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Retno Wiyati and Muhammad Handi Gunawan

Room: 301

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.

Retno Wiyati was a presenter at TEFLIN International Conference, LIA Research Colloquium, sharing program, etc. She is currently an English teacher at LBPP LIA BuahBatu and completing her thesis in master program in Indonesia University of Education Bandung.

ABSTRACT

Fostering Students' Critical Thinking Through Pictorial Modes

(A Case Study on Intermediate Level Students' Essays at LB LIA Buah Batu)

This case study stems from the intriguing situations that often pop up in the classrooms of essay writing such as students' lack of elaboration in their writing pieces and students' inability to incorporate relevant ideas into their writing products. Intermediate and advanced students (in terms of Brown's definition) have developed the full ability of communicating in the target language, thus they are now ready to deal with abstract concepts involving their cognitive and psychological skills (Brown, 2001:111). Nevertheless, students at LB LIA Buah Batu seem to lack the critical thinking skills, the skills which consist of mental processes of discernment, analyses and evaluation that enable students to fully develop their cognitive skills. This case study is then aimed at finding out the students' problems in developing their critical thinking skills that would lead them to produce a good and relevant essay. This study includes one Intermediate level student. This study started by giving a non-guided free writing task to find out students' critical analyses on a picture and then some guided free writing tasks were conducted to find out students' difficulties and improvements and to give them feedback where necessary. The results so far have shown that there has been a significant improvement on students' essay products in which the five aspects of critical thinking skills are recognized and applied (see the paper for full details). The results would hopefully lead to a further action in the classrooms to help teachers find the best formulas to enhance students' critical thinking skills.

Puji Astuti is with LBPP LIA Semarang Candi since 2005. Her areas of interest in English Language Teaching have been cooperative learning, action research, qualitative research, writing instruction, and teacher development.

ABSTRACT

When the three perform on one stage (graphic organizer-portfolio-presentation): how students perceive

Three problems become my concern recently: 1) the implementation of *learning how to learn* seems not evident in my teaching, 2) HI-4 students' mastery of expressions for presenting was not satisfactory, and 3) there is a growing tendency of EA students shifting to CV program due to the fact that the former hardly gives the students opportunities to speak.

In attempt to solve the problems, I design a class project functioning as supplementary activity. The project requires three collaborating facets: graphic organizer, portfolio, and presentation. Intermediate I (one) students worked in groups to produce and present graphic organizer containing issues related to course materials. Expressions for presenting were equipped while the students were preparing the presentation. The project greatly promotes students talking time and their mastery of proper expressions for presenting. After doing the project for couples of times, the students had portfolio of their graphic organizers. Since graphic organizer is a visual strategy for learning, the portfolio shows evidence that the students learned how to learn in their class.

The objective of the study was mainly to know how the students perceived about the project. Five methods of data collection were employed: class observation, teaching journal, document collection and analysis, questionnaire, and interview. Data analysis was done throughout the study. The study indicated that the students perceived the project positively; they were proud of their portfolio, had fun and learned to work as a team, and their mastery of target graphic organizer and expressions for presenting were satisfactory. In addition, the students regarded that their speaking, reading, and writing skills, to a certain degree, were developed through the project.

Siti Ulfiyatul Hoiriyah's home address is Citra Ringin Mas A-28, Purwomartani, Kalasan, Sleman, YK. She graduated from the English Department of Universitas Negeri Yogyakarta. She can be reached at tel. no. 0274-4395545 / 081578792770

Purwanto's home address is Citra Ringin Mas A-28, Purwomartani, Kalasan, Sleman, YK. He graduated from the English Department of Universitas Negeri Yogyakarta. He can be reached at tel. no. 0274-4395545 / 085643036836

ABSTRACT

Improving the Questioning Skill of Intermediate- level Student through Talk Show

In EFL teaching-learning, asking questions is a skill which should be mastered by students to develop dialogs and keep their conversation going. However, creating a question for foreign language learners could be very complicated, since they have to know what to ask, what pattern to use and which tenses to apply. In real oral communication, these should be done in relatively short time. So, many students still fail in making correct questions.

