

ISSN: 2502-4124

PROCEEDING

ICTTE FKIP UNS 2015

International Conference on Teacher Training and Education
Sebelas Maret University

Trends and Issues on
Teacher Training and Education
in the 21st Century

Surakarta, Central Java, Indonesia
5 - 6 November 2015

Volume 1

Number 1

January 2016



Faculty of Teacher Training and Education
Sebelas Maret University
Surakarta – Indonesia

FOREWORD

*Distinguish Delegates and Guests
Respected Invited Speakers
Dear Presenters and Participants
Ladies and Gentlemen*

**Assalamu'alaikum warahmatullahi wabarakatuh
Good Morning**

As Chairperson and on behalf of the organising committee, I am delighted to welcome you all to the first International Conference on Teacher Training and Education (ICTTE) 2015, hosted by the Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta.

As the year comes to the second decade of 21st century, there have been changing in whatever field of human endeavor affecting education that create paradigm shift and in practical routine. The key question of this conference is then, whether and to what extend the Institution of Teacher Trainings and Education develop, implement, manage, and accommodate pre-service teacher training programs to prepare teachers teach and students learn that reflect the roles and competencies as required in this era; what trends and policy shifted in education that shape and have strong impact on the direction of the institutions.

The theme of this exciting forum is ‘*Trends and Issues on Teacher Training and Education in the 21st Century*’, which embraces six main topics, including: (1) institutional quality of teacher training & education, (2) standardized curriculum of teacher training & education, (3) innovation in teaching, learning, and assessment of teacher training & education, (4) quality of educational research and community services of teacher training & education, (5) course development and teaching practices in teacher training & education, and (6) voices from schools.

ICTTE 2015 is conducted to provide a forum for researcher, academicians, teachers, school principals, government agencies, consultants to share their insights related to the current trends in education from the perspective of institution quality assurance, curriculum, innovative teaching, educational research, course development and teaching practice.

For this conference, we invited six plenary speakers with solid expertise from different countries and regions. We are extremely grateful to: (1) Prof. Kathryn Moyle, Ph.D, (2) Prof. May Hung May Ceng, (3) Prof. dr. Ali Ghufon Mukti, Ph.D, (4) Prof. Dato Zakaria Kasa, (5) Prof. Dr. Ravik Karsidi, M.S, and (6) Handoyo Puji Widodo, Ph.D. These speakers will present different lines of scholarship in the area of teacher education, including: Global Trend in Higher Education Policy; Becoming Globally Professional Teacher; Current Trend and Policy of Teacher Professional Development in Indonesia; Reforming Vocational Teacher Training and Education; Building a World Class University; and Curriculum Development of Teacher Training and Education. In addition, we reviewed and selected 176 abstracts for concurrent session of presentations. We believe that we can learn plenty of things from different presenters. This year's conference is attended by more than 300 participants coming from different countries and regions in and beyond Indonesia. Selected papers will be published in indexed journal.

The conference is not able to come into a reality without wholehearted support from many parties. Therefore, on behalf of the committee, I would like to take this opportunity to extend my appreciation to the Rector of Sebelas Maret University, the Dean of the Faculty of Teacher Training and Education, the invited plenary speakers, paper presenters, delegates and guests, participants, and all sponsoring agencies (Javenir and Batik Dewi Ratih) that have supported us to host this conference. In addition, my sincere thanks go to my organizing team and student volunteers for un-tiring efforts to make this conference as a memorable one.

I wish all the presenters and participants a fruitful and memorable experience at the first ICTTE 2015 in Solo. Last but not least, it is a pleasure to inform you that we are going to make this ICTTE into annual international conference, proudly hosted by the Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta. So, I do hope we will meet again at the second International Conference on Teacher Training and Education, ICTTE 2016.

Thank you.

Wassalamu'alaikum warahmatullahi wawarakatuh.

Dra. Dewi Rochsantiningsih, M.Ed, Ph.D.

Chai

LIST OF ARTICLES

Keynote Speakers

1. Global Trends in Higher Education Policies
Prof. Kathryn Moyle..... 1
2. Reforming Vocational Teacher Training and Education: Global and Regional Trends
Prof. Dato' DR Zakaria Kasa..... 13
3. Becoming Globally Professional Teacher : Practices from Teacher Professional Development
Prof. May Hung May Cheng..... 33
4. Policy of Ministry of Research, Technology and Higher Education on Human Resource Development for Sustainable Societies in Indonesia: Current Trend and Policy of Lecturer or Teacher Professional Development
Prof. Dr. Ali Ghufron Mukti, Ph.D...... 39
5. Toward World Class University: Practice and Effort
Prof. Dr. Ravik Karsidi, MS..... 49
6. Meeting the Needs of the Stakeholders: Qualifications for Graduates of Teacher Training and Education
Prof. Dr. Ramlee Mustapha 58
7. Developing an Informed Curriculum for Initial Teacher Education (ITE): Building Student Teachers' Theoretical and Practical Knowledge and Shaping Teacher Identity
Handoyo Puji Widodo, Ph.D...... 69

Theme 1: Institutional Quality of Teacher Training and Education

8. Designing Prototype User Interface Digital Library For Elementary School Based On Probability Bayesian
Agung Suprpto, Ridi Ferdiana, Rudy Hartanto..... 81
9. Senior Teacher Induction: An Alternative Apprenticeship Model for Pre Service Teacher
Ahmad Syafi'I..... 88
10. The Improvement of Comprehension on Biology Research Methodology through Writing Research Proposal Retrospectively By Combining Classroom Discussion and Collaborative Working Group in Lesson Study
Ainur Rofieq, Husamah, Sri Wahyuni, Iin Hindun, Ely Purwantia 94
11. The Common Assessment Used for English Teaching in Junior High School: A Naturalistic Study
Aries Utomo..... 101
12. The Quality of the Indonesian Language Teacher-Made Tests at Junior School Level
Aris Badara..... 107

