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The 3rd
ENGLISH TEACHING
CONFERENCE 2017

PROCEEDING

*“Implanting the 21st Century Skills
through Language Learning”*

English Department
Faculty of Languages and Arts
The State University of Surabaya



BULAN BAHASA
DAN SENI



PROCEEDING

The 3rd English Teaching Conference 2017

Theme:

“Implanting the 21st Century Skills through Language Learning”

Surabaya, November 4th, 2017

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**English Department
Faculty of Languages and Arts
Universitas Negeri Surabaya**

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PREFACE

ENGLISH TEACHING CONFERENCE (ETC) is an annual academic agenda providing an opportunity for English language teachers, lecturers, practitioners and teacher candidates to share their experience and practice in the area of English language teaching (ELT). This conference is also part of the bimonthly English Teacher's Best Practices Forum hosted by English Department, Faculty of Languages and Arts, Universitas Negeri Surabaya.

ETC 2017 is the third English Teaching Conference. Its design is similar to the one held back in 2015, the first ETC in which we had call for papers to give opportunities to participants to share their ideas through academic articles which are also presented in parallel sessions. Yet, different from 1st ETC whose participants were mostly nearby teachers, the participants of this year conference also come from out of East Java area. Beside two parallel sessions, ETC 2017 has a plenary session with three speakers who will present papers based on their expertise.

This year, participants of this conference, either who come as presenters or as participants will share their concern on language teaching by sharing ideas under the theme "Implanting 21st Skills through Language Learning", and the subthemes are: 1) Learning and Innovating Skills, 2) Information Media and Technology Skills, and 3) Life and Career Skills. These theme and subthemes are chosen due to wide spread concern on students' future preparation. It is expected that schools and teachers are able to arm their students with the skills which enable them to compete and survive in global world. It would be an unfortunate if students are not able to survive simply because they are not prepared to face global competition by their teachers due to their teachers' ignorance on this area. Therefore, knowledge on the skills and the way the students should be trained to master the skills will be the main focus of the papers presented in this conference. I believe that all ideas shared in this conference are great and important for schools, universities, teachers, students, as well as policy makers on education, especially in Indonesia. Therefore, we all hope that you all will find fruitful discussion in all sessions we plan.

On behalf of ETC 2017 committee, please allow me to welcome all guests and participants of this conference. We highly respect your active participation in this conference, and we hope you enjoy and get good value from this conference.

Thank you and happy conferencing

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Getting real in language classroom: A conversation analysis of invitation dialogue transcript presented in English Junior High School BSE textbooks

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Abstract

This study examines the flow of conversation which is later understood as the authenticity in the transcribed dialogue on invitation sequences in Junior High School Electronic Textbooks (JHS BSE). The focus of this study is to find out whether the flow of conversation such as the presentation of pre-expansions and preference organization of invitation dialogues, accurately presented in JHS BSE textbooks according to Conversation Analysis (CA). This paper then continues to find out and analyze the authenticity and naturalness of invitation dialogues from 8 different JHS BSE textbooks to the aim of teaching natural English as the goal of communicative competence. Having contrasted 10 sequences of invitation analysed in JHS BSE textbook with the conversation analysis under discourse analysis theory, this paper concluded that generally not all of conversation flows in speaking material in the form of dialogues are authentic and natural. There exist some authentic and natural data even though the presence of those authentic and natural flows from transcribed dialogues was not consistently presented.

Key Words: authentic material, natural conversation, communicative language teaching, JHS BSE textbooks, conversation analysis

Introduction

Teaching English as a second or foreign language (ESL/EFL), in Indonesia especially, can be highly demanding and requires teachers' understanding of the nature of English as a means of communication. This communicative ability in coping global situations in this globalization era appears to be seen as one of the language function in International level which is commonly known as English Communicative Skill. Other studies also support the goal of teaching English as foreign language learners in achieving their communication skills by using interpersonal communication as the process of creating meaning and responding to a message in a proper context and situation and also to efficiently express what they mean in the target language and successfully achieve communications in real-life situations (Jamshidnejad, 2011; Lightbown and Spada, 1999; Power, 2003; Larsari: 2011). Therefore, Indonesian