From our observation during teaching intermediate classes, students need class room activities which train them and give them opportunity to produce questions about various topics. Television talk shows which often draw much attention from the audience can be imitated and applied into classroom activity by modifying and adjusting them to the topics of our lesson, where students hopefully have a good chance to learn how to make questions. This action research is meant to see the effectiveness of this technique to improve students' questioning skills.

First, pretest is conducted to measure students' prior capability in making questions. The result is counted and classified into three categories: correct-intelligible, incorrect-intelligible, and incorrect-unintelligible questions. Second, students are divided into groups of three or four which are called as steady groups where the captain is responsible for organizing the performance, naming the show and nominating the host and guest stars. After performing the show, students are given feedback about their language. Finally, the post test is given and the result is compared to that of the pretest to see any significant improvement in their questioning skill.

Dedy Kurniawan
Room: 304

Dedy Kurniawan was born in Jambi, April 7th, 1980. He completed his elementary and high schools in Jambi. In 1998, he continued his study to English department, Universitas Andalas and got his bachelor degree in 2002. He started to work at LBPP LIA Jambi in 2003. He's also served as an English teacher in SDN 47 Jambi from 2003 to 2006. Since 2006, he's been appointed as a teaching staff in English department Universitas Jambi.

ABSTRACT

Blog: A Solution to Problems of Motivation in Writing at ET-8 Class, LBPP LIA JAMBI

Writing is probably the most difficult skill both in studying and teaching. The multi-facets of writing skills often give problems to students and teachers. For students, writing is problematic since they have to learn many things: grammar, vocabulary, mechanics, etc. In addition, most students are not used to writing in their daily life. On the other hand, teachers often find that writing is very difficult to teach. First, they have to choose most effective methods in teaching writing. Furthermore, teachers should also consider the time allotment, which is very limited, to conduct a complete writing cycle while paying attention to all students. The aforementioned problems may lower students' motivation in writing, and thus make the teachers' work more difficult.

This research was aimed at developing students' motivation in writing by using blog—a kind of virtual diary on internet—which is very popular among teenagers nowadays. By using blog, students can express themselves in form of writings, which are displayed and viewed by their peers and other netters. The subjects of this CAR were ET-8 students at LBPP LIA Jambi. The research was conducted in two short cycles in which the students were asked to post their writings on a blog. The teacher intervened by giving comments and motivating them to write. It was found that blog could develop their motivation as they competed with other groups in writing and creating the best blog. It can be concluded that blog can be very useful in motivating students to write.

Keywords: *writing, motivation, blog, technology in English language classroom*

She currently teaches at LBPP LIA Yogyakarta and she holds a degree in teaching training and education

ABSTRACT

Stating Rules at the First Meeting to have a Better Classroom Management

As a teacher, I strongly believe that the way we manage our Classroom will give effect to the successful of our lesson. As mentioned by David Paul, 2003, Classroom Management is all about the way the classroom is arranged and the physical environment in which the children learn. Learning environment can have a profound effect on how children learn and whatever they learn successfully.

That is the reason why the researcher tried to make a better classroom management since the first meeting by stating rules, especially for EC class. Based on the researcher's personal experience and also sharing with her colleagues, it seems that teaching children classes are very challenging. The mainly reason is the students usually "forget" the rules they had in their schools, they thought that they can behave as they like in their English course. They want to be free and happy.

The purpose of this research is to make a better classroom management by stating the rules which are made by the students themselves, so that the teaching learning process for the children can run smoothly.

The action research was conducted in EC 2B class in term II/2009. The data was taken from the teacher's observation and teaching journal for 8 meetings, the rules of EC 2B and the simple questionnaire for the students.

Although some of my students, especially the boys found it difficult to obey the rules they have made by themselves, they tried harder to respect and obey the rules. They even learn how to be honest to themselves, every time I asked them "Was there anybody break the rule today? they will simply say "*Iya miss, aku tadi naka!*" (yes, miss, I was naughty).

Hopefully, this action research can bring benefit for every EC teacher to manage their class better.