13. The Implementation of Teacher's Teaching Preparation in Teaching English at Anak Shaleh Kindergarten Malang <i>Asri Kusuma Dewanti</i>	115
14. The Dynamic of the Religious Education Policy in Indonesia <i>Bambang Suteng Sulasmono</i>	119
15. Scientific Literacy in Science Lesson <i>Budi Utami, Sulisty Saputro, Ashadi, Mohammad Masykuri</i>	125
16. Poetry and Moral Education in Teaching Learning Literature <i>Dr. Ch. Evy Tri Widyahening, S.S., M.Hum.</i>	134
17. Preparing the Pre-Service Teachers to Meet the Teacher Qualification Standard: Potencies and Challenges <i>Debora Tri Ragawanti</i>	137
18. What Makes You Different?:the Process of Teacher Cognitive Development in Pre-service EFL Teacher Education <i>Elys R.R. Misrohawati</i>	145
19. Teaching Skills and Views of Pre-service Biology Teachers on Response to the Instructional Video with Scientific Approach in Cooperative Learning <i>Endang Susantini, Ulfi Faizah, Muji Sri Prastiwi</i>	150
20. The Construction of Academic Staff Identity Following the Conversion From IKIP to University <i>Faridah</i>	157
21. The Implementation of Hand-Puppets as a Storytelling Media to the Students' Language Skills and Characters: An R&D on the Second Grader Of SDN 6 Karangasem Batang Central Java, Indonesia <i>Joko Sulianto</i>	161
22. Teacher Training and Continuing Professional Development:The Singapore Model <i>Lee Chin Chew</i>	165
23. Are the Graduate Students of English Language Teaching Program Ready to Teach the Undergraduates? <i>Mirjam Anugerahwati</i>	172
24. Spatial Modeling for Learning Media of Tsunami Risk Reduction in the Field of Education <i>Mohammad Gamal Rindarjono, Wakino</i>	177
25. Teaching Metaphor: Engaging Student's Creativity in Writing Class <i>Muh Saeful Effendi</i>	188
26. Enhancing the Conceptual Comprehension on Photosynthesis by Implementing Outdoor Study for Grade 4 Students of SDN Bratan I in Academic Year 2014/2015 <i>Peduk Rintayati</i>	192
27. Modality Meanings in Student's Argumentative Writing <i>Ribut Surjowati</i>	196

28. Strategy Of Curriculum Development Based On Project Based Learning (Case Study : SMAN 1 Tanta Tanjung Tabalong South Of Kalimantan) <i>Rima Sri Agustin, Sarjono Puro</i>	202
29. International Certification and Accreditation of the Vocational Education in the Business/Industry Field <i>Roemintoyo</i>	207
30. Improving the Quality of Higher Education Institution through Well-Traced Accounting Education Graduates <i>Siswandari, Susilaningsih, Sri Sumaryati, and Binti Muchsini</i>	212
31. The Determinants of the ICT- based O/DLProgram to Encourage and Support the Country's Economy <i>Slameto</i>	221
32. Actual studies Expansion of Improving Services: Access and Equity in Early Childhood Education (ECD) <i>Suharno</i>	232
33. Comparative Study on Teacher Training Education Policy and Practices in Qur’anic Schools: Case of Semi-Urban Rural and Remote Rural Settings in Banjarnegara Regency <i>Wiji Astuti, Tatsuya Kusakabe</i>	239
34. A Review of Indonesian Pre-Service Teacher Certification Policy from the Point of View of the Philosophy of Vocational Education <i>Yuyun Estriyanto</i>	245
Theme 2: Standardized Curriculum of Teacher Training & Education	
35. English, Islam, and Secular values in Pre-service English Teacher Education: Exploring the Curricular Balance <i>Abdul Hadi</i>	254
36. Teaching Semiotics to Promote Students’ Critical Thinking in the Reading and Writing Class <i>Arum Priadi</i>	264
37. Evaluating an EFL Textbook: To What Extent Does the 2013 Curriculum-Based Textbook Accomplish Pedagogical Aspects? <i>Elok Putri Nimasari</i>	269
Theme 3: Innovation in teaching, learning, and assessment of Teacher Training & Education	
38. The Study of High School Students’s ScientificAttitudes on the Learning of Heat and Temperature with Cooperative Inquiry Labs Model <i>Abdul Gani, Rini Safitri, Habibati, dan Nurul Fajri Saminan</i>	279
39. Preliminary Study on Developing Science Literacy Test for High School Students in Indonesia <i>Ade Intan Permata Ariyanti, Murni Ramli, Baskoro Adi Prayitno</i>	284
40. Enabling Students to Learn scientific methods Through Spreadsheet <i>Ahmad Fauzi</i>	290

