



PROGRAM BOOK

*English Language Curriculum Development:
Implications for Innovations in Language Policy and Planning,
Pedagogical Practices, and Teacher Professional Development*

reading
vocabulary
language
writing
learning
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reading
English
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learning
writing
The **61st** TEFLIN
International
Conference
2014



ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY

Solo, 7 - 9 October 2014

CONFERENCE SCHEDULE

DAY/TIME	AGENDA		ROOMS
Monday, 6 October 2014	DAY -1		
13.00 – 17.00	Re-registration and collection of conference materials by overseas/local speakers and participants		Ballroom Canopy
Tuesday, 7 October 2014	DAY 1		
07.00 – 08.40	Re-registration, collection of conference materials by overseas/local speakers and participants, and morning tea		Ballroom Canopy
08.45 – 08.55	All guests and participants are kindly requested to be seated for the Opening Ceremony of the Conference in the conference hall		Ballroom
09.00 –10.20	Opening Ceremony		
	The National Anthem of the Republic of Indonesia		
	Opening Address by Chair, The Organizing Committee: Prof. Dr. Joko Nurkamto, M. Pd.		
	Welcome Address by TEFLIN President: Prof. Fuad Abdul Hamied, Ph.D.		
	Speech and Official Opening by Rector of Sebelas Maret University (UNS): Prof. Dr. Ravik Karsidi, M.S.		Ballroom
	Book Launch: Recent Issues in English Language Education		
	Traditional Dance Performance		
10.30 – 11.15	Keynote Speech		
	Curriculum Change: What does It Mean to Indonesian TEFL? (Fuad Abdul Hamied)		
11.25 – 12.25	Plenary Speech 1		
	PL-1 John Macalister	Challenges in Language Teacher Education	Ballroom
	Chair: Suwarsih Madya		
	PL-2 Setiono Sugiharto	The Politics of English Language Classroom Redux: Creating Spaces for Unplanned Language-in-Education Planning	Room K (Grand Rukmi)
	Chair: Chairil Anwar Korompot		
	PL-3 Hafilia R. Ismanto & Itje Chodidjah	To Win the War: Strategy or Weapon?	Room J (Pipas)
	Chair: Bambang Yudi Cahyono		
12.30 – 13.30	Lunch Break 1		
13.35 – 17.00	TEFLIN Board Meeting		Room G (Sasono Jolonidhi)
13.35 – 14.35	Postgraduate Colloquium 1		
LPP03	Alma Prisilya	Which one is better: KTSP (School-based Curriculum) or 2013 English Curriculum?	
LPP24	Riani Inkiriwang Winter; Laksmi Mayesti Wijayanti; Sandra Sembel; Alfred Inkiriwang	Media Literacy: A Silent Concept for English Language Curricula Planning	Room A (Ballroom 1) Chair: Itje Khodijah
MED08	Eka Herdiana Susanto	The Comparison between EFL Textbook Evaluations in 2013 Curriculum and KTSP Curriculum	
13.35 – 14.35	Special Teacher Session 1		
TEC01	Abdul Hanip; Lailatus Sa'adah	The Effectiveness of Teaching Reading Comprehension Recount Text by Using Facebook	
LCM26	Saffa Inayati; Nur Arifah Drajadi	The Poster Presentation: An Exercise for High School Students in Emerging Creativity, Leadership and Teamwork in English and Arts Class	Room B (Ballroom 2)
Workshop 1			
LPP25	Sadie Maddocks	Enhancing Language Learning through Multiculturalism	Room C (Ballroom 3)
Workshop 2			
TPD20	Haryanto Atmowardoyo	Using Grounded Theory Procedure in TEFL Research Studies	Room K (Grand Rukmi 1)

