


Colloquium Parallel Sessions

301	Parallel Presentations Session 1 08:30 – 09:15		
<p>Intermediate students' sentence construction problem</p> <p>Sinta Dewi R. Siregar LBPP LIA Slipi</p>	302	305	308
<p>Reading passages with comical pictures and colorful layouts: increasing students motivation and involvement?</p> <p>Eka Lismia LBPP LIA Buah Batu</p>	<p>Enhancing students' orthographic awareness through wall word in ec 2b class of LBPP LIA Malang</p> <p>Irawaty D. Susanti M. Louisa Amalia D.S. LBPP LIA Malang</p>	<p>Using facebook to enhance vocabulary learning</p> <p>Patrisius Istiarto Djiwandono Universitas Ma Chung, Malang</p>	
303	306	309	
<p>Improving el-4 students' mastery of parts of speech by modifying song lyrics</p> <p>M. Handi Gunawan Parawati, Siti S LBPP LIA Buah Batu</p>	<p>The use of jazz chants to improve the el-2 students' pronunciation of american english vowels</p> <p>M. Suprihatin LBPP LIA Banjarmasin</p>	<p>The use of I1 in communicative tasks</p> <p>Luciana Eka Suryani English Department, Atma Jaya Catholic University</p>	
304	307	310	
<p>Improving students' reading comprehension by implementing raft strategy at intermediate one level of LBPP LIA Malang</p> <p>Maria Hidayati, Niluh P. Ayu Reni Anggraini LBPP LIA Malang</p>	<p>The implementation of reciprocal reading technique in hi 2 classes related with students' learning styles</p> <p>Elvina Arapah LBPP LIA Banjarmasin</p>	<p>Teaching vocabulary through context, is it effective?</p> <p>Erry Ambarsari LBPP LIA Pramuka</p>	

Sinta D.Ratnawati Siregar

Room: 301

She was born on Sept 30, 1971. She graduated from Trisakti University, Architecture Engineering, Jakarta in 1996 and from Prasetiya Mulya Graduate School of Management, Jakarta in 2000. She was a Junior Manager and Architect of several companies in Jakarta. She currently teaches part time at LBPP LIA Slipi

ABSTRACT

Intermediate Students' Sentence Construction Problem

As we know, some of our Intermediate students' writings are very confusing. From some observations that have been made, it turns out that the underlying problem is that they translate bad structured Indonesian sentences into English. Consequently, their English sentences also become very confusing. Therefore, the focus of this research is how to overcome the problem of sentence construction in Intermediate level students.

In a remedial program, weak students were given an essay with good structured Indonesian. They were asked to translate this essay into English by following several steps. From this remedial program, it turned out that students who did the task exactly like what was taught gain some improvements. While the writings which were not translated from good Indonesian are still hard to understand.

Whether or not we encourage students to do translation, this method is still common among learner. Therefore we should help them and support them to do it in the right way.

Eka Lismia, S. Pd.

Room: 302

Eka Lismia graduated from English Education Department of Universitas Pendidikan Indonesia in 2007. At the same year, she was given a chance to be a trainer in Basic English Language Training (BELT) conducted by Kadipaten Forestry Education and Training Centre. Currently she is a teacher in LBPP LIA Buah Batu. She can be reached via email at: e.lismia@yahoo.com

ABSTRACT

Reading Passages With Comical Pictures and Colorful Layouts: Increasing Student's Motivation and Involvement?

Reading is an activity which most students find boring and uninteresting. It is difficult to make students glue their eyes to a text. In an extreme case, often times the students would show explicit rejection to the reading activity. Consequently, a teacher has to struggle to find a way out to this problem. One of the alternative solutions is by presenting the reading material in more interesting and attractive way, such as adding comical pictures and colorful layouts in it.

This Classroom Action Research therefore aims to explain the research question: To what extent can reading passages with comical pictures and colorful layouts motivate the students to read and to get involved actively in the post-reading activity. The participants involved in this research were HI. 1 students of LBPP LIA Buah Batu at term 3, 2008. The data was collected through classroom observation and questionnaire distribution to the students. Classroom observation was intended to document students' participation during the post-reading activity after the use of reading passages with comical pictures and colorful layouts in the classroom. On the other hand, questionnaire distribution was to find out students' opinion and attitude toward the application of this aid in their learning process. The research findings show that there is positive respond from the students toward the use of reading passages with comical pictures and colorful layouts in the reading activity in the classroom.