41. Understanding Ambiguous Meaning and Sound Through The Learning Materials of Microlinguistics <i>Aisyah Ririn Perwikasih Utari</i>	294
42. Video Recording Mobile Phone Camera of Micro Teaching Subject in Teaching Skills of Students Teacher : The Case of Students Teacher Education in Islamic Kalimantan University MAB Banjarmasin <i>Angga Taufan Dayu, Raudhatul Haura</i>	298
43. Improving Learning Achievement Using Effective Mix and Match Learning Model <i>Anis Rahmawati, Aryanti Nurhidayati</i>	304
44. The Effects of Immersive Multimedia Learning with Peer Support on English Oral Skills (Speaking and Reading) <i>Asnawi Muslem, Merza Abbas</i>	312
45. Understanding Poetry in Teaching English as a Foreign Language in Indonesia <i>Arjulayana, Cut Novita Srikandi</i>	324
46. Assessing Student Teachers' Performance in English Class through Teaching Video <i>Atik Rokhayani</i>	328
47. Integration of Higher Order Thinking Skills in Assessment Instrument Accounting Computer at Higher Education <i>Binti Muchsini</i>	332
48. Providing Variations of Learning Modalities to Scaffold Pre-Service EFL Teachers in Designing Lesson Plan <i>Budi Setyono</i>	336
49. Developing Learning Multimedia Based on Geographical Information System to Improve Students' Spatial Ability in Flood-Disaster Mitigation <i>Chatarina Muryani, Setya Nugraha, Taufik Lilo AS, H. Soegiyanto</i>	345
50. Communication In Education: An Abandoned Research (Phenomenological Study of Communication of Education in Makassar) <i>Citra Rosalyn Anwar</i>	350
51. Applying Internet-based Writing Course to Improve the Banyumas Tourism Office Staff's Ability in Writing English Informative Texts <i>Dian Adiarti, Mimien Aminah S., Ika Maratus S., Raden Pujo H., Asrofin Nur Kholifah</i>	357
52. Increasing transparency in assessment to improve students' learning at Language Development Center of UIN Suska Riau <i>Dodi Settiawan, Ridho Hilmawan</i>	364
53. Equipment Of Earthquake Detection And Warning With Vibration Sensor <i>Dyane Putriera Anggraeni, Nonoh Siti Aminah, Yohanes Radiyono</i>	369
54. The Development Research on Hand-Puppets In "Cita-Citaku" Theme for the Fourth Grader of SDN Gotputuk Blora <i>Fajar Cahyadi</i>	375

55. Book Sharing: Parents' Read Aloud Activities in Supporting Emergent Reading and Arts for Early Literacy <i>Fida Chasanatuna, Hermawati Dwi Susaria, Sunardib, Joko Nurkamto, & Asrowi</i>	378
56. Teachers' Implementation of Lesson Study to Preschoolers <i>Ghitha Loka Yuniar, Risty Justicia</i>	382
57. Pedagogic Mapping of Teacher Competence in Inclusive Schools <i>Gunarhadi, Sunardi, Tri Rejeki Andayani, Moh Anwar</i>	389
58. Physical Test Table Tennis Domain for 13-15 Years Age Group <i>Hanik Liskustyawati</i>	395
59. Advocating Pluricentric Model for Teaching English in Indonesia <i>Hepy Adityarini</i>	400
60. The Use of WebQuest for Teaching English Vocabulary in an EFL Young Learners Context <i>Irma Savitri Sadikin</i>	403
61. Contributions of Metacognitive Skills toward Students' Cognitive Abilities of Biology through the Implementation of GITTW (Group Investigation Combined With Think Talk Write) Strategy <i>Lina Listianaa, Herawati Susilo, Hadi Suwono, Endang Suarsini</i>	411
62. Teaching Writing of Argumentative Essay Using Collaborative Writing Technique Viewed from Students' Creativity: An Experimental Study <i>M. Ali Ghufron, Masnuatul Hawa</i>	423
63. Developing Learning Media of the Projection Drawing to Improve the Quality of Learning Process and Outcomes <i>Mulyanto, and Ani Rakhmawati</i>	431
64. Implementation of Guided Inquiry as an Effort to Improve Critical Thinking Ability of Students <i>Murwani Dewi Wijayanti, Sentot Budi Rahardjo, Sulisty Saputro, Sri Mulyani</i>	439
65. Developing Character Based Interactive Learning Media to Facilitate Students' self-learning of Mathematics Capita Selecta (A Research on Mathematical Critical and Creative Thinking Skills of Mathematics Department Students of Teachers Training and Education Faculty of Siliwangi University) <i>Nani Ratnaningsih, Hetty Patmawati</i>	445
66. The Effect of inquiry and Expository Learning Strategy on Students Achievement of Global Perspective Education Subject Viewed from Students Scholastic Potential of Elementary School Teacher Education Slamet Riyadi University Surakarta <i>Oktiana Handini</i>	451
67. Raising Student Engagement through 'Instagram' <i>Puguh Jatmiko</i>	455
68. Students' Conception about the Period of a Simple Pendulum <i>Pujayanto</i>	457
69. Hands-on Projects: a Technique for Improving Students' Involvement of Speaking Class <i>Ratnawati</i>	467