She is a graduate of Andalas University Padang, majoring English Literature. She started teaching at an English course in Padang and kept on changing jobs (mostly secretarial and administrative works) for several times before joining LIA Pekanbaru in 2007. She enjoys teaching all levels especially ET classes. Besides teaching at LIA, she is also a lecturer in STMIK/AMIK Riau.

ABSTRACT

Reinforcing Time-based English Speaking Time in ET 2 Level

Reinforcing students to speak up using English instead of their mother tongue language or Bahasa Indonesia is an inevitable problem. It takes a lot of efforts to deal with it. This phenomenon happens (the researchers believe) in all levels, in all branches or affiliates. This would be worse, sometimes, in ET lower levels (ET1, 2, 3, and 4) pertaining to their lack of English speaking proficiency. No matter how hard and how often teachers try to motivate, remind or urge the students, they keep using Bahasa.

Meanwhile, teacher should use English for the whole session as stated in the observed points in TQQ. It means that it is highly recommended, it is a must. This can be best applied at higher levels like ET5 – 12, EL3 and 4, Intermediate and Higher Intermediate. What always happen to lower levels is it only heightens the students' affective filter. It is perhaps because they don't have enough exposure to the language itself. It becomes a dilemma since the exposure itself is having them listen and use the language.

A questionnaire given to teachers at LIA Pekanbaru has proven that we have similar problem. Then, an action was taken for ET2 level last term (Term I 2009). The first researcher reinforced timed-based punishment method to whomever using Bahasa in the classroom (including the teacher). Since the researcher found several weaknesses in the method, a revision has been made for second researcher to continue using the method this term (Term II 2009) for ET2 level.

By applying the method in two terms plus revision, both researchers found out that this method is effective to give enough exposure as well as to make students (even the intelligently challenged ones) speak by using English during the teaching learning period.

**Hiyeg Sakerti Wening, Maria Florentine Palar,
Muslimah Syafaria Muhtadien, and Nuri Hidayatin**

Room: 307

Hiyeg Sakerti Wening was born in Bogor on April 29 1968. In 1986, She took English as her major in Higher Learning of Foreign Language (STBA) YAPARI Bandung. Since 1991 up to the present time, she has been working at LBPP LIA Bogor. During the time she and her team have got some opportunities to present their research in some conferences such as in LB-LIA Conference 2001, the 49th TEFLIN International Conference and the 50th TEFLIN International Conference.

ABSTRACT

Improving Young Learners' Speaking Ability in Retelling Stories through Pictorial Sequence Mapping

To facilitate young learners with their English development, teachers often use story telling because stories are particularly important in the lives of our children: stories help children to understand their world and to share it with others (Wright, 1995:3). The preliminary study conducted in three Little English for Children (EC) classes and three Big EC classes through class observations and interviews with twelve EC teachers in LBPP-LIA BOGOR showed that although the story-telling part was fun for both the teacher and the students, the children-retelling-story part was inarguably a painstaking process. The paper will discuss the investigation of how the Pictorial Sequence Mapping improves young learners' speaking ability in retelling stories. The Pictorial Sequence Mapping designed based on the Mind Mapping theories (Buzan, 2006:51) was used in the research as a technique to help young learners organize their thoughts. Classroom observations, video tapings, and interviews were held in the Grade One EC class to determine the significance of the improvement. The results show that the Pictorial Sequence Mapping builds the children's confidence and understanding towards the story telling so that their speaking ability in retelling stories were improved.

Sri Sularsih and Yulianti

Room: 308

Yulianti and Sri Sularsih are currently AOOs of LBPP LIA Slipi. They have been with LIA since 1995. They graduated from IKIP Jakarta majoring in English Department. Now they are students of graduate program of UHAMKA majoring in English Education

ABSTRACT

Seating arrangement: its effectiveness in lessening unruliness

This action research is done to find a solution to a problem happening in one of ET classes in LBPP LIA Slipi. It is an ET 7 class. It happens to be that the teachers who have ever taught the class always come up with complaints. They said that the students are extremely noisy and hard to handle. They asked the Language Coordinator not to assign them the same class as they gave up teaching those students. The complaints come from the neighboring class rooms as well. The students and the teachers cannot concentrate on the lesson due to the loud noise made by that ET 7 class so they moved to other rooms.

