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Winda Hapsari

Room: 301

Winda Hapsari is an English teacher as well as a TEFL-C trainer of LBPP-LIA. At the moment, she is posted in LBPP-LIA Galaxy as an Academic Operation Officer. She has been involved in conducting classroom action research for the past two years. She got her master's degree on educational psychology in 2006.

ABSTRACT

Applying Cooperative Learning Techniques to Promote S-S Interaction among ET Students

Group work is believed to be a powerful technique in enhancing learners' interaction in class. However, one of the most heard objections to having students work in groups is that some group members will end up doing all the work or the other way around, some members avoid doing the task and just enjoy the result of other learners' work. Cooperative learning is a specific type of group working which lately becomes popular among teachers and educators. Two key components of cooperative learning, positive interdependence and individual accountability, are believed to give solution to problems, which often occur, in group work. Putting into LIA context, promoting S-S interaction has been the focus of the academic site for the past two years. By enhancing S-S interaction, teachers can minimize their talk time. In terms of segment of learners, teaching ET classes has been a popular issue among LIA teachers recently since LIA has just launched a new book series for ET program. This classroom action research aims at maximizing S-S interaction among ET students through cooperative learning techniques. It is conducted in ET-5 class. Length of this study is about 12 learning sessions. Data are collected from the teacher's journal entries and questionnaire filled out by the students. Data will be analyzed by using descriptive method. Overall result of this study shows that CL techniques are workable to promote student interaction in the level as low as ET-5. Majority of subjects sees inside-outside circle as CL technique to enhance student interaction the most.

Key words: *cooperative learning, student interaction*

Santi Silvana and Nuzul Ayni are teachers at LBPP LIA Mercu Buana. Both of them do this research together because they have the same problem that needs to be resolved. Santi is a graduate of the University of Indonesia, majoring in English literature. Now, she is writing her thesis as a completion of her Master's degree in English Education from the University of DR. Hamka. Nuzul Ayni holds a Master of Management from the University of Indonesia after she earned a bachelor degree in Arabic Literature from the same university. Besides, she got Advanced 4 certificate from LBPP LIA Pengadegan in 1997.

ABSTRACT

Boosting Oral Practice Participation upon the Application of Bloom's Higher-order Thinking

"No, they're not engaged!" That's what we often feel about this heartbreaking problem every time we try to elicit students' participation in oral practices, especially if they are required to express their own opinions or to respond to open-ended questions. As observed, these phenomena occur mostly in lower level classes. In this classroom action research (CAR), we limit our focus in Elementary 4 class, the one that tend to be more "silence is golden" according to the present teacher and any of the class' former teachers. Regarding to the application of Bloom's higher-order thinking, the objective of this classroom action research is to analyze the affective filters and to elaborate the planned treatment that hopefully at the end will bring significant results of increasing the students' oral participation.

According to Bloom's taxonomy, one strategy to accommodate students' higher-order thinking is to use debating techniques. Referring to that, here comes a plethora of actions to be done. First, both students' opinions and attitude towards their participation in oral practices are to be observed and examined as pre and post-treatment investigation. Then, the main part of the research will be done by conducting three sessions of graded-debating techniques. As supplement to the main treatment, each session will be preceded either by pre-teaching the necessary vocabulary, giving hints about the following debate topics or asking the students to write their opinions about the given topics. The data will be collected through questionnaires and direct observations using field notes, observation checklists, videotaping and self-rating logs. Finally, the outcome of the data analyses is hoped to reveal the affective filters that hinder the students' oral participation in their stage of higher-order thinking and whether the conducted debating techniques are able to overcome the problem.