70. Promoting Students' Listening Comprehension through Online Peer-Correction <i>Refi Ranto Rozak</i>	471
71. Students' Readiness to Implement Comprehensive Guidance and Counseling Services: A Preface for Improvement <i>Rian Rokhmad Hidayat, Ulya Makhmudah</i>	478
72. Improving Scientific Argumentation through the Hierarchy of Inquiry <i>Riezky Maya Probosari, Murni Ramli, Sajidan</i>	484
73. Classroom Management Skills of Physics Student Intern in SMK Negeri 5 Jember <i>Rifati Dina Handayani</i>	490
74. Fostering Digital Citizenship in Indonesia <i>Rini Triastuti</i>	494
75. Using YouTube Subtitled Video of Native Speaker to Enhance Speaking Ability and Cultural Understanding <i>Riyani</i>	497
76. The Effective English Instructional Practices Used in Students Learning English in ESP Listening Class at University Of Muhammadiyah Malang <i>Rosita Agustining Tyas</i>	502
77. Assessing Grammar by Using Communicative Activities to Employ Students' Skill and Ability to Use English <i>Rukminingsih</i>	508
78. Moving from Paper-Based Testing (PBT) to Computer-Based Testing (CBT) for Classroom Use: Exploring the Opportunities and Challenges <i>Sandi Ferdiansyah</i>	514
79. To Be A Diplomat, Why Not? (A Case Study on the Students' Enthusiasm towards Model United Nations: An Innovative Teaching Method in the 21st Century) <i>Sukma Septian Nasution, Damona Mayangsari</i>	520
80. Parental Involvement and English Language Teaching to Young Learners: Parents' Experience in Aceh <i>Shafrida Wati</i>	527
81. The Strategy of Puppet Shadow Industry Development and Education Management Character Building Based in Manyaran Subdistrict Wonogiri <i>Siti Supeni</i>	530
82. Innovation in Teaching Writing Folktales, Its Organization and Sentence Structure <i>Siyaswati, Titah Kinasih</i>	539
83. Quality Improvement of Athletic Learning in Junior High School through Modification of Learning <i>Slamet Riyadi</i>	544
84. Improving Quality Learning Subject Building Materials Science Through Research Based Learning	

<i>Sri Sumarni, Ernawati Sri Sunarsih</i>	548
85. Metacognitive Strategy : Optimalization Generic Skills through E-Accounting Materials <i>Sri Sumaryati</i>	558
86. The Effect of Module-Based Bounded Inquiry Laboratory on the Digestive System Material of XI Grade toward Process Dimension of Students' Science Literacy. <i>Suciati, Resty Hermita</i>	563
87. An Action Research through Cooperative Learning to Improve Students' Portfolios <i>Suratni</i>	565
88. NNESTs v.s. NESTs: Why Domestic English Teachers Should Not Worry about Their Foreign Counterparts <i>Syahara Dina Amalia</i>	575
89. The Effectiveness of Edmodo to Teach Writing Viewed from Students' Motivation <i>Tommy Hastomo</i>	580
90. Building Collaborative Learning Through Lesson Study <i>Triyanto</i>	586
91. Tongue Twisters in Pronunciation Class <i>Ulupi Sitoresmi</i>	589
92. Befizel, Learning Physics by Using Puzzle as Learning Media Innovation <i>Umi Muslikhah, Lita Rahmasari</i>	593
93. Experience- Based Learning to Improve University Students' Competence <i>Wiwik Sri Utami</i>	596
94. The Use Of "Vocabulous: Vocabulary Various" as a Media with VSS Technique to Improve Vocabulary for Seventh Graders <i>Yuri Lolita</i>	605
95. Enhancing the Students' Writing Ability by Using Comic Strips (An action research conducted at the tenth grade of SMA Negeri I Tapa) <i>Yusda Humola, Rasuna Talib</i>	614
Theme 4: Quality of educational research and community services of Teacher Training & Education	
96. The Factors Which Influence the Quality of Education in Undeveloped Area (Multi-Cases Study in 10 Districts in Indonesia) <i>Bambang Sigit Widodo</i>	624
97. Class Management and Teacher Analysis: An Action Research Lesson Study toward Language Classes (English, Arabic, and Chinese) <i>Muhammad Yunus Anis, Abdul Malik, Kristina, and Karunia</i>	631
98. Global Issues of Citizenship and the Development of Civic Education for University Students in Indonesia <i>Rusnaini</i>	636
99. Enculturation of Art Value of Carving Decoration (Anthropological Studies of Preservation	

	Efforts of Purwo Shadow Puppets in Wonogiri) <i>Slamet Subiantoro, Munawir Yusuf, Hasan Zainnuri</i>	640
100.	The Role of Lesson Study to Improve Posing Question Skills of Teacher and Students in Problem Based Learning <i>Sri-Widoretno, Sajidan, Murni Ramli, Ariyanto, J., Santoso, S., Atika, GA</i>	648
101.	Reflection of Rhetorical Pattern in the Introduction of Academic Research Reports <i>Tanzil Huda</i>	657
Theme 5: Course Development and Teaching Practices in Teacher Training and Education		
102.	Application of Problem Based Learning Method to Improve Communication Competence Course <i>Andre Rahmanto</i>	663
103.	Supplementary Materials Based on Constructivism Principles for Students' Effective Learning <i>Dewi Cahyaningrum, Dewi Sri Wahyuni, Hefy Sulistyawati, Kristiandi</i>	670
104.	Teaching Reading By Using Skimming and Scanning Technique to Improve Students' Reading Skill On 3rd Semester At The University of Tujuh Belas Agustus 1945 Banyuwangi in Academic Year 2015-2016 <i>Hastowohadi</i>	677
105.	Needs Analysis of Blind Students in Teaching Practice Program <i>Iswahyuni, Esti Junining, Dian Novita Dewi, Alies Poetri Lintangari, Pratnyawati Nuridi Suwarso</i>	680
106.	English Learning Needs of Non-English Major Students of Higher Education <i>Jamilah</i>	683
107.	Improving Freshmen Students' Sentence Accuracy through Sentence Combining Drills: A Case Study in Bina Nusantara University <i>Joice Yulinda Luke</i>	689
108.	Teacher Talk in Vocational High School Context: "Does It Matter?" <i>Kristi Nuraini, Miftahul Hamim</i>	694
109.	Task-based Learning Technique: A Strategy to Enhance Students' Speaking Skills at ESP Context <i>Ni Putu Era Marsakawati</i>	701
110.	International teaching practicum <i>Nur Azizah</i>	706
111.	Three Step Interview to Improve Students' Speaking Ability in Islamic Higher Education of Bakti Negara Tegal <i>Pindha Kaptiningrum</i>	710
112.	Language Deviations in a Popular Novel: an Alternative Way to Teach Morphology and Phonology for English Department students of Madura University <i>R. Agus Budiharto</i>	713
113.	The Social Identity of Football Supporters in Providing Sportive Support to Arema player (A	