government dedicated to have communicative competence as the goal of Teaching English in Indonesia especially in Junior High School level to be able to face real-life situation. Responding to this real-life teaching achievement, teaching English in Indonesia, especially speaking, needs to integrate discourse in language education (McCarthy 1991; Hatch 1992; McCarthy and Carter 1994). McCarthy (1991) supports the use of Discourse Analysis (DA) and Conversation Analysis (CA), for specific theory, as a tool of understanding the authentic and natural classroom material as demanded by Communicative Language Teaching approach to reach the communicative skill. In view of all circumstances, if one of the purposes of language education in Indonesia is to train JHS Indonesian students to be communicatively competent, this research then conceivably consider whether JHS textbook dialogues could be a model for language learners by analysing the discourse patterns and sequence structures that occur in ordinary invitation sequence.

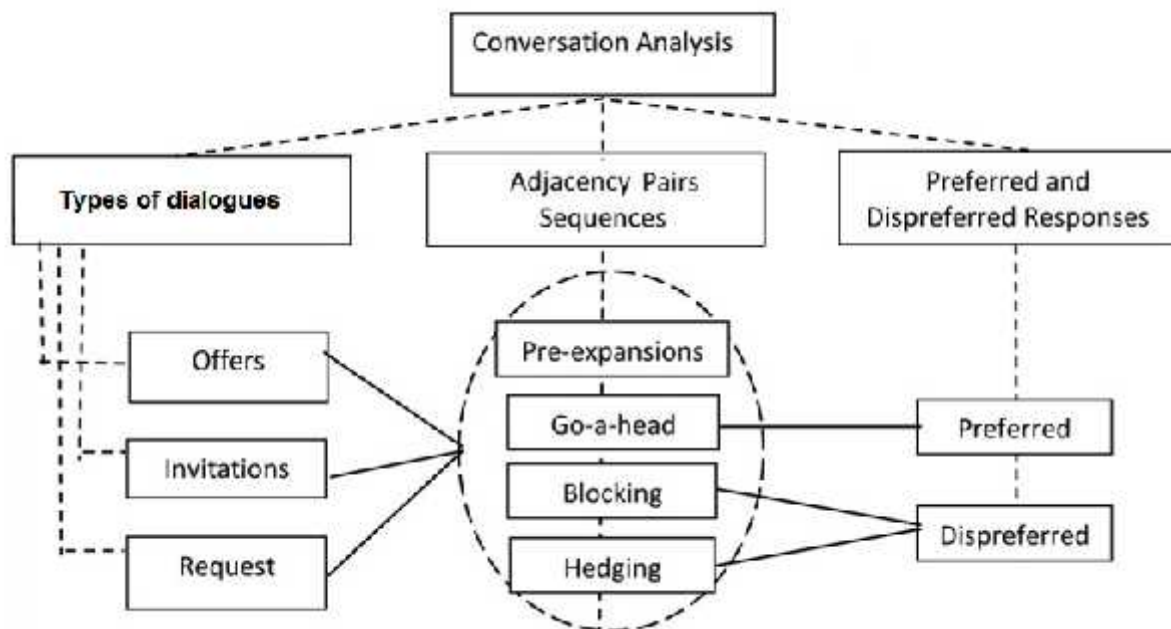
This article discusses the flow of conversation in the transcribed dialogue on invitation sequences appeared on Junior High School Electronic Textbooks (JHS BSE) in Indonesia by using Conversation Analysis Theory (CA). There are 8 Electronic Textbooks / *Buku sekolah Elektronik* (BSE) in Junior High School (JHS) that had been examined. This qualitative study highlights the natural flow of conversation by examining whether invitation conversations in those textbooks fail or succeed to follow the sequence of invitation. The output of this analysis is to show the naturalness of conversations that could probably be used by Junior High School teachers to achieve the communicative competence as targeted by Indonesian government. By noticing the failure or non-natural dialogue, the researchers expect that the classroom teacher could be aware of and will not be misguided with the less authentic material presented in the textbooks and the teacher are also expected to show the natural invitation sequence of dialogue to their teacher to achieve the communicative competence.

