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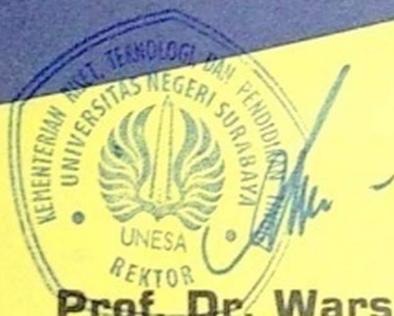
Hujjatul Islamiyah

as

Presenter

in the 1st International Conference on Education, Language, and Literature
(Icon-ELite) organized by Postgraduate Program of
Language and Literature Education State University of Surabaya

Surabaya, 18 July 2018



Prof. Dr. Warsono, M.S.

Rector

State University of Surabaya

Ahmad Munir, Ph.D.

Chair of the Organizing Committee

Icon-ELite UNESA 2018

Proceedings

icon Lite

The 1st
International Conference
on Education, Language,
and Literature

*“Learning Language and Literature
Teaches Us to be More Humane”*

Surabaya, 18 July 2018

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WELCOMING REMARK FROM THE CHAIR OF THE ORGANIZING COMMITTEE

Ahmad Munir, Ph.D

Assalamualaikum Warahmatullahi wabarakatuh.

Good Morning Ladies and Gentlemen, especially our Rector Prof. Warsono, and keynote speakers: Prof. Ali Ghufron, Mr. Christopher Allen Woodrich, Dr. Andrzej Cirocky, Prof. Budi Darma, and Dr. Budinuryanta and our guests and participants.

As the chair of the committee, I am honoured to welcome you to The 1st International Conference on Education, Language and Literature (ICon-ELite).

First of all, let us thank God Almighty who bestows on us to convene here in Postgraduate State University of Surabaya, Ketintang Campus, Surabaya. This conference is organized by 2016/2017 Cohort of the Doctoral program in Language and Literature Education Postgraduate State University of Surabaya. It is part of a subject worth 4 credits which provide practical skills in Seminar in Language and Literature Education, Inspired by Postgraduate Study Program of Language and Literature Education's vision "Excellent in the Innovation of Education, Language and Literature, Strong in the Development of Linguistics and Literature", the International Conference on Education, Language and Literature (ICon-ELite) brings together language education practitioners, linguistics and literature researchers as well as Postgraduate students in the area of language education, linguistics and literature to discuss a theme "**Learning Language and Literature Teaches Us to be More Humane**".

This conference is attended by more than 150 participants who represent four different countries, namely Indonesia, UK, Canada, and Malaysia. We received 163 submissions of manuscripts, which through a quite tough review process, the conference finally accepted 103 abstracts. Therefore, on behalf of the organizing committee, let us extend our greatest appreciation to all of you who have supported us and contributed your manuscripts to our conference, as well as to the panel of reviewers who have helped us in the selection process.

Ladies and Gentlemen, let me announce that this conference will present four famous keynote speakers. The first one is the honourable Prof. Dr. Ali Ghufron, Director General of Research, Technology, and Higher Education Resources, Ministry of RISTEK DIKTI the Republic of Indonesia, and the second one is Mr. Christopher Allen Woodrich from Indonesia Forum Canada, the third Dr. Andrej Cirocky, visiting professor here at Unesa from York University UK, fourth honourable Emeritus Prof. Budi Darma and last, Dr. Budinuryanta, Head of Doctoral program in Language and Literature Education Postgraduate State University of Surabaya.

Ladies and Gentlemen,

This conference would not be possible if there were no encouragement and support with its various forms from many parties. Therefore, let us acknowledge; first, the Ministry of Research, Technology, and Higher Education for the supports that our Director General of Research, Technology, and Higher Education Resources could give keynote speech this morning; second, the Rector of Unesa, for his endless commitment and financial support for this conference. I would like to officially request Our Rector Prof. Warsono to officially open this conference.

The third gratitude goes to The Director of Postgraduate program for encouragement to the organizing committee so that we can make this event a reality; fourth, the lecturers of Doctoral program in Language and Literature Education Postgraduate State University of Surabaya; and last,

our postgraduate students who have kindly been willing to assist as our liaison officers and all the organizing committee members for the hard work and never-ending cooperation to make this event come true.

Finally, in the name of the organizing committee, we thank you for participating in our conference.

Have a nice and fruitful conference. God bless you.