Maya Defianty

Room: 303

She currently teaches at LIA Ciputat. She presented a paper, *Language Assessment for Young Learners*, at the 55th TEFLIN International Conference on Human Resources Development in English Language Teaching at UIN Syarif Hidayatullah in 2007. Then, in 2008 she presented another paper, *A Portrait of EYL Teachers: Their competence and Performance Teachers*, at 7th International Conference: Teachers' competence and qualifications for ELT in Indonesia, British Council-ITB (2008)

ABSTRACT

Applying Dialog Journal in Young Learners' Class

As young learners reach higher level, they are required to have writing competence. To cater their needs, I applied dialog journal in my EC5B class. Simply put dialog journal is an interaction between students and the teacher using journal. It is assumed that through this media students would be able to communicate their ideas in written form. Hence, it enables learners to acquire good writing competence.

The objective of this study is to identify whether or not teacher and students gain some benefits from dialog journal. I would also like to investigate students' perception towards the application of dialog journal in their class.

This class action research was conducted at LBPP LIA Ciputat. Participants are seven students of EC5b. The research was carried in term I/2009. Students wrote their journal weekly and the teacher gave response to the students' journal. Data for the research was compiled through students' journal (the dialog journal), teacher's reflective journal, questionnaires and sample of students' writing.

The research reveals that both students and teacher benefit from dialog journal. Participants perform better writing competence compare to non-participants. Journal writing also functioned as memory aids for the students. As teacher, I think dialog journal enable me to recognize the students' individual needs as well as their learning progress. Another finding reveals that students enjoy writing their journal and they want to continue writing the journal.

Keywords: *Dialog journal, young learners*

She started working as a part time teacher at ILP in 1983, while she was still a student of Faculty of Letters, majoring in English Linguistics, University of Indonesia. When she graduated from University in 1985, Bashira decided to build her career at ILP. Now she is the Faculty Director and is responsible for academic matters of all ILP schools.

ABSTRACT

Developing teachers' confidence in their own English during a pre service teacher training program

Possessing good English is one of the requirements needed to become an English teacher in our institution. Finding a teacher candidate meeting this requirement is not an easy task. About 30% of teacher candidates pass our written test however 40% of them are not offered final interviews because their spoken English is considered inadequate.

This has prompted us to make changes in our pre service training program in the hope that we will be able to offer more places in our pre service program for those who have passed our standard written test. This decision has been made carefully and in consideration of the fact that through conducive learning environment and ample opportunities to use English, teachers' confidence will be boosted and their English improved as a result.

This paper will suggest ideas that have been implemented in our institution to develop teachers' confidence in their English during their pre service program. Data for the paper was collected from three sources; trainees' assessments on their own speaking skills, questionnaires, and the trainers' evaluation on trainees' English.

Finally, the presenter will draw on the analysis of the data to present how effective the training program was in helping trainees to improve their confidence and make some suggestions to improve training objectives.

Refdi Akmal
Room: 305

He currently teaches at LIA Bandar Lampung, Lembaga Bahasa Inggris (LBI) Bandar Lampung (A One Year, English Program), and is a lecturer at State Polytechnics of Lampung.

ABSTRACT

A Compulsory Out-class Speaking Exposure to Enhance Students Speaking Performance

People consider speaking ability as one of the parameters of one's English language competence. As someone can speak English fluently, then people will think that he/she has good command of English - despite the quality of the language used. In fact, most people come to an English course with one reason that is they want to be able to speak well. Consequently, when a learner finds that his/her English course does not pursue his/her needs, he/she may be disappointed. The problem is that the number of students in the class and the limited skills practice time usually hamper the efforts to pursue the targeted performance. To cope with this problem, the researcher tried to provide controlled speaking opportunities for the students outside the class, namely Let's Talk program. This weekly program is applied mainly to improve the students' confidence and fluency in speaking. This research is to analyze the effectiveness of the program. The action was conducted in the One Year English Program students of LBI Bandar Lampung. The data were collected through questionnaires and interview. The samples were taken through randomized purposive sampling. The data collected then analyzed qualitatively. The result of the research shows that the program has been able to provide effective chance for the students to improve their speaking skills. Hence it is recommended to adapt and apply this action in other English learning programs.

