



International Conference 2009

TEFLIN 56th



The Association of Teachers of English as A Foreign Language in Indonesia

Certificate of Participation

This is to certify that

LISETYO ARIYANTI, SS, M.PD

Attended

the 56th TEFLIN International Conference on

“Responding to Global Challenges through

Quality English Language Teaching”

December, 8-10 2009

as a

PRESENTER



Prof. Dr. H. Imam Suprayogo
Rector of Maulana Malik Ibrahim
State Islamic University, Malang



Prof. Fuad Abdul Hamied, Ph.D.
President of TEFLIN 2008-2011

International Conference 2009

TEFLIN  **N56th**

December 8-10, 2009

PROGRAM B o o k

RESPONDING TO
GLOBAL CHALLENGES
through QUALITY ENGLISH
LANGUAGE TEACHING



The Association of teachers of English
as A Foreign Language in Indonesia



English Language and Letters Department
Faculty of Humanities and Culture
Maulana Malik Ibrahim State Islamic University, Malang



THE COMMITTEE OF THE 56th TEFLIN INTERNATIONAL CONFERENCE 2009

■ STEERING COMMITTEE

Patron

Prof Dr. H. Imam Suproyogo
(Rector of the State Islamic University of Malang)

Advisors

Setyadi Setyapranata, M.Pd (Advisor, TEFLIN)
Prof. Ali Saukah, M.A., Ph.D (Vice President, TEFLIN)

Chairperson

Prof. Dr. Mudjia Rahardjo, M.Si (Vice Rector I)

Members

Dr. H. Saifullah, M.Hum (Vice Rector II)
Dr. Agus Maimun, M. Pd (Vice Rector III)
Drs. H. Chamzawi, M.Hi. (Dean)
Dr. Wildana Wargadinata, M.Ag (Vice Dean I)
Dra. Isti'adah, MA (Vice Dean II)

■ ORGANIZING COMMITTEE

Chair

Dra. Syafiyah, M.A

Vice Chair

Dra. Siti Masitoh, M.Hum

Secretary I

Galuh Nur Rohmah, M.Pd., M.Ed

Secretary II

Rohmani Nur Indah, M.Pd

Treasurer I

Mamlu'atul Hasanah, M.A

Treasurer I

Iwan Sugiarto, SE

■ SECTIONS

a. Paper and Sessions

Drs. Djoko Soesanto, M.Ed., Ph.D.
Dra. Meinarni Susilowati, M.Ed
Drs. Basri Zein, Ph.D
Dr. Emalia Iragiliati, M.Pd
Drs. Langgeng Budianto, M.Pd
Like Rascova Oktaberlina, M.Ed

c. Ceremony and Entertainment

Dra. Andarwati, MA
Sri Muniroch, SS., M.Hum

d. Secretariat

Moh. In'am Esha, M.Ag
Rina Sari, M.Pd
Ika Faricha Hentihu, S.Pd
Faisol Fatawi, M.Ag
M. Mualif, S.Hum
Agung Wiranata, SS
Robait Usman

e. Proceeding and Report

Samsudin, SS., M.Hum
Helmi Saifudin, M.Ag
Miftahul Huda, SS, M.Pd

e. Public Relation and Fund Raising

Mundi Rahayu, SS., M.Hum
Drs. Sutaman, M.A
Lina Hanifiyah, SS, M.Pd

f. Accomodation and Transportation

Ridwan, M.Hi
A. Heru, M.Si
Zubad Nurul Yakin, M.Pd

g. Documentation and Property

Wahab Rosyidi, M.Ag
Zubairi, S.Ag, M.Hi
Welly Kuswanto, SS

h. Food and Beverages

Faridah, S.Ag
Nanang



TABLE OF CONTENT

- ACKNOWLEDGEMENT ~ 3
- TABLE OF CONTENT ~ 4
- VENUE MAP ~ 5
- TEFLIN IN BRIEF ~ 6
- TEFLIN BOARD 2008-2011 ~ 8
- THE COMMITTEE OF THE 56th TEFLIN ~ 11
- TIME TABLE TEACHER SESSION ~ 24
- TIME TABLE GENERAL SESSION ~ 25
- CONFERENCE PROGRAM TEACHER SESSION ~ 27
- CONFERENCE PROGRAM GENERAL SESSION ~ 31
- SUMMARIES AND BIO DATA OF INVITED SPEAKERS ~ 46
- CONFERENCE GUIDE ~ 58
- PROCEDURAL MATTERS ~ 60
- PRESENTERS of PARALLEL SESSIONS ~ 62
- SUMMARY PARALLEL SESSION ~ 69