WassalamualaikumwarahmatullahiWabarakaatuh

FOREWORD FROM DIRECTOR OF PASCASARJANA UNESA

Prof. Dr. Ismet Basuki, M. Pd.

Assalamualaikum warakhmatullahi wabarokatuh (peace be upon you).

Hopefully we are in good health and under protection of God Allah SWT, amen.

Our honourable keynote speakers:

1. Prof. dr. Ali Guron Mukti, M. Sc, Ph.D, Director General of Research, Technology, and Higher Education Resources, Ministry of Research, Technology, and Higher Education, good morning.
2. Emeritus Prof. Budi Darma, Ph.D., Lecturer of Doctoral Program of Language and Literature Education, the State University of Surabaya, selamat datang.
3. Prof. Andrzej Ciroki, Ph.D, York University, United Kingdom; selamat datang.
4. Dr. Budinuryanta, M.Pd, Head of Doctoral Program of Language and Literature Education, selamat datang.
5. Christopher Allen Woodrich, International Indonesia Forum Canada, selamat datang.

Vice directors, head of study programs, participants, and the Icon Elite committee.

We apologize for the inconvenience, because at the moment our Rector is still at other activities so he cannot meet us for this time.

On behalf of Postgraduate School of the State University of Surabaya, I am really grateful to have this opportunity to extend our warmest welcome to all distinguished guests, plenary speakers, presenters, and participants to the opening of the International Conference on Language, Literature and Education (Icon Elite) organized by Postgraduate School of State University of Surabaya, specially students of Doctoral program of Language and literature Education.

Distinguished Guests, Ladies, and Gentlement.

For your information Postgraduate School, State University of Surabaya, consists of sixteen master programs and seven Doctoral programs. Sixteen master programs include: (1) Mathematics Education, (2) Sport Education, (3) Science Education, (4) Language and Literature Education, (5) Management of Education, (6) Basic Education, (7) Arts and Culture Education, (8) Social Science Education, (9) Vocational and Technology Education, (10) Technology of education, (11) Special Education, (12) Economics Education, (13) Non Formal Education, (14) Management, (15) Geography Education, and (16) Guidance and Counseling. The seven Doctoral programs are: (1) Mathematics Education, (2) Sport Science, (3) Languages and Literature Education, (4) Science Education, (5) Technology of Education, (6) Management of Education, and (7) Vocational Education.

In order to achieve Unesa's motto of growing with character and Idaman Jelita (faith, intelligent, independent, honest, caring, and tough) as well as the vision of language and literature education, which is Excellent in the Educational Innovation of Language and Strong in Literature, the Doctoral Program of Language and Literature increase student competence includes personality, social, pedagogic, and professional competences.

According to government regulation number 74/2008 about teacher, the core of personality competence is that teachers should be role models; and of the social competence is being able to communicate both orally and in written. Meanwhile, pedagogic competence includes having

understanding of the characteristics of student, learning theories, learning models, curriculum, evaluation, and improvement of students' potential optimally.

In addition, Unesa postgraduate students are also trained to be able to write theses with five standards including writing styles, methodology, substance, transdisciplinary, and free plagiarism; and can publish articles in nationally accredited journals or international indexed journals.

At this precious opportunity I would like to express my gratitude to our speakers: (1) Prof. dr. Ali Guron Mukti, Ph. D, who will discuss the language and literature to establish and guarantee the quality of Science Resources, (2) Prof. Dr. Budi Darma about the potential of literature as humanise human, (3) Prof. Andrzej Ciroki, Ph.D, on ethnographic research on language and humanistic literature learning, (4) Dr. Budinuryanta on Language as the True Human Character, (5) Christopher Allen Woodrich on the formation of human character through literature.

Distiguated Guests, Ladies, and Gentlemen.

Finally, I wish you a productive, successful discussion during the conference. I also wish you all pleasant time to enjoy and have a wonderful conference as well as to experience wonderful stay in Surabaya. Please leave here any unpleasent experience you enconter during the conference, and bring all good memories back home.

By saying Bismillahirokhmanirokhim, I declare the International Conference on Language, Literature and Education (Icon Elite) to be open.

Thank you very much for your kind attention.

Wassalamualaikum warakhmatullahi wabarokatuh,

FOREWORD FROM RECTOR OF STATE UNIVERSITY OF SURABAYA

Prof. Dr. Warsono, M.S

Assalamu'alaikum warahmatullahi wabarakaatuh...