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MED49	Thathit Manon Andini	Grammatical Problems Encountered by Students in Translating English into Indonesian and Indonesian into English	Room K (Grand Rukmi 1)
TPD32	Mister Gidion Maru	Experimenting Jeremiadic Approach as an Alternative for TEFL in Meeting the Demand of the 2013 Curriculum	
MED37	Perwi Darmajanti	Adjusting Language Teaching in Polytechnic to Requirements of Industry	
DTM116	Sajidin	Incorporating Characters into English Language Teaching: A Lesson Planning	
NAN35	Y.E.Budiyana	Need Analysis of ESP Textbooks for the Undergraduate Nursing Students: The Nurse Educators' Perceptions	Room L (Grand Rukmi 2)
TEC10	Dwi Astuti Wahyu Nurhayati	Redesigning Instructional Media in Teaching English of Elementary Schools' Students: Developing Minimum Curriculum	
SYL10	Intan Pradita	Redesigning the Course of Morphosyntax for English Language Education Students	
TPD07	Dwi Harjanti	Translation Accuracy, Acceptability, and Readability of Harry Potter Novel Series into Indonesian (Appropriate Example for Teaching Translation Subject)	Room M (Arcade)
TEC11	Dwi Rosita Sari	PREZI: An Online to Offline 'Zooming' Presentation Software in Oral English for Academic Speaking Students	
MED07	Dwi Wulandari	Enriching Vocabulary Intake through Book Flood Project	
LPP08	Dyah Kusumastuti	The Emergence of Interference in Students Foreign Language Acquisition	Room G (Sasono Jolonidhi)
TPD10	Dyah Sunggingwati	Pre-service Teachers' Perception on Teaching Features: A Case Study at Mulawarman University	
DTM041	Eko Setyo Humanika	Developing a Skopos-Based Translation Activity: from an Offer of Information with a Translation Brief to a Translatum	
LCM06	Elvina Arapah	Teaching English to Large Multilevel Classes Majoring in Math, Biology and Chemistry by Using 'Burst The Balloon' and 'Talking Chips' Techniques	Room H (Pangeran Suite)
LCM07	Elys Rahayu Rohandia Misrohawati	English Classroom Management: A Case Study of Islamic International Primary School	
NAN06	Emmi Naja	Need Analysis Result of English Subject for Non-English Departments Students at IAIN Tulungagung, East Java	
NAN08	Erikson Saragih	Designing ESP Materials for Nursing Students Based on Need Analysis	Room I (Raja Suite)
MED09	Erlin Estiana Yuanti	Designing an ESP Speaking for Journalism Class - A Case Study	
DTM044	Ernadewi Kartikasari	Improving Students' Writing Skill by Using Think-Pair-Think-Share	
TPD13	Esti Kurniasih	The Profile of Students' Critical Thinking through Their Argumentative Essay Writing	Room N (Sultan Suite)
MED10	Evi Puspitasari	Designing a Model of English Learning Materials for Eleventh Grade Vocational High School Students of Visual Communication Design Department based-on School Based Curriculum	
MED13	Farikah	Developing Model for Teaching Paragraph Writing Using Thematic Progression Patterns with Jingle Button Technique	
DTM005	Fathur Rahman Machmud	Bridging Arabic Learners to Learn English Grammar through Positive Transfer of Their Arabic: Shedding Light on Pessimism of Contrastive Analysis Approach in ELT	Room O (Puri Nalendra 1)
LCM08	Fatimah Hidayahni Amin	The Transactional Expressions of the Teachers and the Students in Target Language Class	
MED11	Fauris Zuhri	The Analysis of Appropriate Texts in Reading Comprehension Skills and Strategies 4 Textbook for Use by the Students of the English Department of UNESA	
TPD15	Feni Munifatullah	Challenge(s) Encountered by Novice English Teachers to Develop Their Professionalism: A Preliminary Research Report for Further Research in Lampung Province	Room P (Puri Nalendra 2)
LPP12	Fenty Lidya Siregar	Conceptualizations of Culture Teaching: A Case Study of an EFL Teacher' Beliefs and Classroom Practices	