Conversational Analysis and the Invitation Sequence Structure

Conversation Analysis (CA) which is known as a branch of applied linguistics focuses on the analysis of conversation as a method for investigating the structure and processes of social interaction, primarily on talk, between humans (Schegloff, 2007). CA concentrates on how speakers themselves interpret their turns and listener's turn in real

mundane speech events (i.e.,inviting people conversation, doctor-patient consultaion, courtroom proceedings, offering etc).This theory attempts to identify systematic sequence (turns, pairs of turns, exchanges, responses). The systematicsequences or turns of interaction between interlocutors and the listener / addresseeare distinguished as pairs / adjacency pairs.As described in Figure 1 , Pre-expansion will be responded by Go-a head, blocking or hedgingthat the pair of pre expansion would be possible adjacencypairs that happen in real conversation. For further, the systematic responses towards the adjacency pair sequences are known asdispreferred and preferred response.

Figure 1. Conversation Analysis Scheme



This paper focusses on examining invitation as a speech event that is taught in JHS BSE Textbooks. Invitations are speech events that might easily be found in real-life conversations. According to Schegloff (2007), the occurred preliminaries that project specific imminent First Pair Parts (FPPs) of the conversation are classified as type-specific pre-sequences. In invitation event for example, pre-invitation becomes type-specific pre-sequences of invitation before the main action itself, invitations. Further, he stated that the functions of pre-invitation are (1) to estimate the possibility that will be produced by a base FPP (invitation) and (2) to make any relevances of next the production of second pair part (SPPs) as a response to pre-invitation. Some examples of pre-invitations would be “Are you doing anything?”, “do you have free time on Wednesday evening”, “What are you doing tonight?” and so on.

By giving pre-invitation, the speakers who invite their invitee or host will probably get 3 possibilities of response. They are a go-a head, hedging and blocking response. A go-ahead response supports the recipient of the response to go-ahead with the invitations. It means that the host will get positive response to continue their other conversations, invitation action. An example of this 'pre-invitation & go-a-headpair' type would be "no" answer to "Are you doing anything?" or "I am free today" to same question. By answering this, the invitee are in circumstance of ok to be invited and the next sequence, invitation sequence, could be given to the invitee and the possibility of accepting the invitation would be hinger than getting hedging response and will be quite impossible to be accepted whenever the invitee give blocking response.

A blocking response which becomes the oposite of go-a-head respon helps the recipient to notice of the rejection possibility. An example of this type of response is "no" or "I will go to my grand mother's house tonight" to respond "Are you free tonight?". This case becomes a sign of dispreffered response of invitation. Whenever the host are not really aware of this circumstance, they will get higher possibility of getting rejected.

Hedging is the last type of response in which the recipient are not really sure whether the invitations will be declined or accepted. "What's up?" for example, becomes one of the examples of hedging as a response of pre-invitation. However, Schegloff (2007) said that the combination of hedging and blocking response in invitation event may appear and may be used by the invitee as one of the example of variation response about pre invitation. The varition response toward "what 'r you doing" question as pre-invitation, could be seen in a combination of a blocking response and a hedging "I'am gounng out, why?". This response shows that the invitee were expecting what invitation is going to be and the invitation could still possibly given.

Preferred and disreffered are the next response that happen in regard to respond the pre-invitation. A preferred response to an invitation is known as an acceptance, while a dispreferred one is a rejection given by the invitee. Here are some examples of invitations with preferred or dispreferred responses.

(1) Invitation and preferred situation

- 1 A : → why don't you come and see me some[time
 2 B : → [i would like to
 (Heritage, 1984)

The first arrow in line 1 shows the invitation while the second one in line 2 is a preferred response of the invitation. The first arrow in line 1 and 2 shows the invitation while the turn shown in the second arrow (lines 3-5) is an example of a rejection of the invitation.

(2) dispreferred situation

- 1 B : uh if you'd care to come over and visit a little while this
 2 morning i'll give you a cup of coffee.
 3 A : → hehh well that's awfully sweet of you, i don't think i can
 4 make it this morning hh uhm i'm running an ad in the paper
 5 and-and uh i have to stay near the phone.

(HERITAGE, 1984)

The next section of this paper then, the flow of the pairs and its responses will be analysed by conversation analysis (CA) as a tool to analyze the authentic structure of the conversation presented on the conversation transcripts material in Junior High School BSE textbooks.

JHS BSE Textbook Invitation Sequences

This study had examined eight downloadable listed BSE textbooks. Each title has its characteristics dealing with its contents, style, components and specific exercises. In term of analysing provided listening material, this study had classified several characteristics of the textbooks' listening material presented by the books' authors. The title of those BSE Tekxt books are Scaffolding (SC), English In Focus (EF) and Contextual Teaching and Learning Textbook (CTL).