Praise be to Allah, the Almighty and the Cherisher

Welcome to Icon ELITE Conference 2018 which is hosted by Graduate School of Universitas Negeri Surabaya

The honorable keynote speakers:

1. Prof. dr. Ali Ghufon Mukti, M.Sc, Ph.D, the Director General of Manpower, Science and Technology of the Ministry of Research and Higher Education
2. Prof. Budi Darma, M.A, Ph.D, the Professor of Literature of Universitas Negeri Surabaya
3. Prof. Rahimah A. Hamid, M.A, Ph.D, from University Sains Malaysia
4. Andrzej Cirocki, Ph.D, from York University, UK
5. Dr. Budinuryanta Yohanes, M.Pd, from Universitas Negeri Surabaya
6. Assoc. Prof. Greg Kessler, M.A, Ph.D, from Ohio University, USA
7. Christopher Allen Woodrich, from International of Indonesian Forum, Canada

On behalf of the Rector of Universitas Negeri Surabaya, I should say thank you very much for your participation and appreciation for this conference. This conference is a part of the subjects in Language and Literature Education Study Program, in which the students are assigned to organize, to manage, and to promote their academic research to the public, so that they could share and disseminate their research. This academic event should be developed in the future to enhance the students' entrepreneurship skill.

I would like to extend special thanks to Prof. dr. Ali Ghufon Mukti, M.Sc, Ph.D for his valuable contribution to this event. Welcome to Surabaya. Your presence here is an appreciation for Unesa. I hope that your valuable suggestion will strongly motivate Unesa's students to be more critical and productive in the future. Hence, the bond between Unesa and the Ministry of Research and Higher Education will be fostered through more and more academic events.

I also would like to express my sincere gratitude to all of the foreign keynote speakers for their valuable time and visit to Unesa. We are really honored to have you here in Unesa. I hope that you will enjoy your stay in Surabaya. Thanks also go to Prof. Budi Darma dan Dr. Budinuryanta Yohanes for your constant guidance to Unesa's students.

Ladies and gentlemen,

This conference which discloses the theme "Learning Language and Literature Teaches Us to be More Human" is an interesting thing. Learning Language is of course needed in globalization era since we have to compete with other developed countries. In learning language, simultaneously we also learn how to understand the cultural values and wisdoms of the society in which the language is used. Therefore, in learning language we are also encouraged to learn and understand literature. It is because literature is the representation of the society's life and philosophy. This is probably what has been going to be underlined by this conference. It is of course related to the name of the study program: Language and Literature Education Study Program. I also would like to congratulate the study program that during the accreditation by Badan Akreditasi Nasional, it has been appreciated with A score. However, in the future, we still need to do a lot of things to develop our study program to be more academic, competitive, and potential.

Dearest keynote speakers, dear guest, and ladies and gentlemen,

Last but not least, on behalf of the Rector of Universitas Negeri Surabaya, I should say congratulation for the committee, the keynote speakers, the invited guests, the students, all of the participants of this conference. Hopefully, this conference will bring a great success and it can be a platform for the Language and Literature Education Study Program to develop its strengts and achievements for the betterment of education in Indonesia and beyond.

Therefore, on behalf of the Rector of Universitas Negeri Surabaya, this conference is officially open.