DAY/TIME	AGENDA		ROOMS
DTM047	Fibriani Endah Widyasari	Improving Students' Writing Competence by Using Multiple Intelligences	Room Q (Puri Nalendra 3)
NAN10	Fikri Asih Wigati	The Students' Ability and Problems in Writing a Descriptive Essay across Different Levels	
DTM050	Fitra Pinandhita	Implementing 3d Animation Film as a Device to Enhance Students' Speaking Skill for 1a Grade Students of IKIP PGRI Madiun	
DTM051	Fortunasari	Teachers' Perception toward the Implementation of the 2013 Curriculum	
TPD18	Giyatno	Optimizing the Use of Edmodo Based Questioning Technique to Improve Students' Creativity and Writing Achievement	
LCM13	Gusti Nur Hafifah	The Application of Students Centered Learning through Presentation in Public Speaking Class of English Department Students	Room R (Puri Nalendra 4)
LTA11	Hanifatul Hijriati	Authentic Assessment and the Implication to Students' Self Esteem in Teaching English at Senior High School	Room S (Puri Nalendra 5)
NAN11	Hari Prastyo	Teaching Academic Writing based on Need Analysis for Indonesian EFL Learners at a University Level	
TEC14	Hartono	Engaging Pre-Service English Teachers in Online Academic Discussions: Quality of Learning Opportunities	
SYL20	Sri Hardiningsih H.S.	Designing Business English Syllabus for Shari'a Banking Students	
SYL09	Hendra Tedjasuksmana	Zero and Progressive Aspects in the Past Tense: Which to Teach First?	
NAN13	I Nyoman Suka Sanjaya	Rhetorical needs analysis in EAP Program for Indonesian students and Scholars	Room T (Puri Nalendra 6)
DTM053	Ida Zuraida Supri	Do University Students Need Games?	Room U (Bungalow Kirono)
DTM054	Ika Fitriani	Grass Roots' Voices on the CLIL Implementation in Tertiary Education: A Study in the Accounting Department of State University of Malang	
MED16	I Gusti Ayu Gde Sosiowati	Material Development and Collaborative Teaching for English for Agriculture (ESP)	
LPE04	Indah Winarni	Internally Driven Program Evaluation Research in Enhancing Curriculum Development in Teaching Grammar	
15.55 - 16.10	Coffee Break 1		
16.20 - 17.20	Parallel Sesssion 3		
DTM056	Indrawati	Peer Response Model: An Effective Way in Developing Students' Writing Ability	Room A (Ballroom 1)
DTM058	Inggrit Olivin Tanasale	Cyber Pal Project (CPP): Building a Cross-cultural Communication through Facebook	
DTM012	Anita Triastuti	Yogyakarta (Indonesia) EFL Teachers' Conceptualization of Pedagogical Content Knowledge as Represented in Their Instructional Curriculum Design and Practices	
MED18	Intan Satriani	The Analysis of Teachers' Preparation in Using English Textbooks	Room B (Ballroom 2)
TPD23	Irmayani	EFL Teachers' Perceptions on the Use of Indonesian in the Classroom and Its Correlation to Teachers' Competence Test	
LPP19	Noor Hanim Rahmat	The Use of English at the Workplace: How Far is this True in Malaysia?	
TEC17	I Made Rajeg; Ida Bagus Putra Yadnya	Blended Classroom in English Writing Class: A Pilot Project	Room C (Ballroom 3)
NAN15	Istianah Ramadani	Needs Analysis of Indonesian Freshmen's Writing at University of Indonesia: Problems and Solutions	
DTM062	Istiqlaliah Nurul Hidayati	Teaching through Examples: A Meaningful Way to Teach Academic Writing	
DTM053	Ive Emaliana	Teaching EFL Writing: Tracing Cultural Problems and Proposing Solutions in Writing	Room D (Puri Retno)
SYL11	Jasmi	English Teacher's Difficulties in Designing Lesson Plan Based on 2013 Curriculum (A Case Study in a Senior High School in Ciputat, West Java)	
DTM066	Jhems Richard Hasan	Genre-Based Approach in Teaching Writing Islamic History Text	