Muhammad Handi Gunawan and Parawati Siti Sondari

Room: 303

Muhammad Handi Gunawan was a presenter at TEFLIN International Conference, LIA Research Colloquium, LIA International Conference, RELC Conference, etc. He is currently a head of academic affairs at LBPP LIA BuahBatu Bandung.

Parawati Siti Sondari graduated from the English Education Department of Indonesia University of Education (UPI) Bandung in 2006. She had an opportunity to be trainer in Basic English Language Training (BELT) conducted by Kadipaten Forestry Education and Training Centre in 2007. She is currently a teacher in LBPP LIA BuahBatu. She can be reached via email at kyupit2003@yahoo.com.

ABSTRACT

Improving EL 4 Students' Mastery of Parts of Speech by Modifying Song Lyrics into Their Own Versions

This research was conducted to investigate the effectiveness of song lyrics to improve the EL 4 students' mastery of parts of speech. This research used pre-experimental design, the intact group design, as the students were placed in classes on the basis of placement test (Hatch and Farhady, 1982) and compared two groups; experimental (my EL 4 students who modified the song lyrics into their own versions) and control group (another EL 4 class that didn't use any songs). The data were gained from pre-test and post-test. Prior to starting the treatment, a test was prepared as the pre-test and post-test. The test consisted of 16 multiple-choice items of 4 parts of speech (nouns, adjectives, verbs, and adverbs) presented in a text in order to provide context. After some treatments the result showed that the experimental group had better progress than the control group. Hence, it was concluded that the contribution of song lyrics in teaching parts of speech to elementary 4 students led to a higher level of parts of speech mastery improvement.

Maria Hidayati, called Maya, was born on Sept 19, 1981 and graduated from The State University of Malang majoring in English literature. Right now, she is working on her thesis for her Graduate Program at the same university.

Reni Aggraeni was born on May 23, 1985. She graduated from Brawijaya University majoring in English Literature in 2007. She joined LIA in March 2008 and has been teaching practically all programs.

Niluh Putu Aquarisnawati was born on September 18, 1974. Even though she graduated from Accounting Department, STIE Malang-Kucecwara Malang, she enjoys teaching English. she has been teaching for almost two years.

ABSTRACT

Improving Students' Reading Comprehension by Implementing RAFT Strategy at Intermediate One Level

Reading has crucial role in facilitating students to learn foreign language since they might benefit a lot of things from reading activities, such as getting information, gaining knowledge, or just simply for having pleasure. Yet, the ability to comprehend the reading passage is not easy to get. Rubin (1982), Harmer (1991), Burns, Roe and Ross (1996) state that reading is a complex process which involve many kinds of activities. Not only the process of reading but also the readers' attitude toward reading influences the comprehension process.

During the preliminary study conducted at Intermediate one, LBPP LIA Malang, in term I (January to March 2009), the teacher-researchers noticed that even though the students are avid readers in their first language (Indonesia), most of them are reluctant in reading English passages. Therefore, in this study the teacher-researchers are going to implement RAFT strategy not only to improve the students' reading comprehension along with their attitude toward reading but also to promote S-S interaction. RAFT is an acronym for Role, Audience, Format, and Topic which focuses on reading to speaking skills. The design of this study is a collaborative action research where the teacher-researcher works with a collaborator. CAR is a classroom-based research which requires a loop process consisting of planning, implementing, observing and reflecting.

In *planning* stage, the teacher-researchers were planning the lesson (lesson 8: *A Dream for Others*), preparing the materials and the criteria of success. In *implementing* stage, the teacher was implementing RAFT strategy as what has been planned. In *observing* stage, the teacher-researcher and collaborator observed the teaching and learning process by using the instruments prepared. In *reflecting*, the teacher-researcher analyzed the result of observation from VBSO (Video-based Self Observation), teachers' reflective journal, field notes, the students' questionnaires and the result of their post-reading test. The teacher-researcher found out that RAFT strategy not only improves the students' attitude which is reflected from their questionnaires but also their comprehension of reading passage. The latter is reflected from the result of their post-reading test with their average score: 75,6 within the range of 0 to 100. Moreover, this strategy also boosts S-S interaction reflected from the result of VBSO.