Wassalamu'alaikum warahmatullahi wabarakaatuh

TABLE OF CONTENT

<i>Welcoming Remark From The Chair Of The Organizing Committee</i>	<i>i</i>
Ahmad Munir, Ph.D	
<i>Foreword From Director Of Pascasarjana Unesa</i>	<i>iii</i>
Prof. Dr. Ismet Basuki, M. Pd.	
<i>Foreword From Rector Of State University Of Surabaya</i>	<i>v</i>
Prof. Dr. Warsono, M.S	
PLENARY SESSION	
<i>Literature: Human Reality</i>	<i>1</i>
Budi Darma	
<i>Building Character Through The Act Of Adaptation: The Cases of Reading Rainbow And Wishbone</i>	<i>15</i>
Christopher A. Woodrich	
PARALLEL SESSION	
<i>Teachers' Perceptions Towards Metacognitive Strategy Use in Efl Class</i>	<i>22</i>
Hujjatul Islamiyah, Aswandi, Ahmad Munir	
<i>Character Education Values In Folklores Of Ponorogo And Their Relevance In Teaching Literature</i>	<i>27</i>
Edy Suprayitno, Syamsudin Rois, Bambang Harmanto, Nurul Iman	
<i>The Implementation Of Reciprocal Teaching As a Means of Reading Strategy in a Senior High School</i>	<i>38</i>
Fery Seftiawan, Susanto, Aswandi	
<i>The Acceptance of Multiple Inteligence Learning Model Based on Student's Participation in Scientific Writing</i>	<i>44</i>
Khabib Sholeh, Sriyono	
<i>Indonesian Literature As National Character Builders</i>	<i>53</i>
Krisna Aji Kusuma, Herman J. Waluyo, Nugraheni Eko Wardani	
<i>"Los": Sebuah Kajian Linguistik Kognitif</i>	<i>61</i>
Febriansyah Ignas Pradana	
<i>Nilai Estetis Humor Ludruk: Perspektif Dewitt Parker</i>	<i>72</i>
Moses Glorino Rumambo Pandin	
<i>Euphemism In Donald Trump's Inauguration Speech Seen From Pragmatic Study</i>	<i>83</i>
Trisnayanti, Slamet Setiawan, Budinuryanta Yohanes	

<i>Traditional Javanese Idioms As the Representatives of the Society's Character</i>	89
Kasnadi, Sutejo	
<i>The Influence of Linguistic Intelligence on the Ability to Write Biographical Text of X-Class Students in Sma Negeri 1 Cisaat</i>	97
Alan Novendra Junaedi, Yunus Abidin	
<i>Cultivating Efl Students' Character Building through Analyzing Drama Script</i>	105
Ani Sukma Sari	
<i>The Roles of Critical Thinking in the Student's Academic Writing Process</i>	110
Anam Fadlillah, Oikurema Purwati, Slamet Setiawan	
<i>Analisis Delesi Dalam Subtitle Film American Pie 1-7</i>	119
Atina Afwah, Mangatur Rudolf Nababan, Djatmika	
<i>Analisis Respon Terhadap Tindak Tutur Komisif Pada Novel Dark Matter Karya Blake Crouch</i>	127
Dewi Santika, M.R Nababan, Djatmika	
<i>Function and Role of Sintaksis in Manduro Society Speech Publication as Effort to Maintan Local Language in Manduro Village</i>	135
Diana Mayasari, Nanda Rizki Ardhana	
<i>Teachers' Strategies to Improve Accuracy and Fluency in Speaking</i>	144
Fikriya Fahmi Roosdianna, Ahmad Munir, Syafiul Anam	
<i>Pemetaan Bahasa Walikan Masyarakat Malangdi Kota Malang</i>	149
Fitria Nur Hidayah	
<i>Lesson from Animal: Comparative Studies on Human-Animal Interaction in Folktales of Bali Aga and Ainu Japan</i>	159
Ida Ayu Laksmi Sari, I Nyoman Darma Putra, I Nyoman Weda Kusuma, I Wayan Suardiana	
<i>Kahoot As The Alternative Media In Teaching Reading</i>	167
Ima Chusnul Chotimah, Muhammad Farhan Rafi	
<i>Esensi Kelayakan Isi Buku Teks Bahasa Indonesia Ditinjau Dari Implikasi Pendekatan Saintifik Pada Kurikulum 2013 Revisi</i>	175
Indah Sari, Fatehatun Nikmah, Titi Indah Rahayu	
<i>The Implementation of Authentic Assessment in English Speaking Skill at A Senior High School</i>	186
Istianatul Khusniyah, Susanto, Oikurema P.	
<i>Reader's Theater in the Speaking Class</i>	193
Muhammad Farhan Rafi	
<i>The Value of Character Education in Gurindam Dua Belas By Raja Ali Haji</i>	200
Muhammad Zulfadhli, Sumiyadi, Andoyo Sastromiharjo	
<i>The Portrayal of Remedial Teaching Process</i>	209