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DTM106	Ria Jubhari; Ety Bazergan; Simon Siototo; Karmila Mokoginta; Ery Iswari; Besse Pusphita Syarif	The Influence of Local Wisdoms of Buginese/Makassarese that Shapes Hasanuddin University Students' Performance in SCL-Based Writing II Class (A Case Study)	Room E (Puri Rukmi 1)
DTM068	Julia Eka Rini	Teaching Reading and Writing to English Departments Students of Low Proficiency	
MED22	Junaedi Setiyono	Native English Teacher Examining Bilingual Essays Written by Students of Indonesian-English Translation Class: The Case of English Education Department of Purworejo Muhammadiyah University	
TPD25	Karmila Machmud	Integrating Technology in EFL Curriculum: Determining EFL Teachers' Level of Technology Literacy	Room K (Grand Rukmi 1)
SYL12	Kiky Soraya	Integrating Authentic Materials in Scientific English Lesson Plan	
DTM071	Kisno	The Use of Pedagogical Humor as a Motivational Teaching Strategy in an Indonesian Institute of Information and Technology	
NAN18	Kun Aniroh Muhrofi Gunadi	Assessing the Needs of the College Students of the Hotel and Restaurant Department in English Competences for International Careers within ASEAN Countries	Room L (Grand Rukmi 2)
MED24	Kusumarasyati	Challenges in Material Development	
TPD11	Ekawati Marhaenny Dukut	The Analysis of American vs. Indonesian Cosmopolitan Magazine's Transnational Cultural Values and Its Contribution to English Language Teaching	
LTA13	Laurentia Sumarni	A Preliminary Research to Develop a Customized Set of Vocabulary Size Test	Room M (Arcade)
DTM165	Ellisa Indriyani	Improving Effective Study Groups in Speaking Class through Inside-outside Circle	
DTM073	Lia Agustina	Inserting Technology on Performing Drama to Improve Students' Motivation in Learning English as a Foreign Language	
MED25	Like Raskova Octaberlina	Authentic Material is (Not) Ideal for English Language Teaching	Room G (Sasono Jolonidhi)
MED26	Linda Nurjati	The Use of Process-Genre Approach in Teaching Writing	
SYL13	Lisa Armelia	Introducing Intercultural Content towards EFL Learners: A Self Designed Lesson Plan	
DTM076	Lusiana Dewi Kusumayati	The Implementation of Whole Brain Writing Game in Teaching Writing	Room H (Pangeran Suite)
DTM078	M. Ali Ghufro	A Collaborative Writing Technique to Improve Students' Skill in Writing Argumentative Essay (A Classroom Action Research at the Fourth Semester Students of English Education Department of IKIP PGRI Bojonegoro in the Academic Year of 2013/2014)	
NAN20	M. Mujtaba Mitra Z.	The Role of Need Analysis in Teaching ESP for Nursing Students	
TEC22	Made Hery Santosa	Students' Approaches to Learning in an Indonesian Online EFL Learning Context	Room I (Raja Suite)
TPD31	Mangasa Aritonang	Motivation and Confidence of Indonesian Teachers as Non-English Speakers to Learn and to Use English as the Medium of Instruction	
LCM18	Margana	Code-switching in English Language Teaching: From Theory to Practice	
MED29	Maria Zakia Rahmawati	Mini Saga as a Tool to Improve Students' Ability in Writing and Editing	Room N (Sultan Suite)
LCM19	Markus Budiraharjo	Nurturing High Expectations: Living a Well-lived Curriculum on a Humanistic Perspective	
DTM081	Marwito Wihadi	Fostering Students' Wisdom in an Interactively Argumentative Writing Project	
LCM21	Meiga Ratih Tirtanawati	The Use of Web-Based Resource Technique to Improve Students' Reading Skill of Expository Text (A Classroom Action Research of the Second Semester Students of IKIP PGRI Bojonegoro, in the Academic Year 2012/2013)	Room U (Bungalow Kirono)
DTM083	Melinda Roza	Content-Based Instruction and Study Skills for English Teaching at Tarbiyah Faculty of IAIN Raden Intan Lampung	