2009 TEFLIN INTERNATIONAL CONFERENCE PROGRAM GENERAL SESSION



Day 1: December 8, 2009

Time	Events	Presenters/Topics	Rooms
07.00 – 09.00	On-site / re-registration		Registration Desk
09.00 – 10.00	Opening Ceremony		Dendrobium
10.00 – 10.15	Procedural Matters		Dendrobium
10.15 – 10.45	Plenary Session 1	George Scholz (Regional English Language Office, the US Embassy) Review on "Principles of Language Learning and Teaching by H. Douglas Brown"	Dendrobium
10.45 – 11.45	Plenary Session 2	Ali Saukah (Universitas Negeri Malang) Standardizing English Language Teacher Education in Indonesia	Dendrobium Hall
11.45 – 12.45	Lunch		
12.45 – 13.45	Plenary Session 3	Wuri Sujatmiko (Universitas Katolik Widya Mandala, Surabaya) Writing and Information Communication Technology	Dendrobium
		HIGHLY RECOMMENDED FOR TEACHERS William Grabe, (Northern Arizona University) Ten Good Ideas for Teaching L2 Reading	Amarilis 1
13.45 – 14.45	Plenary Session 4	Chuck Sandy (Chubu University, Japan) Towards Brain Compatible Language Learning and Teaching	Dendrobium
		HIGHLY RECOMMENDED FOR TEACHERS Jayne Moon (ELT Consultant, British Council) Increasing the Impact of Professional Development Programmes: Focus on Teachers and Their Contexts	Amarilis 1
14.45 – 15.15	Coffee Break		
15.15 – 16.15	Plenary Session 5	Sherry Preiss (The New School University, New York) Professional Development: Diving in and Stepping Out	Dendrobium
		HIGHLY RECOMMENDED FOR TEACHERS Bambang Yudi Cahyono, (Universitas Negeri Malang) Options for Professional Development in English Language Teaching	Amarilis 1
16.20 – 17.20	Parallel Session 1		
	Paper Presentation	1. Erna Iftanti (STAIN Tulungagung) EFL Students' Home Reading Activities: A Case Study 2. S. N. Azkiyah, B.P.M. Creemers, M.P.C. van der Werf, S.	Dendrobium

		2. Alistair Welsh (Deakin University, Australia) Intercultural Understanding in the Language Classroom Recursive Hierarchical Recognition Theory	Heliantus
		HIGHLY RECOMMENDED FOR TEACHERS 1. Nafisa Ghanima and Bimo Samasta B. (LBPP LIA Semarang-Candi) Building Students' Lesson Mastery of Course Contents through Learning Journal 2. Andri Defrioka (SMK Negeri 1 Padang) Improving Students' Interaction in Speaking Class through Information Gap Activities. 3. Noerhayati Ika Putri, (Universitas Airlangga, Surabaya) Analyzing Buku Sekolah Elektronik (BSE) for Senior High School in Indonesia according to Conversation Analysis	Anthurium 1
		HIGHLY RECOMMENDED FOR TEACHERS 1. Rizka Safriyani (SMA YPPI 2 Surabaya) Communicative Competence in Second Language Teaching 2. Silfia Asningtyas (SMP Al-Hikmah Surabaya) CALL on Web: Practical Approach on Teaching and Learning in ELT	Anthurium 2
		HIGHLY RECOMMENDED FOR TEACHERS 1. Suwandi, Dr., M.Pd and Wiyaka, Drs., M.Pd, (IKIP PGRI Semarang) Developing Teaching Materials for Junior High School Students Based on School-Based Curriculum (KTSP) 2. Julius C. Martinez, (St. John Catholic School) Linguistic Tolerance and Empowerment in the English Language Classroom	Anthurium 3
19.00 – 21.00	Dinner & Cultural Night		Dendrobium

Day 2: December 9, 2009

Time	Events	Presenters/Topics	Rooms
07.30 – 08.30	Plenary Session 6	Lyle F. Bachman (University of California, Los Angeles) Teaching, Learning, and Assessment: What, Why, and How	Dendrobium
08.30 – 09.30	Plenary Session 7	Margareth A. DuFon (California State University-Chico, California) The Long Term Effects of Cultural Immersion: Implications for the Foreign Language Classroom	Dendrobium
		HIGHLY RECOMMENDED FOR TEACHERS Mudjia Rahardjo (UIN MALIKI Malang) Cultural Sensitivity and Skill as the Fifth Language Skill	Amarilis 1
09.30 – 09.45	Coffee Break		
09.45 – 10.45	Parallel Session 2		
	Author Session	1. Chuck Sandy (Chubu University, Japan) Passages to critical thinking	Dendrobium