Niken Larasati, Oikurema Purwati, Ahmad Munir	
<i>The Practicalities of Learning Device Based Inquiry in The Course of Planning the Indonesia Teaching</i>	215
Rahayu Fitri, Rina Sartika	
<i>Turn Taking Strategies By Efl Learners in an English Conversation Class</i>	221
Rohmatul Fitriyah Dewi, Suharsono, Ahmad Munir	
<i>Penerapan Model Project-Based Learning Dalam Pembelajaran Menulis Puisi Berbasis Konteks</i>	227
Roky Yogi Gumilar, Dadang Anshori, Sumiyadi	
<i>Building Positive Attitudes of English Students department through Extensive Reading</i>	237
Siti Maria Ulfa	
<i>The Practicalities of Learning Device in the Syntax Based Problem Based Learning (Pbl)</i>	243
Trisna Helda, Diyan Permata Yanda	
<i>Problematika Pembelajaran Bahasa Indonesia Pada Kelas Inklusif Di Kabupaten Jombang</i>	251
Yulianah Prihatin, Indah Mei Diastuti	
<i>The Effect of Extensive Listening with “Ted Ed Video” to Promote Students’ Proficiency in Listening</i>	261
Yulis Setyowati, Deny Kuswahono	
<i>Reading Han Kang’s Human Acts: The Process of Remembering and Forgetting the Memory of the Past South Korea</i>	265
Erika Citra Sari Hartanto	
<i>Suitability of ESP Teaching And Learning for Indonesian Efl Learners: Current Issues and Future Prospect</i>	271
Miftah Nur Jannah, Oikurema Purwati, Suharsono	
<i>Investigating Students’ Identity Status through Short Memoirs</i>	281
Zuhyati A. Tlonaen, Budi Darma, Ali Mustofa	
<i>Development Ofinteractive Learning Multimedia Computer Based Instruction Use ispring Presenter Formaterial Of Accounting Service Company</i>	287
Hamim Tohari, Mustaji, Bachtiar S Bachri	
<i>Pengaruh Pendidikan Karakter Berbasis Leasson Study Terhadap Keterampilan Menulis</i>	294
Iqbal Moh Shahid, Andoyo Sastromiharjo, Dadang S. Anshori	
<i>Senior High School Teachers’ Improvisation Based on Their English Lesson Plans</i>	303
Lilik Tri Mulyani, Lies Amin Lestari, Ahmad Munir	

<i>Sosiologi Novel Religi Novel Mini Habiburrahman El-Shirazy (Pudarnya Pesona Cleopatra Dan Setetes Embun Niyala) Dan Asmarah Di Atas Haram Karya Zulkifli L. Muchdi</i>	310
Friska Zumrotun Muzayyanah	
<i>Investigating EFL Teachers' Awareness to Promote Vocabulary Learning Opportunities</i>	321
Kuni Hikmah Hidayati, Susanto, Aswandi	
<i>The Implementation of Grammatical Corrective Feedback on Junior High School Students' Writing</i>	327
Diana Ika Firdhaus, Susanto, Slamet Setiawan	
<i>Exploring EFL Primary School Teacher in Integrating Multiple Intelligences to the Classroom</i>	332
Dias Tiara Putri Utomo, Aswandi, Slamet Setiawan	
<i>Critical Thinking in Writing: What Do Teachers Actually Teach?</i>	341
Fahmy Imaniar, Lies Amin Lestari, Ahmad Munir	
<i>Implementation of Problem Based Learning Model Oriented Multicultural Education on Learning Indonesian Language and Literature in SmK</i>	348
Ira Rachmayanti Sukanda, Isah Cahyani, Yunus Abidin	
<i>The Integration of Learning Japanese Writing and Character Education of Students at Japan Language Department of Language and Art Faculty of Manado State University</i>	357
Jourike Jeane Runtuwarouw	
<i>Investigating the Quasi Solidarity in a Hybrid Political Discourse through Off Record Politeness Strategy: A Case in President Obama's Speech tt The University Of Indonesia</i>	366
Muh. Fajar, Fabiola Kurnia, Suharsono	
<i>Transformation of Babad Sumedang By R.A.A Martanagara into Novel Harisbaya Bersuami Dua Raja by E. Rokajat Asura</i>	373
Ratna Dewi, Sumiyadi, Nuny Sulistiany Idris	
<i>Manuskrip Kebudayaan Lisan Kabupaten Wonogiri</i>	383
Riyadi Widhiyanto, Tiara Dwi Syania, Arsifi Amanah, Asep Purwo Yudi Utomo	
<i>Citra Perempuan Dalam Tanakh Dan Sajak-Sajak Rendra (Sebuah Studi Intertekstualitas Menurut Gerald Genette Dan Michael Riffaterre)</i>	392
Wadji, Budi Darma, Setya Yuwana	
<i>Womens' Identity Expression in Indonesia Contemporary Novels</i>	403
Zakiyatul Mufidah	