Based on the problem, the researchers decide to conduct a research to solve the problem. First, we interviewed the previous and the current teachers. Second, we observed the class. After several observations, we noticed that the students always sit in the same position. We also noticed that some students trigger the unruliness. Then the researchers decide to conduct rearrangement of seating position. The class will be observed on some combination of seating arrangement to see the effect. The class teacher will also be interviewed on that matter. The researchers will analyze the data collected and decide the most effective seating arrangement.

Endang Sri Rahayu and Monalisa Sirait

Room: 309

Both Endang Sri Rahayu and Monalisa Sirait teach at LBPP LIA Pengadegan. Endang Sri Rahayu home and e-mail addresses are Komp. Sakura Regency No. U-3, Jatiasih, Bekasi and endang.sri rahayu@yahoo.com while [Monalisa Sirait's](mailto:monalisa.sirait@yahoo.com) are Jl. Johar Baru Utara I No. 2 Jakarta Pusat monalisa.sirait@yahoo.com.

ABSTRACT

Motivating Students to Write Through Web-Blogging

Getting students to write is often difficult for most teachers. Not only do the students have limited language skills but also they have no reason or motivation to write. One way of overcoming this problem is through blogging. A blog (a short for weblog) is a frequently updated website that often resembles an online journal. The use of blog as a language learning tool is becoming increasingly popular (Campbell, 2003). This study is aiming at motivating students to write and providing a real audience for student writing. Usually the teacher is the only person who reads student writing, and the focus of this reading is usually on form, not content. With weblogs, students can find themselves writing for a real audience apart from the teacher, may include their peers, students from other classes, even other countries, their parents, and potentially anyone with access to the Internet

The research is being done in some HI-1 classes in five sessions. The first session is used to introduce and create blogs. During the research the teacher assigns the students to write in their blogs about a topic previously discussed in class. The teacher checks the students' blogs and give comments on the contents only. To avoid students' embarrassment, the teacher handles the accuracy by correcting the hard copy. Students are also encouraged to comment on their peers' writing.

Although in the beginning some students may seem to be reluctant to participate, it is expected that they will become more motivated once they receive comments from others (peers, teacher, and other blog visitors).

He is a teacher who joined LBPP-LIA Pekanbaru 3 years ago. He has been teaching different classes ranged from EC, ET, EA, and CV. His non-English background encourages him to know more about English and the art of teaching English for various kinds of people. LBPP-LIA gives him precious opportunity to do that.

ABSTRACT

Grammar Reinforcement in Writing by *Weekly Writing Assignment* for IN-1 and IN-2 Students

This research actually has its background in my personal experience when I was a student. I learned that one won't be able to write unless he or she writes, writes, and writes. Teaching Intermediate levels at LIA allowed me to see that students in those levels get very limited chance to write (only 3-4 lessons that focus on writing skill in each level every term). That's why when I once taught HI-1 there were still some students who could not write even a paragraph correctly. In addition, they were so much influenced by L1 in most of their sentences.

Therefore, when I got the worthwhile opportunity to teach students in Intermediate levels (IN-1 in term 4/2008, IN-1 in term 1/2009 and then IN-2 in term 2/2009), I gave them an additional task next to what they have in the book. The task was very simple: they just had to write a grammatically-correct paragraph at home every week and submit it in the following meeting. I did some correction, gave comments and notes on the writings and then returned them in the next session. I also spared time more or less 10 minutes in every session for them to take a look at the writing as well as the notes and then discuss it in the class so that other students can also learn from their colleagues' work. This activity is to make them aware of the mistakes they made in their writing and know how to make it correct so that they will be more careful in the next assignment.

After several weeks, I found some students make a significant progress in term of that they did not make the same mistakes like ones in their previous writings. As a matter of fact, however, other students made just a little improvement. Of course, there are many reasons of this, but I'm sure, if they do this task within four levels consecutively (from IN-1 to IN-4), better improvement is not something impossible and writing is no longer a nightmare for them.