design could give more learning experiences, not only giving the idea of teaching and learning activities appropriate to their need, but also giving them more chance to practice their English communication with their friend and also their teacher. So, they can provide suitable activities to heir need. This belief is supported by Johnson and Johnson (1982: 91) that "the quality of decision making in such situation depends on the processes of information exchange".

The better result of making decision in designing the teaching and learning process are from small group discussion. The idea the students gave are more valid and appropriate.

3. The third is by using more creative combination. The teacher should be able to accommodate the vary ideas within the group. The teacher creativity in combining the students' ideas is properly tested here. Some other media are possible to use, like picture to practice, so the students could learn and play with the partner by showing the picture to another. This action supported by Scott and Ytreberg (1990: 3) that actually young children love to play, and they will learn best when they can enjoy themselves in their learning activities. In fact, this action contributed much to the students' speaking ability, because they could learn seriously and nicely with the implemented action.

The implementation of Student-Teacher Design in the second cycle could bring the result of observation to be 20 of 29 (68.9%) students were active during the teaching learning process of reading comprehension in the first meeting, and 25 of 29 (75.8%) students were active during the teaching learning process of reading comprehension in the second meeting. Meanwhile, the result of the speaking test in cycle 2 showed that the students who could get score ≥ 75 were 22 of 29 students or 75.8%. Based on the reflection, it was consequently, the action was stopped because the target score had been achieved.

Furthermore, Johnson and Johnson (1982: 92) explained that when the students working in a group, they are also allowed to imitate the action of more highly motivated member. The drills convey the students to do English routines practices, and therefore of course, it makes them be easier in using English in their English communication practices. It is also strengthened by Brown and Yule (1983: 5) that speaker knows every single word which passes his lips will be heard by his listener, and if they are not in what he intends, he will take active revision in the communication. This means that by spelling and pronunciation drills, and also followed by practicing in making sentences will help the students to know and become more aware of what they are saying about, so when they find some problems in their communication, they can easily revise the matter of their speaking.

CONCLUSION AND SUGGESTION

The reflection of the research showed that the quality of student-teacher partner design could be reached by grouping the students. The idea of the students on what they need to do in the process of teaching and learning can be designed properly and appropriately because it was based on the students' need. Through grouping, the teacher also could find the real idea from the students which could make her or him to be really creative in accommodating and combining the students' idea in the process of teaching and learning activities. So then, it can be conclude that student-teacher design could make the teacher be more creative and the students could be more challenged to involve optimally.

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