<i>Perwujudan Etika Interaksi Sosial Dalam Puisi-Puisi Iman Budhi Santosa: Pendekatan Psikofilosofi Berdasarkan Perspektif Ki Ageng Suryomentaram</i>	410
Dian Lufia Rahmawati	
<i>Content, Language, and Implementation on the English Textbook Based on the 2013 Curriculum for Junior High School</i>	422
Muhammad Roda'i, Oikurema Purwati, Slamet Setiawan	
<i>Biopoetics in Poetry of the Winner Contest Making a Biology Poetry Faculty of Science and General Agricultural Institute of Bogor (IPB) in 2012</i>	434
Nensy Megawati Simanjuntak	
<i>Campur Kode Bahasa Batak Toba Dalam Interaksi Kelas Di Smk Multi Karya Medan</i>	442
Ruth Remilani Simatupang, Muhammad Rohmadi, Kundharu Saddhono	
<i>Ideology Representation of 'Us' and 'Them' through Material Processes of Transitivity in Yudhoyono's Presidential Speech Texts</i>	449
Rosyida Ekawati, Fabiola D. Kurnia	
<i>Pengembangan Instrumen Penilaian Berpikir Tingkat Tinggi Pada Mata Pelajaran Bahasa Indonesia, Semester I, Kelas Xi</i>	457
Maria Yuneri Elviyanti	
<i>Spatial Symbolic Meaning of Jazz and Perfume Representation in Novel Jazz, Perfume, and Incident by Seno Gumira Adjidarma</i>	467
Arumtyas Puspitaning Padmasari	
<i>The Use of Student Learning Module (Student Team Achievement Divisions) in Learning Writing Curriculum Text 2013</i>	474
Indriani Nisja, Lira Hayu Afdetis Mana, Titiek Fujita Yusandra	
<i>Improving English through Internet</i>	483
Nur Fauzia	
<i>Building EFL Learners' Confidence And Creativity In Speaking Through The English Class Performance (ECP) Program</i>	491
Willy Anugrah Gumilang	
<i>Membangkitkan Rasa Nasionalisme Melalui Pembelajaran Apresiasi Puisi Dengan Strategi Semangka Cin!</i>	497
Cholis Mawanti	
<i>Clash of Fundamentalism and Secularism in Orhan Pamuk's Snow and Anthony Trollope's The Way We Live Now</i>	506
Supriyatno, Budi Darma, Fabiola D Kurnia	
<i>Ekspresi Etnik Dalam Kapata Masyarakat Alifuru Di Maluku Tengah (Kajian Etnopuitika)</i>	518
Lisse Pattipeiluhu, Setya Yuwana Sudikan, Muhsyanur	

<i>Custom Hegemony in Kenanga and Tempurung Novel Written By Oka Rusmini: Thinking and Expression Study of The Author</i>	525
Eko Hardianto	
<i>Authorial Presence In Indonesian Doctorate Students' Dissertations</i>	542
Yunik Susanti, Fabiola D Kurnia, Suharsono	
<i>Nilai Budaya Etnik Dayak Ngaju Dalam Lagu Yang Dinyanyikan Lan Tejul Di Kabupaten Katingan Provinsi Kalimantan Tengah</i>	554
Diplan	
<i>Signifying The Signs In The Wedding Solemnization Of Prince Harry And Meghan Markle</i>	566
Pininta Veronika Silalahi	
<i>Media Pembelajaran Berbasis Blended Learning Pada Apresiasi Sastra</i>	572
Eko Cahyo Prawoto, Pana Pramulia	
<i>Dramatic Irony In Two Plays, George Bernard Shaw's Comedy, Pygmalion And Samuel Beckett's Tragicomedy, Waiting For Godot</i>	579
Siti Hanifa	
<i>Modifying Sholawat Songs For Teaching Irregular Verbs</i>	586
Maisarah	

01

TEACHERS' PERCEPTIONS TOWARDS METACOGNITIVE STRATEGY USE IN EFL CLASS

Hujjatul Islamiyah*

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Abstract

Due to the students' need for self-development and self-improvement in learning English to survive in today's era, giving an appropriate guidance has become a major concern for English teachers. Meta-cognitive strategies, one teaching and learning strategies, offer three stages namely planning, monitoring and evaluating which help the teachers to cover the students' activities during the teaching and learning process. This study investigated the teachers' perceptions towards the use of meta-cognitive strategies during the teaching and learning English. A qualitative research design was applied, 10 English teachers were chosen based on their capability in English. The data were collected by doing a semi-structured interview. And the results showed that most of the teachers give positive attitudes towards this strategy. They see it as a good strategy to gain the students' confidence, motivation and interest in the process of learning English which leads them to better academic performances.