Rohaniatul Makniah, called Ani, is an AOO in LBPP LIA Cikokol. She is also an EC Coordinator. She graduated from Jakarta States University (UNJ) and has been teaching at LIA since 1997.

Ganda Siddik is an AOO in LBPP LIA Cikokol. He graduated from The Faculty of Letters of Padjajaran University in Bandung. He has been teaching at LIA since 1997.

ABSTRACT

Video-based Self Observation: an Opportunity for teacher development in LBPP LIA Cikokol-BSD

This paper presents a video-based self observation (VBSO) as an intervention designed to address the difficulties that teachers usually encounter in classroom observation by academic figures which is not always viewed positively. The intervention attempts to find an alternative by which teachers feel more comfortable and are still able to develop their teachings in class. 'While comments from supervisors or other outside visitors can be a useful source of information of one's own teaching, teachers themselves are in the best position to examine their own teaching' (Richard and Lockhart, 1994:3). Scharz (1992:89) also states: "Audio-visual recordings are powerful instruments in the development of a lecturer's self-reflective competence. They confront him/her with a mirror-like "objective" view of what goes on in class. Moreover, class recordings which are kept for later use, can give a valuable insight into an individual teacher's growth in experience over years". 22 out of 28 active teachers were videotaped, given questionnaires, and asked to write VBSO reports to gather data. The videotaping was teachers' choice, meaning that they themselves picked classes in which they were going to use as a media for self observation. Videotaping duration varied for each class depending on what they focus on, i.e. classroom management, motivating strategies, certain techniques, etc. This study started from January to May 2009. At pre-intervention, personal approaches were applied to explain the reasons and guidelines of how to conduct VBSO. After post-intervention, teachers exhibit positive attitude towards VBSO.

Diah Ikawati A
Room: 307

She was born in Surabaya on March 16, 1975 and graduated from Satya Widya school of Language in 2002 and from UNESA, Graduate School of Education in 2006. She currently teaches at LBPP LIA Surabaya and IAIN. Surabaya. Her e-mail address is bu_diyah@yahoo.co.id.

ABSTRACT

Color cards to manage students' behavior in et class

Managing behavior becomes one of the issues in teaching English for early teenagers especially at age 12 to 15. According to Brown "the terrible teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds." Teenagers are in the period between childhood and adult. Some students like to chat with their friends; some like to disturb their friends; while few of them just sit silently awaiting the teacher's instruction. Teaching teenagers, then, makes a special challenge to the teacher. One technique that can be applied in managing students' behavior is 'color card'.

This technique was applied in class of ET 4 in LBPP LIA Surabaya. The class consists of 21 students, 12 to 14 years old. At the beginning of the term, the students agreed on the class contract and the teacher informed them that she was going to distribute a color card to each student to show them their performances during the lesson. The teacher distributed the cards at the end of the session in every meeting. The students, then, attached their cards on the plane paper which was displayed in the class. During the following session all students might learn his/her own performance/ behavior by observing and/or counting all color cards he/she obtained so far.

Applying this technique, the teacher was able to manage the class and as a result the lesson took place in a more conducive class atmosphere. It is shown by the improvement of students' final score. Though the students' final score did not increase significantly, their class behavior however, was better and even more manageable. This evident helped the teacher to convey the lesson and manage the progress of each student in the affectionate fashion. At the end it will also improve students' appreciation to the class atmosphere and their classmates as well.

Lia Andini
Room: 308

She has been teaching in LIA Bogor for three years. She loves writing and reading. She was born in Bogor, and has been living in this lovely rainy city for about thirty-four years.