Keywords: *reading comprehension, RAFT strategy, students' attitudes, S-S interaction*

Irawati Diah Susanti was born in Tuban, April 14 1979. She graduated in 2002 from Malang State University, majoring in English. She began her career as an English teacher at YPIA Malang in 2002. In 2004 until 2007 she taught in SDN Bunulrejo II Malang. Currently she is teaching English for children at LBPP LIA Malang and a lecturer at LP3I Malang.

Maria Louisa Amalia Diana Sukowati was born on September 26th, 1982. She lives in Malang now. She entered Public Senior High School 1 Blitar in 1998, graduated in 2001, and enrolled in State University of Malang majoring in English Language Education. When still in college, she taught English to junior and senior high school students. In September 2005, she became an English teacher in LBPP LIA Malang. She has been teaching in LBPP LIA Malang for more than three years.

ABSTRACT

Enhancing Students' Orthographic Awareness through Wall Word in EC 2B Class of LBPP LIA Malang

Breaking the complex English written code; one of those is spelling, is very important for children to master. Virginia W. Berninger (University of Washington, Seattle, USA) defines *spelling* as a code that uses letter sequences to represent specific words that have an associated pronunciation and meaning within the mental dictionary. One of three codes contributing to spelling is *orthographic code*. It is coding and awareness of letters in written words. English young learners, however, are likely to have little awareness of letters. In EC2B class of LBPP LIA Malang, for example, most students got mistaken when the teacher asked them to write English 'A'. Instead, they wrote Indonesian 'E'. Apparently, they misspelled the letter because both English 'A' and Indonesian 'E' have the same sound. Misspelling also took place when the word spelled has letter 'G' or 'J', 'I' or 'Y'. The preliminary test showed that the students' orthographic awareness was low. The average score in doing the spelling test is 6.22.

This Classroom Action Research was conducted in order to increase the EC2B students' awareness of letters in order that they can write correct and meaningful words. This research deals with a practical technique called Wall Word. The benefits of Wall Word appear not only in the terminal objective but also in the learning process. At the end of the procedure, students reach the average score of 8.33. It shows that the students have significant improvement (i.e. 2.11). Meanwhile, in the learning process the graded procedures help students to gain confidence in taking part in the classroom activities, expressing ideas, and answering questions.

Keywords: *spelling, wall word, orthographic, English for young learners*

ABSTRACT

The Use of Jazz Chants to Improve the EL-2 Students' Pronunciation of American English Vowels

Students of Elementary 2 are false beginners who do not really understand the American English vowels. They know English but they don't really master what it is and what the elements are. Moreover, Banjarese language has less vowels than English, especially Bahasa Banjar Dialek Hulu (BBDH). It has only three vowels - /a/, /i/, /u/- and three diphthongs - /ai/, /au/ and /ui/. Compared to English, some vowels are not possessed by BBDH. This difference creates problem for EFL learners from Banjar. They tend to replace the vowel /o/ in English to /u/ because of their mother tongue's influence, as in word *so long*. That's why it is necessary to create an activity which can lead to the awareness of American English vowels but still promote students-students interactions.

Using Jazz Chants is one way to solve this problem. Jazz Chants are Carolyn Graham's snappy, upbeat chants and poems that use jazz rhythms to illustrate the natural stress and intonation patterns of conversational American English. This research tries to find out whether the use of Jazz Chants can improve the EL-2 students' pronunciation of American English vowels. The main objectives are to improve the Elementary 2 Students' Pronunciation by using Jazz Chants and to create fun learning situation.

The classroom action research is carried out at LBPP LIA Banjarmasin in Elementary 2 Class on Monday and Wednesday Evening Class in term II/2009 from April to June 2009. The use of Jazz Chants is done through three cycles because teacher suspected some vocabularies that they can't pronounce well from three lessons in EL 2 lessons. The data were collected through Pre and Post test and analyzed based on the students' recordings. The findings may show that students can get improvement after they did the activity of using Jazz Chants, or the contrary.

It is recommended that teachers should vary and create more Jazz chants related to the topic and objectives of the lessons.