	Phenomenology Study to Supporter of Aremania in Malang). <i>Rumi Iqbal Doewes, Slamet Riyadi</i>	718
114.	Cohesion Devices in Relation to Quality of Engineering Students' Genre-Based Writings <i>Santi Agustina Manalu</i>	726
115.	Teaching Poetry by Using CBLT <i>Siswantoro</i>	732
116.	A Training Model of Self-Regulated Learning Skills for Increasing Strong Character and High Inteligence <i>Siti S. Fadhilah</i>	736
117.	Training on Implementation of Early Childhood Education Curriculum 2013 and Assessment Record to Increase Teachers Competence <i>Yudianto Sujana, Murni Ramli, Suciati, Dyah Yuni Kurniawati</i>	740

Theme 6: Voices from Schools

118.	Laying the Foundation of Teaching in Digital Era: What Happens to Teachers When Technology Changes Rapidly <i>Adi Suryani</i>	745
119.	Learning Writing Short Story through Wayang Beber Media for 9th Grade Students of SMPN 4 Ponorogo <i>Aris Wuryantoro, Misriyati</i>	754
120.	Expanding The Students' Vocabulary by Using Language Games (a Research Conducted at Vacation High School Almamater Telaga Gorontalo Regency) <i>Hanswaty Noho</i>	759
121.	Training Based on the Participants' Activeness to Improve Teachers' Understanding Toward Authentic Assessment in Elementary School <i>IkaMaryani, Sri TutturMartaningsih, LailaFatmawati</i>	769
122.	Ki Hadjar Dewantara Educational Thought Perspective of Islamic Education <i>Muthoifin</i>	773
123.	Professional Development for Novice EFL Lecturers: Policy and Practices at University of Muhammadiyah Malang <i>Puji Sumarsono</i>	780
124.	English Teachers' Perspectives on the Impacts of English as a Global Language Influencing the Indonesian Educational System <i>Rentauli Mariah Silalahi</i>	788
125.	"The Strategies and Challenges of English Teachers in Developing Assessment Formative Test?" <i>Suslaningtias Lakoro</i>	795
126.	Probe Method Implementation for Learning Pseudo Trial Press for Enforcers <i>Dewi Gunawati & Muh. Rustamji</i>	800
127.	The Education on Emergency Response and Disaster for Junior High School Students of	

	Surakarta	
	<i>Ipop Sjarifah, Haris Setyawan</i>	806
128.	How Student Learn Ohm Law in The Classroom <i>Sarwanto, Widha Sunarno, Elvin Yusliana</i>	812
129.	A Proposed Model for Strategic Planning in Technology and Vocational Education <i>Suharno, Ranto, Bambang Prawiro, C. Sudibyo</i>	816
130.	Strategy to Increase Quality of Health Education in Boarding School Malang as Solution to Prevent Scabies <i>Yahmi Ira Setyaningrum, Endang Suarsini, Utami Sri Hastuti, M. Amin</i>	822
131.	The Effect of PDEODE (Predict-Discuss-Explain-Observe-Discuss- Explain) Strategy On The Concept And Retention Mastery In Nutrition And Health Course On Students With Different Ability <i>Tabitha Sri Hartati Wulandari, Mohamad Amin, Siti Zubaidah, Mimien Henie IAM</i>	828
132.	Vocabulary Learning in Digital-Game Based Learning USING SEGA GENESIS VIDEO GAMES <i>Alex Jhon</i>	836
133.	“You Don’t Have To Be Innovative In the Creative Industries” A Study of Entrepreneurial Orientation and Social Capital in Creative Industries <i>Dewi Kusuma Wardani, Leny Noviani, Muhammad Sabandi and Feri Setyowibowo</i>	842
134.	Learning Interests with Talking Drawing Strategy of Inclusive Primary School Students in Surakarta <i>Erma Kumala Sari</i>	856
135.	The Development Inquiry Learning Model Oriented Life Skills through the Application of Simple Scientific Method Skill (S2ms) <i>Ervan Johan Wicaksana</i>	863
136.	Developing Critical Thinking Skills in Language Teaching: Oral Interpretation Class <i>Esti Junining</i>	870
137.	Correlation between the Induction Program and the Performance of Early Childhood Beginner Teacher <i>Fauziah Rahmat</i>	874
138.	Effectiveness of Quartet Card Media to Improve Students’ Understanding of Musical Diversity in Indonesia in Primary School <i>Karsono, Joko Daryanto, Sadiman, Matsuri</i>	879
139.	Measurement Model Value Aspects Of Teacher Leadership In Vocational Education <i>Nazeri Mohammad. Phd, Arshad Jais, Wan Ameran Wan Mat</i>	886
140.	Developing A Model for Teaching Speaking Using Cooperative Learning <i>Ngadiso</i>	890
141.	Syntax Construct Validity Of Project Based Learning Of global Warming Material Rini <i>Budiharti, Sutantoro, Lia Aristiyaningsih</i>	897