DAY/TIME	AGENDA		ROOMS
LPP18	Moedjito	Nuclear Stress: A Candidate of Factors Determining Global Intelligibility of EFL Speakers' Speech	Room O (Puri Nalendra 1)
MED30	Mokhamad Sabil Abdul Aziz	Developing Listening Supplementary Materials for the Seventh Grade Students Based on Curriculum 2013	
NAN22	Meghan Merwin; Gede Primahadi Wijaya R.	Common Mistakes Made by L2 Learners of English in Bali	
DTM085	Monika Widyastuti Surtikanti	Developing Video-based Supplementary Materials to Teach Speaking Skill Based on Curriculum 2013 for the Seventh Grade Students	
TPD22	Idwan Deshira	Using Blog and Cloud Computing for Teacher Professional Development	
LCM22	Muamaroh	The Students' Experience on Group Work in the Conversational English Class	Room P (Puri Nalendra 2)
DTM101	Puput Arianto	The Implementation of Content-based Instruction in Mathematics' Teaching and Learning Process at an International School	
MED31	Mushoffan Prasetianto	CLIL as Suggested English Material for Curriculum 2013	Room Q (Puri Nalendra 3)
DTM089	Nanik Mariyati	Utilizing Video to Promote Students Expressions Skill in Speaking	
DTM091	Nia Kurniawati	Fostering Critical Literacy through Critical Reading Program: A Teaching Overview	
LTA28	Ni Luh Nyoman Seri Malini; Ni Luh Ketut Mas Indrawati	Corrective Feedback in Writing Class	Room R (Puri Nalendra 4)
DTM092	Novalita Fransisca Tungka	Guided Literacy Instruction: Helping Students Read Multimodal English Medium Texts	
DTM095	Nunung Suryati	Teacher-Student Interaction and Student-Student Interaction at Lower Secondary English Classrooms: Do They Provide Opportunities for Students' Learning?	
TPD67	Bhul Vindar Kaur	Writing from Personal Experience: A Malaysian Teacher's Journey of Learning as An Education Columnist	Room S (Puri Nalendra 5)
SYL21	Sri Suprapti	Integrating Authentic Texts and Authentic Assessment in Designing Language Materials and Activities	
DTM027	Christina Lhaksmita Anandari	Am I Doing it Right? A Reflective Learning in Critical Listening and Speaking 2 Class	
LTA16	Novia Trisanti	English Teacher's Perspective on Authentic Assessment Implementation of Curriculum 2013	Room T (Puri Nalendra 6)
DMT094	Nunik Sugesti	A Scientific Approach or Genre-Based Approach, in Response to the Implementation of Curriculum 2013?	
TEC27	Noverita Wahyuningsih	Teachers' Attitudes toward the Use of Board Games to Activate Students' Learning	
SYL14	Listyani	Active Learning Strategies: A Model of Teaching Academic Writing	Room V (Bungalow Bagaskoro)
DTM074	Lukman Hakim	The Non-English Students' Responses toward the Use of RWL in Listening Class of TOEFL Preparation Course	
DTM075	Lulus Irawati	Utilizing Project-Based Learning to Raise Pre-service English Teachers' Critical Thinking	
Wednesday, 8 October 2014	DAY 2		
07.30 - 08.30	Featured Speaker Session 2		
	Unchalee Sermsongsward	Maximizing the Effectiveness of Teacher Professional Development	Room A (Ballroom 1)
	Richmond Stroupe	Code Switching for Pedagogical Purposes: Teacher Choice in the Japanese EFL Context	
	Special Teacher Session 3		
TPD45	Rustiani Widiasih	Making Students Love English and English Teacher to Improve Learning Outcomes	Room B (Ballroom 2)
DTM079	M. Hendri Warman	Facilitating Successful Language Learner through English Enrichment Program	
	Parallel Session 4		
DTM097	Nurul Istiqomah	Teachers' Attitudes towards the Implementation of Scientific Approach on 2013 Curriculum in Teaching English	Room C (Ballroom 3)

TPD10 Pre-service Teachers' Perception on Teaching Features: A Case Study at Mulawarman University

20 Minute Paper

Dyah Sunggingwatii

Since teaching and learning process in the classroom has great influence on students, teaching knowledge of pre-service teachers has important role to generate classroom atmosphere as learning input for students. Therefore, in this paper, I would like to present the perception of pre-service teachers of English department of Mulawarman University towards aspects of teaching. The audience for this presentation could be academics or faculty members as the language program is English for adult learners. The data gathered from the given questions to 22 pre-service teachers prior to Micro Teaching course. The questions focused on the features of teaching and learning process such as preparation before teaching, teaching strategy, the use of media, and assessment. The responses were analyzed based on the theme emerged from the data. The findings show that the responses signify the importance of each feature for teaching, highlight what students' desire from their teachers, and broaden expectation what teachers need to do in the classroom. The respondents were able to signify each feature. This implies that the pre-service teachers are aware of teaching attributes they need to have in the teaching process. It is expected that the results from this study would be beneficial to improve the quality of teacher education particularly in the teaching knowledge that could improve the quality of students.