Keywords: Meta-cognitive strategy, EFL class, Teachers' perceptions

Abstrak

Karena kebutuhan siswa untuk pengembangan diri dan pengembangan diri dalam belajar bahasa Inggris untuk bertahan hidup di era saat ini, memberikan panduan yang tepat telah menjadi perhatian utama bagi para guru bahasa Inggris. Strategi meta-kognitif adalah satu strategi pengajaran dan pembelajaran yang menawarkan tiga tahap yaitu perencanaan, pemantauan dan pengevaluasian untuk membantu para guru dalam mengawasisemua kegiatan siswa selama proses belajar mengajar. Penelitian ini menyelidiki persepsi guru terhadap penggunaan strategi meta-kognitif selama pengajaran dan pembelajaran bahasa Inggris. Sebuah desain penelitian kualitatif diterapkan dan 10 guru bahasa Inggris dipilih berdasarkan kemampuan mereka dalam bahasa Inggris sebagai subjek penelitian. Data dikumpulkan dengan cara melakukan wawancara semi-terstruktur. Dan hasilnya menunjukkan bahwa sebagian besar guru memberikan sikap positif terhadap strategi ini. Mereka melihat strategi ini sebagai strategi yang baik untuk meningkatkan rasa kepercayaan diri siswa, motivasi dan minat dalam proses belajar bahasa Inggris yang nantinya akan memberikan dampak yang lebih baik dalam kinerja akademik mereka.

Kata kunci: Strategi meta-kognitif, Kelas bahasa Inggris, Persepsi Guru

A. INTRODUCTION

Teaching and learning strategies are well-planned actions employed by the teachers to facilitate and create an effective learning process and enjoyable atmosphere in the classroom (Oxford, 1990). English which is taught in Indonesia from kindergarten level up to university level as a compulsory subject

needs a lot of attention from the English teachers. Learning a new language means learning a new structure, vocabulary, pronunciation and attitude. Students who rarely get in touch with the language will face many difficulties during the learning process. Therefore, the learning strategy that will be implemented by the teacher should consider

the students' situations. Yang (1990) mentioned that the students' situations are when they enable to actively involved during the learning process and when they enable to be a responsible person in managing their own learning process.

Teaching and learning strategies that commonly used by the teachers during teaching and learning process sometimes cannot help the students to explore and increase their capabilities in English such as teacher-centered (Hayati, 2010). Meta-cognitive strategies, introduced by John Flavell in 1976, may use to ease the students in managing their learning process and gaining their awareness towards the process (Rahimi & Katal, 2012; Rahimirad & Shams, 2014; Wenden, 1999). An examination of the implementation of meta-cognitive strategies during English learning process may give a pinch of information as a theoretical reference for further researchers and teachers who want to help their learners in gaining awareness of their own capabilities. Thus, this study attempts to find out and explore the teachers' perceptions towards the use of meta-cognitive strategies in teaching and learning process in EFL class.

B. METHOD

This study applied a qualitative research design to investigate a phenomenon that teachers perceived during the process of teaching and learning English as a foreign language. The participants of this study consisted of 10 English teachers of Senior high school in East Java. They have been teaching English for 4 – 5 years. They were chosen due to their levels of English proficiency, which is intermediate to advanced level (TOEFL ITP scores ranging from 500 to 550). There were six (6) female English teachers and four (4) male English teachers. They were teaching in different Senior High School, public and private schools. A semi-structured interview

was used to obtain the data. The interview was conducted individually via email, social media such as facebook and whatsapp. The interviews were transcribed and translated purposely to answer the research question.

C. RESULTS AND DISCUSSION

The findings of this single study were obtained from semi-structured interview between the researcher and the ten (10) English teachers. The theory of meta-cognition strategies were implemented in EFL class based on three parts (planning, monitoring and reviewing). The analysis of data generated into twopoints namely the implementation of meta-cognitive strategy use in EFL class, the relationship between meta-cognitive strategy use and students performance which are discussed as follows.