142.	Assessing Five Genre Writing Task-Based Practice On the Second-Year Diploma 3 IT Students' IELTS Writing Test-like Essay <i>Rumondang Miranda Marsaulina</i>	904
143.	Content Validity and Scoring of Two Tier as Measuring Instrument of Science Process Skills for Knowledge Aspects in Chemistry Learning <i>Sri Yamtinah, Sulisty Saputro, Haryono, Budi Utami</i>	911
144.	Innovation in Teaching and Learning of Surveying and Mapping Course Based on Information and Technology (IT) <i>Sukatiman, Ida Nugroho</i>	917
145.	The Effectiveness of Team Assisted Individualization in Teaching Vocabulary Viewed from Students' Motivation <i>Sulaiman</i>	926
146.	Alumnus User Satisfaction of Fakultas Keguruan Dan Ilmu Pendidikan Universitas Sebelas Maret <i>Tri Murwaningsih, Daru Wahyuningsih</i>	933
147.	Citizenship Education Model for the Establishment of Legal Awareness to Implement the Social Functions of Land Rights <i>Triana Rejkiningsih</i>	939
148.	Investigating Reading Motivation in Indonesian and English among EFL Students <i>Arfan Fahmi</i>	946
149.	Teacher Training And Continuing Professional Development: The Singapore Model <i>Lee Chin Chew</i>	954
150.	Robomind Utilization to Improve Student Motivation and Concept in Learning Programming <i>Rosihan Ari Yuana, Dwi Maryono</i>	962
151.	School Factors Influencing Indonesian Student Reading Literacy based on PIRLS Data 2006 and 2011 <i>Safitri Yosita Ratri</i>	967
152.	The Profile and The Understanding of Science Process Skills Surakarta Open University Students in Science Lab Courses <i>Setiyo Prajoko, Mohamad Amin, Fatchur Rohman, Muhana Gipayana</i>	980
153.	Teacher's Domination in Classroom Interactions: A Critical Analysis for Developing a Qualified Teacher-Students Relationship <i>Sultan</i>	987
154.	Implementing Cooperative Learning Using Co-Op Method To Enhance Students' Ability to Determine Explicit and Implicit Information in Reading Comprehension <i>Thendain Kurnia Yulantana, Dewi Rochsantiningih, Hersulastuti</i>	997
155.	Students' Need Analysis of English Reading Skills for Academic Purpose <i>Edi Wahyono, Dewi Puspitasar</i>	1007
156.	Experiential Learning (El): An Effective Teaching Method To Construct Students' Writing Skill Viewed From Self-Efficacy	

	<i>Ani Meitikasari</i>	1015
157.	Developing Computer-Assisted Tutorial Instructional Program for Teaching Grammar in Higher Education <i>Elizabeth Bunga Dwi Untari, Ngadiso, Abdul Asib</i>	1023
158.	Textbook for Small Multi-Ethnic Islands in Indonesia <i>Murni Ramli, Yety Rochwulaningsih, Singgih Tri Sulistiyono, Nailil Masruroh</i>	1031
159.	Improving Scientific Argumentation Through The Hierarchy of Inquiry <i>Rizki Maya Probosari, Murni Ramli, Sajidan</i>	1043

REFLECTION OF RHETORICAL PATTERN IN THE INTRODUCTION OF ACADEMIC RESEARCH REPORTS

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Abstract: There exists a reciprocal relationship among thought, culture, and language. The relationship is clearly seen in the form of rhetoric. However, rhetoric is different from culture to culture. Certainly, this principle gives a big implication to English teaching as a foreign language. This recent study aimed at investigating the way Indonesian writers establish their rhetoric reflected in the introduction chapter of English academic reports (theses). The study also tried to investigate type of rhetoric of Indonesian reflected in the introduction of English theses. The data were collected by using the technique, namely documentation and text analysis and analysed by the researcher on the basis the scientific writing agreement model especially that is introduced by Swales and Connor & Lauer model. The result showed that Indonesian writers establish their rhetoric reflected in the introduction of English theses in an appropriate manner of scientific writing. Besides, the rhetoric applied by Indonesian writer in the introduction of English theses has followed deductive type of reasoning

Keywords: *Language, culture, thought, rhetorical pattern, academic research report*

1. INTRODUCTION

The relation of language, culture, and rhetoric as the manifestation of thought, has become an intriguing issue among the scholars for many years. This issue is really attributed to several big theories of linguistics and contributes to the underlying principles of the studies in applied linguistics. To come upon the issue, it is worthy to trace back the commencement of the issue by digging up its generating theories.

It was Sapir, cited in Blount (1974), who firstly claims that the content of every culture is brought about by its language. Culture as the result of human's creative power, intention, and feeling in a form of experiences is reflected in social behavior which is constructed by individual behavior. Those human experiences then are expressed by symbols in a form of language, as de Saussure claims in Kadarisman (2008) that language is a social fact. Then, Sapir in Blount (1974) perceives that language is a perfect symbolism of experience, meaning that in actual context of behavior, it cannot be

divorced from action and that it is the carrier of a nuanced expressiveness are universally psychological facts. To response the idea, Whorf in Blount (1974) states that language is not merely an instrument for expressing ideas or reflecting experiences but more than that it shapes the ideas. The idea is supported by Chomsky's idea about the true relationship between languages and thought in Susilo (2004) stating that language can fulfil its primary role as an instrument for the expression or communication of thought. The idea is sharpened by Basthomi (2006) who compares Chomsky's language competence to Hymes' communicative competence and communication in which communicative purposes are influential in genre-specific writings as produced and reproduced or sustained by discourse community (Hymes, 1979; Canale and Swain, 1980).

Moreover, the idea is incorporated with Sapir's *theory of relativity* in Sampson (1980) which asserts that different ways interpreting the same world is caused by different cultural

backgrounds of the interpreters and that languages encode these differences and Sapir-Whorf's *theory of determinism* in Sampson (1980) which perceives that not only does the world-view of speakers of certain language influences their language, but also that language they use profoundly affects how they think (Susilo, 2004). It can be said that what exists and goes in mind of a speaker and utterances of language he/she expresses mutually affects each other.