TPD11 The Analysis of American vs. Indonesian Cosmopolitan Magazine's Transnational Cultural Values and Its Contribution to English Language Teaching

20 Minute Paper

Ekawati Marhaenny Dukut

Upon opening up a magazine, a large portion of advertisements is usually encountered. In offering products advertised in magazines, a Caucasian woman model with English language texts is popularly found even though the magazine is published in a non-English speaking country. Why do advertisements like these appear in Indonesia? Through a selection of magazine advertisements from the American and Indonesian version of *Cosmopolitan*, a content analysis by use of semiotic approach finds that *Cosmopolitan's* ideology (McMahon, 1990) and globalization of cultural values has become the reason behind the popularity. Through a socio-cultural perspective, the presentation intends to share an on-going research result on cultural values found in the advertisements, which are regarded transnational (Fishkin, 2005) or having the crossing borders of diverse cultures (Park, 2004), thereby those that were originally made for the U.S. readers be readily accepted also by the Indonesians. With an analysis on the transnationality of cultural values, the kinds of methods advertisers use to attract the readers' attention from both the U.S. as a representative of the Western culture and Indonesia as one from the Eastern culture will also be shared. Hopefully, the analysis becomes a valuable contribution to the professional development of English language teaching in Indonesia.

TPD12 Teachers' Nature of Language Teaching: Revisiting the Importance of Doing Continuing Professional Development for English Teachers

20 Minute Paper

Emma Malia

This paper posits that professional development for language teachers has become an essential element to encourage teachers to maintain the curiosity of teaching, identify significant interests in the teaching and learning process, and seek dialogue with experienced colleagues as a source of support in the analysis of classroom situations. A teacher doing continuing professional development is very much needed to achieve better nature of language teaching performance in the classroom and to become more effective language teacher. The purpose of this paper is to probe teachers' three main perceptions on: (1) how well they know about the professional development they need to do in either teacher training or teacher development (Richards, 2002), (2) the need of conducting classroom observations as reflective approach to learn from reflecting on the teaching practice itself (Farrell, 2011), and (3) what actions the teachers need to execute for being developing their professional competence as some reflections on effective teachers in language education (Burns, 2010; Harmer, 2006). Briefly, teachers' nature of language teaching can perform a wide range of activities related to the enhancement of teaching as a profession, the improvement of well-conducted language learning in the class, and the reflection of doing professional development as responsibility of professional practice.

TPD13 The Profile of Students' Critical Thinking through Their Argumentative Essay Writing

20 Minute Paper

Esti Kurniasih

Critical thinking is different from thinking. It is further a higher order of thinking since it needs a practice of using a number of different advanced thinking skills in various complex ways. It focuses more on thought; this means it looks at how facts are proven, arguments are formed, conclusions are reached, not just what the facts, argument or conclusion may be. Due to its importance, critical thinking is therefore fundamental and needed in all fields and disciplines. Critical thinking can actually be trained and developed through many ways, one of them is through writing, since it promotes critical thinking by requiring the students to organize their thoughts, synthesize and logically analyze their thoughts, and then present them and their conclusions in written form. Concerning with writing, critical thinking is best applied in writing essays, particularly in writing argumentative essay. This research-based article further investigated and described the profile of students' critical thinking, especially the English department students of UNESA in class 2012B, through their argumentative essay writing. The result of the research in general showed that from the students' argumentative writing results on the first and second task, it can be concluded that in writing argumentative essays most students applied their critical thinking and critical analysis and it was shown clearly in all parts of their argumentative essays (introduction, body, and conclusion). In the introduction, mostly the students took their stand/position which was stated in the form of clear thesis. Next, in the body of the essay, most students gave and described various kinds of evidence which are relevant and support the thesis and conclusion. Those various kinds



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