1. *The implementation of meta-cognitive strategy use in EFL class*

Meta-cognitive strategies which are implemented in EFL class have different factors in each skill. In listening skill, for example, there are five factors namely planning and evaluation, problem-solving, person knowledge, directed attention and person knowledge (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). Even though each skill presents different factors yet these factors play the same role that involve planning, monitoring and evaluating. Some teachers as the interviewee mentioned that helping the students to develop their thoughts about the material can ease them to guess the learning material. The interviewees reported:

"... As I gave the pictures that relate to the example of recount text in the beginning of introducing the text, the students started to get interest. I think those pictures would be useful for the students as part of constructing their background knowledge."
[Informant three]

"...before the listening comprehension class started, I lead them by asking some

questions about the story we would hear later. The questions I prepared surely help them to understand the story.” [Informant four]

Using the students’ prior knowledge to comprehend and obtain information from the spoken and written text provided by the teachers is no doubt important. Channa, Nordin, Simming, & Buriro (2017) added that students’ prior knowledge not only reduce the students’ stress and pressure during the learning process but also increase their learning attention. Some of the informants reported that students who cannot recollect their memory, personal information related to the learning material faced difficulties. As noted by the informants:

“...I assisted my students in reading comprehension practice. Most of them were able to confidently participate in learning activities. Those students already had prior knowledge related to the text they supposed to read.” [Informant five]

“...my students who did not use their prior knowledge to understand the passage, trying their best to guess the meaning of certain word and use it to comprehend.” [Informant nine]

From the statements above, it could be clearly seen that the students who can catch up their friends by using a similar way, could be able to find another way to solve their learning problem. It is often to be found that students are taught about what to think but not how to think (Kolarić, 2017). Teachers’ interventions during the teaching and learning process can help them to develop their own meta-cognitive knowledge.

2. The relationship between meta-cognitive strategy use and students performance

The students’ successfulness in learning English as a foreign language can be achieved by employing meta-cognitive strategies in teaching and learning process. The amount of students with high capability in English were more dazzling in learning performance due to the use of this strategy unlike the low

one (Ratebi, 2013; Zhang & Seepho, 2013). The interviewee reported:

“... Students with low proficiency of English applied the strategy less than those high proficiency students.” [Informant ten]

Majority of the teachers had a same argument that meta-cognitive strategies can lead their students to a better performance. It is also proven by Shad & Abbasian (2015) in his journal. He stated that there is a relationship between meta-cognitive strategy use and students’ performance.

Cohen (2003) said that a learning strategy should involve the students to make them aware with their own strengths and weaknesses in language learning, to guide them in choosing the appropriate way of learning the target language, to develop their skills in solving the problems appeared during the learning process, to enable them to make decisions in approaching the language tasks and to be able to monitor and evaluate their own performances. These requirements could be found in the implementation of meta-cognitive strategies by the English teachers which absolutely help the students to get better performances. One of the informants mentioned that

“my students in speaking class, most of them after watching their own performances in the video taken by their friends and finding their mistakes started to correct it by themselves and ask their friends to evaluate their performances.” [Informant one]

The statement made by the teacher above confirmed the relationship between meta-cognitive strategy use and students’ performance. The teacher said that the students in her speaking class started to make fewer mistakes during the speaking performance. In line with that, the Shad & Abbasian (2015) argued that the use of meta-cognitive strategy make the good language learners more eager to communicate.

The important of meta-cognitive strategy use in pedagogical issue should become a great consideration in order to help the students to be more confident in taking initiative in learning (Kolarić, 2017). Students who are actively involved in the learning process know their own strengths and weaknesses which enable them to be an autonomous learner. The interviewee reported:

“Even though this strategy would make the students become more autonomous, it didn’t mean they learned the materials by themselves. They did it collaboratively between them. They found the solution together. Looking for the solutions together created a good atmosphere during the learning process. This process gained their confidence, motivation and interest.” [Informant one]

D. CONCLUSION

Based on the purpose of this study, it can be concluded that most of the teachers give positive attitudes towards the meta-cognitive strategy use in teaching and learning process in EFL class. They argue that meta-cognitive strategies can help the teachers to gain students’ confidence, motivation and interest during the process which will lead them to get better academic performances. Thus, it needs to be implemented to assist the students during the process of learning English.

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