Scaffolding (SC) BSE textbooks tend to start the presentation of speaking material by giving listening activities. This activity is seemingly aimed to give a general horizon of the learning target both vocabularies and the target of functional language.

Another title of BSE textbooks is English in Focus (EF) that was written by Wardiman et. al, has its own characteristic in forming students' speaking skill especially

with the activities dealing with the transcribed dialogues uses. This English in Focus book generally has a section that explains about the main subject in particular chapter called “materials you are going to learn”. This section has an intended purpose to give knowledge about particular expertise targeted in every skill.

Focussing more on the listening and speaking skill as analysed in this study, the following section will be a fragment of specific models that are presented in the form of dialogues with illustration or situation described as illustrated at the above illustration. The exercises activities follow the previous activities and are explained by the speech acts section in listening part. The additional section in speaking part is the presence of the additional exercises both in the form of writing and speaking.

Contextual Teaching and Learning (CTL) BSE textbooks also bring its difference in presenting speaking material. These books tend to start the meeting with the presentation section which apparently presented to give a general horizon of the targeted material. This section can be presented in the form of brainstorming style by giving question to the students of the particular situation or phenomena of targeted material.

In order to check the accuracy of the selected sequences, this study applies the table to see the number of the sequences gathered and the role of the structure whether it follows the flow of conversation based on CA or not. Through these tables, this study expects that the non-natural flow of conversation can be identified and can be analysed deeper.

Table.1 Checklist result of invitation sequences

No	Dialogue Code	Sequences of Conversation								
		Pre Expansi on	Response	Actio n	Response					
		Pre Invitation (line)	Blocking (line)	Hedging (line)	Go A- Head response (line)	invitation	Dispreferred	Preferred		
1	I/CTL/VII/57A	✓ (2)	-	-	✓ (3)	✓ (3)	-	✓ (4)		
2	I/CLT/VII/70	-	-	-	-	✓ (2)	✓ (3)	-		
3	I/CTL/VIII/106 A	-	-	-	-	✓ (1)	-	✓ (2)		
4	I/CTL/VIII/106B	-	-	-	-	✓ (3)	✓ (4)	-		
5	I/CTL/VIII/108	-	-	-	-	✓ (1)	-	✓ (2)		
6	I/SC/VII/175A	✓ (2)	-	-	✓ (3)	✓ (3)	-	✓ (4)		
7a	I/SC/VIII/47	✓ (1)	-	-	✓ (2)	✓ (3)	-	✓ (4,5)		
7b	I/SC/VIII/47 (Laila)	✓ (1)	✓ ()	-	-	✓ (3)	✓ (1)	-		
8	I/SC/VIII/127	✓ (1)	-	-	✓ (2,4)	✓ (5)	-	✓ (6,7)		
9a	I/EF/VIII/54 A (Diana)	-	-	-	-	✓ (1)	-	✓ (2)		
9b	I/EF/VIII/54 A (Toni)	-	-	-	-	✓ (5)	✓ (6)	-		
10	I/EF/VIII/132	-	-	-	-	✓ (5)	✓ (6)	-		

This study presented the result of structured conversation flows in the form of tables of invitation checklist. Invitation appears in 10 dialogues and in those 10 dialogues there are 12 adjacency pairs of invitation. These 10 dialogues were collected from three mentioned textbooks. However, Scaffolding (SC) and English in Focus (EF) apparently do not really provide many samples of invitation in the form of dialogues. In

Scaffolding book for example, the invitation can be found in the phone dialogue which the main focus is in teaching phone conversation. Contextual Teaching and Learning (CTL) can produce more dialogues which consist of invitation sequence and it contributes to almost 50% of the data input for this study.



Graph 1 Percentage of Invitation Dialogues

Graph 2 shows the appearance of pre-invitation in invitation sequence in the BSE Junior High School Textbooks. From the graph, it can be seen that from 12 dialogues in the BSE JHS textbooks, less than 50% of the total sequences has its pre-invitation. Based on the data, those five pre invitation would have go a head response as it pre-expansion respond / as its adjacency pairs. In other side, the dialogue without pre-invitation should get more potential rejection, since the host did not try to check the availability of the invitee. Correspondingly to the CA theory, the number of dispreferred response in invitation should be 50% higher than the preferred one.