The relationship among language, culture and thought then are clearly seen in the form of rhetoric. As Wahab (1992) perceives that the relationship of language, culture, and thought appears in rhetoric, as the supra-sentential aspect of language and it is different from culture to culture. He adds that rhetoric as the manifestation of thought pattern which bound with logic should not be universal. While the rhetoric for communication relates to the employment of rhetorical skills and conventions as expected and upheld by a discourse community. The nature of the relationship among language, thought, and culture is already supported by the theory of *symbolic Interactionism* and the theory of *Social and Cultural Reality* (Susilo, 2004). In another words, it can be stated that, rhetoric is the manifestation of thought and culture through language. This idea is in line with Kaplan's (1980) contrastive rhetoric theory in Croft (1980) claiming that the society and culture transcend and control individuals. Later, he finds that there are four different thought patterns in the world.

Several studies to investigate rhetoric have been done by many scholars both in native language context and non-native language context especially those related to some issues of contrastive rhetoric i.e., 1) the goal and research methods of contrastive rhetoric affected the scope of its impact on other areas of applied linguistics and beyond, 2) the use of new approaches of study, 3) the intellectual history and social structures of the cultures, and 1) diachronic study of rhetoric to identify the evolution of patterns and norms (Connor,

2002). Concerning with the first three issues of contrastive rhetoric study, the research conducted by Cahyono (2001), Susilo (2004), Basthomi (2006), and Budiharso (2006) tangibly in general show that rhetoric of Indonesian, is proved to be different significantly from English. As Cahyono (2001) study through his quantitative approach of research which applied Connor and Lauer's model of investigation concluded that students of Indonesia applied different rhetorical strategies of writing. While Susilo's (2004) and Budiharso's (2006) investigations on the basis of qualitative research approach found that Indonesian students rhetoric tends to apply non-linear model with several variations. Different from the previous researchers, Basthomi (2006) study applying the model of rhetoric analysis proposed by Swales (1990) which is known as a *Create a Research Space* model (CARS model), claimed that Indonesian journal editors and Indonesian writer of research articles have the tendency to hold Indonesian flavour of rhetoric despite their experiences living or living in English-speaking countries.

In spite of a number of researches on rhetoric already conducted, a research of rhetoric which covers all the issues is necessarily done. The recent research is conducted on the basis of the need of variability of study on rhetoric. This study which is also based on Indonesian setting which covers various issues such as the subject of research involved (undergraduate program students) who write introduction in their theses (due to academic issue) which is studied by using a combination model i.e., Connor and Lauer (1988) model and Swales' CARS model (1990). The first model utilizes three measures: the superstructure of argument, the Toulmin model of informal reasoning, and the persuasive appeals (Cahyono, 2001). The second model proposes three moves of introduction (rhetoric) structure (Basthomi, 2006).

Rhetoric reflected in the introduction is expected to reflect the pure individual thought of the writers (Indonesian) and cover everything (both academic and communicative

competences) the abstracts of theses used as the source of data really are written individually. The appearance of the promoters (advisors) of theses is only due to the guidance on the content or the idea of theses. This study aims at

1) investigating the way Indonesian writers establish their rhetoric reflected in the introduction of undergraduate English theses, 2) investigating type of rhetoric of Indonesian reflected in the introduction of undergraduate English theses.

Expectedly, the result of study will give implication on EFL teaching. In the classroom, especially in writing class, the learner writers who come from different cultures may have developed certain preconception about features of culturally and rhetorically appropriate writing which they learn in their countries and which may differ dramatically from those operated in the English writings. By understanding manner of scientific writing which is represented by CARS model and flow of logic of writing introduced by Toulmin's model, EFL learners will be able to develop their writing competence.

2. RESEARCH METHOD

The descriptive design was applied because it was relevant to the aim of the study. It was to describe the rhetoric reflected in the introduction of theses, in which the researcher sets out the study by posing himself as the key instrument (Bogdan & Biklen, 1992), working out by analysing the data himself until drawing the inferences to substantiate theory. Content analysis (Holsti, 1969) was appropriately applied for it described the characteristics of content and made inference about the cause of content and the effect of content. This technique was used to determine rhetoric and linguistic features of text (Krippendorff, 1980; Miles and Huberman, 1994). The objectives analysis of the text was accomplished by means of explicit rules called criteria of selection which must be formally established before the actual analysis of data (Berg, 1989). This idea conformed to the principle and the nature of this study.

The procedure of the research performed in this study was 1) selecting the introduction of

English theses accomplished in 2008 and investigating the organization of the introduction; and 2) drawing inferences about rhetoric reflected in the introduction of the theses. However, the researcher does those steps repeatedly or by several re-checks before cross-checking with other colleagues who are experts in that matter.

The source of data of this study was those introductions of English theses written by the undergraduate students of Jember State University and Muhammadiyah Jember University in the academic year 2014/2015. There were only 18 theses of 90 (20 %) taken as the sample of the study. While the data of this study were the constituents in the form of steps used in developing the introductions of theses as they were attributed in writing research article (RAs). The data also comprised the threads of discourse, which was the pattern used by the writers of introduction of theses. The data were collected by using the technique, namely documentation and text analysis (Silverman, 1993) and analyzed by the researcher on the basis the scientific writing agreement model especially that was introduced by Swales (1990) known as CARS model and Connor & Lauer model (1988).