		(UNESA) 5. Vidi Arini Yulimar, (Stimik Provisi Semarang) Study of English Communicative Competence of Young Children as Begginers of english	
		1. Santhy Hawanti (University of South Australia) Investigating teacher's knowledge and belief about the teaching of English in Primary School 2. Yuyun Yulia (Universitas Sarjanawiyata Tamansiswa) Difficulties of elementary school students in productive skill	Anthurium 1
		1. Ilham Junaid (Akademi Pariwisata Makasar) Teaching and learning English in museum 2. Lia Agustina (Politeknik Negeri Malang) Implementing authentic materials and technology for teaching ESP to improve students' reading and speaking skills 3. Rina Heriyanti, (STAIN Purwokerto) ESP A Practicum for Prodi Ekonomi Islam Students	Anthurium 2
		1. Jonathan Sarwono (Universitas Kristen Krida Wacana) Correlation between English and web design subjects: A case study of students at faculty of economics, UNIKOM 2. Nunung Nurjati & Wahju Bandjarjani (Universitas PGRI Adi Buana, Surabaya) Empowering Practical English Speaking for Adult Beginners as Tourism Service Operators in Bromo through Joyful Learning (PAIKEM) 3. M. Taufiq Al Makmun, (Universita Sebelas Maret, Salatiga) Planning a Syllabus of English for Tourism Class: Creating Real-life Experiences in the Learning Process	Anthurium 3
		1. Chuzaimah Dahlan Diem (Universitas Sriwijaya) The Influence of School Libraries on Students' Library Visits, Reading Habit, and Reading Comprehension Achievement 2. Diemroh Ihsan (Universitas Sriwijaya) Team Teaching and Learning: A Collaborative Strategy and Creativity in ELTL	Alamanda
11.50 – 12.50	Lunch		
12.50 – 13.50	Parallel Session 4		
	Paper Presentation	1. Ashadi (Universitas Negeri Yogyakarta) Recruitment in Professional Development: Voices from the Stakeholders 2. Siti Hajar (The British Institute Malang) Fostering Communities of Learning: A Way of Leading Teachers' Professional Development 3. A. Dzo'ul Milal, (IAIN Sunan Ampel Surabaya) CELTT: A Practical Course to Develop Teachers' Pedagogic Competence	Dendrobium

		1. Akhyar Rido (STBA Teknokrat) Structural Patterns of Science Lecture Discourse in a University in Malaysia 2. Isriyati Husin & Rita Inderawati (Universitas PGRI, & Universitas Sriwijaya, Palembang) The application of reader response strategy in developing students' appreciation on literary works at English education study program of PGRI University 3. Djoko Sutopo, (Universitas Negeri Semarang) Hedging in the Discourse of State Secrecy Bill	Anthurium 1
		1. Lisetyo Ariyanti (Universitas Negeri Surabaya) The teaching of pragmatics in literary works for English language teaching (ELT) 2. Muhammad Handi Gunawan & Titih R. Safitri (Universitas Pendidikan Indonesia & LBPP LIA Buah Batu, Bandung) Teachers' pragmatics competence in EFL classroom	Anthurium 2
		1. Rismiyanto (Universitas Muria Kudus) Developing language skills and motivation of the students of English education department teacher and education faculty as prospective teachers by performing drama 2. Sri Minda Murni (Universitas Negeri Medan) The use of reading materials accessed from the internet under cooperative learning strategy to improve the quality of teaching and learning drama	Anthurium 3
		1. Donny Karundeng & Lee Wei Jiin (Summit IntelliMetric South Asia) How Teachers Can Utilize Online Program for Teaching & Evaluating Students' Writing Performance? 2. Indah Fajar Wahyuni (Universitas Ahmad Dahlan) <i>Videoing Microteaching Process of EFL Teacher Training Program for Self-Evaluation</i>	Alamanda
13-55 – 14-55		Parallel Session 5	
	Paper Presentation	1. Sunardi & Sri Mulatsih (Universitas Dian Nuswantoro) Improving the lexical density of the students' writing through nominalization 2. Udi Samanhudi (Universitas Negeri Sultan Ageng Tirtayasa, Banten) & Ari Arifin D (Balai Bahasa UPI, Bandung) Interpersonal Meaning Construction in the Oprah Winfrey Talk Show (Extending the Use of Systemic Functional Linguistics Theories in EFL Classes)	Dendrobium
		1. Yuyu Heryatun (STAIN Sultan Maulana Hasanuddin, Banten) How Students Make Meaning from Literary Text 2. Saiful Akmal & Dewi Putriana (IAIN Ar-Raniry Banda Aceh) The language of criticism in Andrea Hirata's novel (An analysis of socio-educational critical discourse analysis in lascar Pelangi)	Amarilis 1