Keywords: *Jazz Chants, pronunciation, American English vowels.*

She was born on February 13th 1979. She graduated from English Department of Lambung Mangkurat University in 2003 and joined T3E in the same year. She has taught English in LIA for at least six years. Some levels have ever been handled by her, such as Elementary, Intermediate, High Intermediate, Rainbow, CIE, and CV. She is now also a lecturer in Lambung Mangkurat University.

ABSTRACT

The Implementation of Reciprocal Reading Technique in HI-2 Classes Related with Students' Learning Styles

High Intermediate (HI) 2 students are exposed to long reading passages with low-frequency-use vocabularies. Based on the researcher's experience teaching HI 2 levels, it was not difficult teaching students reading long and content passages because at that time the students were fast learners. On the contrary, her fellow teacher told that it did not work successfully in her class. This condition raises the teacher's interest to apply one technique which could possibly be effective in handling the teaching of reading to HI 2 students.

In determining what particular technique is suitable, teacher should consider her students' learning styles. Inspired by Sitha Damayanti in a workshop held by LBPP LIA Banjarmasin on July 5th 2008 about Learning Styles, the researcher is interested to cover the HI 2 students' learning styles before implementing a technique dealing with the teaching of reading.

Reciprocal Reading Technique (RRT) is an alternative of activity that may be conducted in the process of teaching reading. RRT is a way of understanding reading passages through predicting, clarifying, questioning and summarizing. The research inquiry will cover what the learning styles of HI 2 students are, how Reciprocal Reading Technique is implemented and How Reciprocal Reading Technique affects HI 2 students' achievement in Reading Tasks and Test related to their Learning Styles.

This classroom action research is carried out at LBPP LIA Banjarmasin in HI 2 Classes term II/2009 from April to June 2009, involving the population of HI 2 students in Monday - Wednesday and Friday-Saturday Classes. The techniques for gathering the data are through test and non-test by using students' worksheets, reading tests, checklists, an observation sheet and a questionnaire. The implementation of the Reciprocal Reading Technique is done through four cycles.

The findings of the research show that students with certain learning styles are working well during the implementation of the Reciprocal Reading Technique meanwhile some other students with different styles may not perform at their best. The research recommends teachers to seek more techniques in teaching reading.

Patrisius Istiarto Djiwandono was born in Malang, 16 March 1967. He earned his Bachelor, Master, and Doctorate degrees in English Language Education from The State University of Malang, in 1991, 1994, and 1998, respectively. He also earned Diploma TESL from Victoria University of Wellington, New Zealand in 1992.

From 1999 to 2003 he headed the research center at Universitas Widya Karya, Malang, before moving to Universitas Surabaya in Surabaya. From 2005 to January 2008, he was the Director of Ubaya Language Center at the university, and taught Language Testing, Academic Writing, and Teaching Listening and Speaking at the Post Graduate Program of Universitas Katolik Widya Mandala, Surabaya. In 2001, he was granted fund by The Directorate of Higher Learning of Indonesia to develop a proficiency test of Indonesian language.

He has published 5 books on language testing and learning strategies. His most recent book is "Strategi Belajar Bahasa Inggris: Belajar Membaca, Menyimak, Menulis dan Berbicara dengan Taktis", which is published by Indeks. His articles were published in various national and international journals.

In February 2008, he moved to Universitas Ma Chung, Malang, where he holds a new position as Manager of Quality Assurance in addition to teaching Applied Linguistics courses at the English Study Program. In October 2008 he was assigned to set up a language center for Universitas Ma Chung.

He pursue interests in Second Language Acquisition, language teaching methodology, and language testing. Patrisius Istiarto Djiwandono can be reached at patrisius.istiarto@machung.ac.id , or atis86@gmail.com

ABSTRACT

Using Facebook to Enhance Vocabulary Learning

The presentation is based on an on-going classroom action research that I have been conducting at Ma Chung University. The research was inspired by the concern over the meager amount of vocabulary that my students learn from their English class. At the same time, Facebook has been gaining increasing popularity among today's young generation. It occurred to me that utilizing Facebook to enhance my students' vocabulary learning may be an idea that merits further scientific investigation.