Graph 2 The Appearance of Pre-Invitation

The conversation rule based on CA shows that in order to get success in inviting someone, people should know the availability of the addressee before inviting people. If in case there is a blocking response after the pre-invitation, the speaker may do his / her strategic competence to reach his or her goal in inviting someone. Thus, the accurate

condition of inviting the invitee is the appearance of pre-invitation before having the success of invitation.

The case of rejection or dispreferred response apparently appear because the host had not checked the availability of the invitee. It could be seen from the invitation dialogue taken from CTL for grade VIII page 106. From this dialogue, the invitation in line 4-5 got dispreferred response since the host (Cici) did not try to check the availability of the invitee (Mira). This communication strategy in inviting someone by asking the availability of the invitee in the form of pre-invitation should actually be shared to the students in order to minimise the rejection and to make the conversation goes smoothly and naturally.

- (1) Cici :Hello, Mira. It's Cici.
 (2) Mira :Hi, Ci. How are you?
 (3) Cici :Fine. Thanks. How about you?
 (4) Mira : Very well. Thank you. Ci, I'll have my birthday
 (5) party next weekend. Could you come?
 (6) Cici :Oh, so sorry. My family and I plan to
 (7) visit my uncle in Surabaya.
 (8) Mira : What a pity! But, it's OK.
 (9) Cici : Sorry Mira.

(I/CTL/VIII/106)

Another sample of analysed invitation dialogue is taken from scaffolding BSE Textbook for JHS grade VIII. This conversation shows the pre-invitation given by host, Adi. In this dialogue, Adi tried to check the availability of his friends for weekend agenda, Sanusi then gave go-ahead response in line 2 and in line 6 he showed his preferred response. However, Laila in line 8 shows her dispreferred since she had not been given a chance to respond the pre-invitation in line 1. This sample could be a good sample for the students to learn the natural flow of conversation as explained in CA theory.

- (1) Adi : Have you got any plan for our holiday?
 (2) Sanusi : I have no idea. What about you, Fredy?
 (3) Fredy : I want to feel the fresh air.
 (4) Adi : I have an idea. My uncle lives in Bogor.
 (5) Shall we spend our holiday there?
 (6) Sanusi : I'd love to.
 (7) Fredy : That would be great. What about you, Laila?
 (8) Laila : I'd love to, but my family and I am going to visit our
 (9) grandparents in Banjarmasin.
 (10) Adi : That's okay.

(I/SC/VIII/47)

The last sample of non-natural invitation could be seen from English in Focus book for Grade VIII. This dialogue could be classified as non-natural since this dialogue does not have pre-invitation and the host (Cika), in line 6, directly invited Ramzy to go camping. Without noticing the possibility and availability of the invitee the communication tend to fail.

- (1) Ramzi : Nice day, isn't it?
- (2) Cika : Yes, it is. Nice weather we are having.
- (3) Ramzi : Look! This is fantastic sight!
- (4) Cika : Yes. I agree. I think it's spectacular.
- (5) Ramzi : the weatherman says it will be sunny today.
- (6) Cika : Really? Let's go camping then.
- (7) Ramzi : I'm sorry. I'd love too but I can't.
- (8) I have to finish my geography project.
- (9) Cika : Oh, by the way, how was your vacation?
- (10) Ramzi : We had a great time. But during the trip. We had a flat tire.
- (11) Cika : That's terrible.
- (12) Ramzi : (bleep!) that's my mobile phone. I'm afraid I must go now.
- (13) Have a good day.
- (14) Cika : You too. See you?

(I/EF/VIII/132)

Conclusion

This study had analyzed the textbook dialogues from 8 different BSE textbooks in Junior highschool as conclusion, not all of conversation flow in speaking material in the form of dialogues follows the natural flow of invitation and it appears to contribute to the authenticity and naturalness. Following the flow and giving context could be some possible way to make the dialogue more natural and teacher could make the students aware of the the communication strategy In order to minimize the not-natural condition of conversation that is caused by the missing context, purpose, ideas, psychological distance, it is really suggested to the author to avoid using intuition on providing materials. The presence of book editors that have competence in linguistic, especially Conversation Analysis, could also be considered as an alternative to improve naturalness.

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