Lisetyo Ariyanti

The Teaching of Pragmatics in Literary Works for English Language Teaching (ELT)

In the teaching of English language, pragmatics has an important role for the students who study English, because having pragmatic ability, people can say things indirectly, as McKay (2005:4) states that 'when speakers have pragmatic ability, they understand the intended meaning of what is said'. For example, the same sentence (e.g., "when are you leaving?") can have different intended meanings (e.g., May I have a ride with you? Or Don't you think it is time for you to go?). In cross-cultural encounters, these indirect meanings may not be understood by the listener and cause misunderstandings.

In describing the complexities involved in designing a pragmatics curriculum for English, it is necessary to think about the feature of English as an International language (EIL) that contribute to the problem of teaching English pragmatics. As Smith in McKay (2005:4) says that the educational goal of learning an International language is to enable learners to communicate their ideas and culture to others. So, L2 English learners have to avoid the misunderstanding in communication. Since English is an international language, it is important for the L2 English learners to understand the pragmatics competence based on three Kachru's Circles in McKay. These Circles are:

1. Inner Circle, where English is the primary language of the country such as in Australia, Canada, the United States, and the United Kingdom.
2. Outer Circle, where English serves as a second language in a multilingual country such as in Singapore, India, and the Philippines.
3. Expanding Circle, where English is widely studied as a foreign language such as in China, Japan, Korea, and Indonesia.

From those problems above about having Pragmatics competence for English as an international language, this paper discusses one solution of how to give understanding about having sociopragmatics and pragmalinguistics competence. That solution is about using literary work as a tool for learning sociopragmatics and pragmalinguistics competence. The example of literary work that is used is an English novel. The students will learn the characters' utterances and find the pragmatics components in the novel which they study. This paper has a purpose to present about how the study of pragmatics component in literary works, in this case a novel, can help the students understand and implement English as an International language. This paper focuses on one of pragmatics components, that is illocutionary acts. By understanding the illocutionary acts in a novel, the students of English will learn how to communicate their ideas and culture in English. It means that the students will be aware about English as an International language anytime, anywhere they use it.

Lisetyo Ariyanti is an English lecturer in Language and Art Faculty, State University of Surabaya. She has done her thesis for postgraduate program with the area of Linguistics especially pragmatics. Recently, she has been doing many researches that deal with linguistic especially pragmatics, stylistic, discourse analysis, in the relation to literary works, and also some of researches of linguistic in relation to English Language

Teaching. The researches are Understanding Stylistic Devices in Literary works for Multicultural Education, Using Think –Pair – Share Method for Teaching Descriptive Writing, Using Movie for Narrative Writing, The Influence of Local Wisdom in Literary Works for English Language Teaching.

Luh Putu Artini

Establishing Rich Learning Environment in School Premises to Improve Students' Potencies to Learn English as A Foreign Language

Indonesian young generation believes that an ability to speak English is an advantage to compete in the labor force in this globalization era (Artini, 2006). However, English learning in schools has not met the actual need for the students to speak real English. Consequently, many of those students do extra efforts outside schools to improve their English proficiency. The extra efforts include taking a private English course, independent learning such as by watching English speaking movies and reading English magazines and newspaper. The problem is, not all of these students live in an environment where English learning resources are available. Students in urban areas usually have an easier access to materials and resources to improve their English, while those students in rural areas have very limited resources. This paper is part of a larger research that describe what strategies a school should design to help every individual student optimize potencies to learn English as a foreign language.

Luh Putu Artini is a teacher at Undiksha, Singaraja, Bali

Luz Saguin Ismail

"Over to you!" – How This Stage Works in a Teacher Training Program

Creating and implementing a teacher training program for primary English language teachers is a great challenge particularly in an EFL environment. It is challenging in the sense that teachers in an EFL setting seem to be less competent in English and students usually have no or very little exposure in English language. These factors have to be carefully considered in designing a useful and an effective teacher training program.

Indeed, the teacher training program must include theories and other pedagogical principles that the classroom teachers need to understand the whole process of language teaching and learning. However, classroom implications of the different theories as well as hands-on techniques are the most significant issues in carrying out the whole training program in order for the teachers to apply effectively what they have learned during the training sessions.