Data analysis in this study was conducted in two phases: during the activities of data collection and after collecting data. Data analysis during the activities of data collection was aimed at anticipating the possibilities of data exaggeration. This analysis also helped the researcher to analyze the data step by step.

Furthermore, data analysis during and after collecting data was conducted in three stages: reducing data, displaying data, and drawing conclusion or verifying the data (Miles & Huberman, 1992). Data collection, data reduction, data display, and data conclusion drawing or verification were cycles which are interacted before, during, and after finishing data collection.

The trustworthiness of the results of the data analysis was necessary to be checked in order to reduce the researcher's opinions, bias, and prejudices. In this study, the researcher did

triangulation to check the trustworthiness of the data analysis. The triangulation was in the form of cross-checking the result of data analysis to other colleague (a senior lecturer at English Department, Muhammadiyah Jember University). In this study, the researcher set out cross-checking from the data reduction step until the data analysis.

3. RESULTS AND DISCUSSION

On the basis of research methodology and with the reference to research problems, this part presents finding of the research. The first question of the study asks how Indonesian writers establish their rhetoric reflected in the introduction of English theses. By utilizing Swale's model of Genre Analysis which proposes three Moves of research report construction, the study results some findings.

With regard to the first category of Swales' model (establishing a territory or Move 1), in theses # 1, the writer starts the introduction of her theses by making the territory of the topic, which is discussing the position of English language in the world communication. Just at the second paragraph, she narrows down the topic of the discussion by focusing only on the importance of vocabulary as the language component of English. Such a kind feature also can be found in the introduction of theses # 2 in which the writer begins her discussion with presenting the nature of English as a means of communication. Then, it is followed by the discussion which focuses only on writing skill. Similarly, the features are also found in all introductions of the English theses.

However, there was variability of the way in establishing a territory (Move 1). In the introduction of theses #13, the writer applies circular way of discussion in establishing a territory. She starts her introduction by discussing the various languages used in the world communication which seems to be not necessarily presented in. She just narrows the field of her study almost in the middle of the introduction by stating in paragraph # 6 that vocabulary is important language component to be accomplished the learners. Such a kind of the way of establishing a territory is also

discovered in the introductions of theses #15 and # 18.

Concerning with the second category or Move 2 (establishing Niche) of Swale's model, the writer of theses # 1 presents it just almost in the middle of the background of the study (paragraph # 5 of 11 paragraphs). It is indicated by the presentation of writer's opinion about the English learners' difficulties in comprehending vocabularies. She continues her discussion the affected factors to the difficulties. Presenting the category 2 (Move 2) in such way also can be seen in the introduction of theses # 4. The writer describes the problem faced by the junior high students in writing, particularly in combining and constructing their ideas to produce sentences correctly. This discussion is presented in paragraph # 5 in the background of the introduction of the theses.

Unlike the most of the writers, some other writers ignore to establish a niche in the introduction of theses. In the introduction of theses # 2, for instance, the writer fails to indicate the gap of the study. The failure in indicating the gap also occurs in some other introductions of the theses (5 introductions).

In relation to the third category of Swales' model of the introduction of research article agreement (Move 3), all the writers of theses in this study presents the purpose of their study in the last part of the introductions. As in theses # 4, the writer ends the discussion of the background of the study in the introduction of the theses by explaining the purpose of her study is that the usefulness of story mapping technique in improving the students' writing achievement. Since it has become the convention of research' report format. All the writers present research question of these studies.

The occurrence or the presentation of Moves in the introduction of theses is described in Table 1.

Table 1. Occurrences of Moves in the Introduction of Theses

Move	Number of Introduction	Percent age
Move 1	18	100 %
Move 2	13	72 %
Move 3	18	100 %

Based on the analysis by using Connor and Lauer (1988) model which adopts Toulmin’s model, it is discovered that most of the introductions of the theses provide claim, data, and warrant. The findings of the study can be seen in Table 2.

Table 2. Score of Introduction of Theses Analysed Using Toulmin Model

Score	Claim	Data	Warrant
Total	54	22	36
Mean	3	1.4	2

The table shows that the writers of the introduction of English theses write the specific problem of the studies explicitly. But they do not use extensive use of specific data related to the major claim. The data also shows that they only use some warrants which can be used as the bridge between data and the claim they made.

In writing the introduction of the theses, the writers mostly applied deductive type of logic. They started the discussion from the general matter to the specific one which later became the focus of the study.

This study has resulted two findings. First, most of Indonesian writers of undergraduate English theses applied the rhetoric in the introductions in appropriate way of writing, fulfilling the criteria proposed by Swales (1990). In writing the introductions, they presented three Moves consisting establishing territory, establishing a niche, and occupying a niche. But the quality of the introduction inspected from parameter of writing organization introduced by Toulmin’s (1988) was supposed to be fair. The introduction of the theses in the data analysed could not reached the maximum criteria of a good reasoning.

Second, Indonesian writer of undergraduate English theses applied deductive type of logic in writing the introductions. This type of writing rhetoric is characterized by the presentation of general matter which leads to the specific one of a topic.

4. CONCLUSIONS

Based on the finding and the discussion of the study, two conclusions are drawn. First, most of Indonesian writers who wrote the introduction of undergraduate theses establish their rhetoric reflected in the introduction of English theses in an appropriate manner of scientific writing which is represented by CARS model. Second, the rhetoric applied by Indonesian writer in the introduction of undergraduate English theses is followed deductive type of reasoning.

5. ACKNOWLEDGEMENTS

I would like to express my gratitude to Muhammadiyah Jember University for its financial support which enabled me to join this conference. I also thank to the librarians at Jember State University and Muhammadiyah Jember University who kindly provided me a plentiful data of this study.

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201511612