ABSTRACT

Every Student is Special: A Personal Interpretation to Multiple Intelligences Theory

The Multiple Intelligences Theory (MI) says that everybody is smart. There are some people, for instance, who are very good at verbal-linguistic intelligence, while other people have strong logical-mathematical intelligence. This theory makes me wonder if I explore the intelligence that my student is strong at, will it boost his or her performance in other field of intelligences? For example, if I let my student, who is good at visual-spatial intelligence, to do a drawing activity that related to grammar, will it help him or her to understand the structure better? Or if I ask one of my student who has a strong verbal-linguistic intelligence to show his or her understanding on grammar by writing a short poetry, will it help her or him to get a good grade in periodic or promotion test? In order to answer my questions I plan to design at least three activities for skills practice 1, three activities for skills practice 2, and three activities in skills practice 3. Every students is allowed to choose only one activity in every skills practice stages based on their abilities and interests. All the activities will be designed based on MI theory. While in other stages like motivating strategies, presentation and assessment, the whole class will do the same activity together as usual. By doing this I try to find out if my students are free to choose the activity based on their abilities and interests will they performances get better than before? I know it is a hard work but challenging. I did the same research in EC 4B last year, now I want to try it in Intermediate 3 class. Pre-test and post -test, a set of questionnaire, a class observation and a class journal will provide the data to be analyzed.

Yuyum F. Elviyanti

Room: 309

She is a teacher at LBPP LIA Cikokol – BSD Tangerang. Currently, She is teaching EC 6B and High Intermediate 2. She is also a teacher at SMAN 1 Kelapa Dua, Tangerang.

ABSTRACT

Maximizing Workbook through Various Techniques in the Classroom

Workbook is usually written accompanying the student book. It is aimed at giving more exposures and self-study outside the classroom. It gives more practice on language skills as well as language components. Nevertheless, when asked whether they do the exercises from the workbook, most students say no. School workload and tiredness are some of the reasons why they have no time to do the exercises. My research departed from my concern with the fact that LIA students do not take an optimum benefit from the workbook available. In my High Intermediate 2 class, I try to exploit that to be used in the classroom. Through group work, timed reading, and CALL techniques, students do the exercises taken from the workbook. Intentionally, I do not tell my students that the exercises are taken from the workbook. At the end of the research, students are given a questionnaire to find out their perception of the workbook. In addition, they are also asked what technique they like most. These findings will be beneficial to give me some insights on how to maximize the workbook to be used as classroom activities and help my busy students to give more exposures.

Bus Dewanto
Room: 310

He currently teaches at LBPP LIA Pengadegan. His home address and phone number are Jl. Anggur 3 Blok C6/20 Perum. SARANA INDAH PERMAI TANGERANG SELATAN 15415, (H) 749 3133 and (Cell) 0817 91 87778

ABSTRACT

The Influence of Word Processing Software on ET-6 Students' Writing Quality and Revision Strategies

Writing is an activity which is more complicated than just connecting and or combining letters; but, the connection or the combination of those letters must be arranged in accordance to certain conventions to form meaningful words which then can be arranged to form meaningful sentences (Byrne, 1979). Therefore, teaching students how to write an essay has never been an easy task. From this perspective, the study is trying to find out whether word processing software with all its facilities can be a mediating tool to produce a better writing quality.

ET-6 students were asked to compose two descriptive essays based on similar topics in Lesson 6 of Star 6 book, using both the computer and by hand, in a counterbalanced repeated measures research design. The essay written by hand was carefully controlled by asking students not to delete any error. The editing had to be done by striking the wrong word or sentence with a single line only. On the other hand, the writing activity on the computer screen was videotaped electronically using an unobtrusive screen-recording software utility called CamStudio, an opensource freeware made by RenderSoft (www.rendersoftware.com). This software recorded all typing activities on the screen during the writing process. Each writing method was completed in 3 sessions. Both types of writing were rated by 4 well-trained teachers using LIA's marking criteria.

The research findings will be analyzed and discussed using both qualitative and quantitative research methods. The implications of the research findings are discussed with respect to the issues of the use of computer in learning foreign language, and the perception of overall writing quality and of component of writing ability.