The presentation begins with a brief reminder of the cycle of CAR, which the puts the interest above in the framework of Classroom Action Research. The presentation defines the problem, then presents the baseline data in the form of the students' average of the number of learned vocabulary items. A possible cause of this is then established, namely, the students' limited exposure to the textbook. A potential solution, namely, using Facebook to enable them to increase the number of vocabulary items is then discussed. This is followed by formal statements of the research problem and the research objective.

As the presentation moves on to the methodology section, it explains the Time Series Design that was used in the research, highlighting the students' scores before the use of Facebook and the scores after the treatment. Next, it gives the details of the implementation, where the actual task given to the students is explained. Finally, it explains how the scores before and after the treatment are compared, and what conclusion was drawn on the basis of the comparison.

Luciana has been an Associate Dean for Academic Affairs since 2008 at English Department, Faculty of Education, Atma Jaya Catholic University. Her educational background is Applied English Linguistics, Graduate School, Atma Jaya Catholic University. Research on classroom interaction and teacher education has long been the area of her interest. The followings are the publication of her works:

Publications

2006 Code-switching in Indonesian Radio and Television Programs: Linguistic and Sociolinguistic Perspectives. *Asian English, An International Journal of the Sociolinguistic of English in Asia Pacific*, volume 9/Number 1. Summer 2006

2006 Roles of Output in Foreign Language Learning: A Case of Collaborative Grammar Task. *The Journal of ASIA TEFL*, volume 3/Number 3. Autumn 2006

2006 Whose Culture: Your Culture? My Culture?: A Case of English Language Learning in Indonesia. *English Edu Journal of Language Teaching and Research*, vol.6/Number 1. January 2006.

2006 Developing Learner Oral Communication: An Intercultural Perspective. *New Dimensions in the Teaching of Oral Communication. Anthology Series 47*. J.A Foley (Ed.) SEAMEO Regional Language Centre RELC

2004 Developing Standards for Language Teacher Education programs in Indonesia: Professionalizing or Losing in Complexity? an article published in *TEFLIN Journal, Indonesia*, February 2004

ABSTRACT

The Use of L1 in Communicative Tasks

The use of the L1 has been widely researched from the perspective of language transfer or cross-linguistic influence. However, in the studies of learning interaction, its role is still debated, with some arguing for its facilitating cognitive tool while some others for its depriving learner input of the target language. Accordingly, this study attempts to examine the use of the L1 functions in two communicative tasks, jigsaw and dictogloss in two proficiency levels, beginner and intermediate levels. Distinguished into monitored and unmonitored groups, the students' performances in carrying out the tasks, particularly in making use of the L1 were analyzed. The study found that the L1 served four functions: 1) filling the lexical gap, 2) expressing ideas, 3) expressing uncertainty in delivering ideas, and 4) confirming ideas. In light of the task types, jigsaw generated a much higher number of the L1 compared to dictogloss irrespective of the groups' being monitored. The nature of jigsaw with its visual stimulus might trigger a more meaning-based processing, to some extent fostering the reliance on the use of the L1. As for the proficiency levels, the beginners in the unmonitored group heavily relied on the L1 to perform the tasks. The findings suggest the use of L1 as a facilitating and mediating cognitive tool in the students' learning.

Key words: L1 use, interaction, task types

Words: 214

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Room: 310

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ABSTRACT

Teaching Vocabulary from Context, Is It Effective ?

Teaching vocabulary—new words, idioms or phrases—to EFL students is very challenging especially if they come in great number and are not commonly used in daily life. This case happens in High-Intermediate Levels in LIA. Some teachers give in to the challenge by letting the students look up words in dictionary. Other teachers spoon feed the students with the meaning of the words without giving further explanation on their use.

Thornburry (2002) presents several strategies in his book “How to teach vocabulary”. They are training the learners, using mnemonic devices, word cards, teaching vocabulary from context, copying strategies for production, using dictionaries, spelling rules, keeping records and translating. The researcher wants to compare the effectiveness of two of the strategies, i.e: teaching vocabulary from context and translating vocabulary.

The research was conducted in High Intermediate levels. It was done in two groups. The reseracher conducted pre-tests to both groups, gave different treatments using the two strategies, conducted post-tests and compared the results.

The researcher analyzed the data and came up with a conclusion. The results showed that teaching vocabulary from context is more effective than doing it by translating.

The next thing the researcher wants to find out is the comparison of the effectiveness between teaching vocabulary in context and using mnemonic devices.