

4th CELT International Conference
Culture, English Language Teaching & Literature

March 12-13, 2014

Certificate of Appreciation

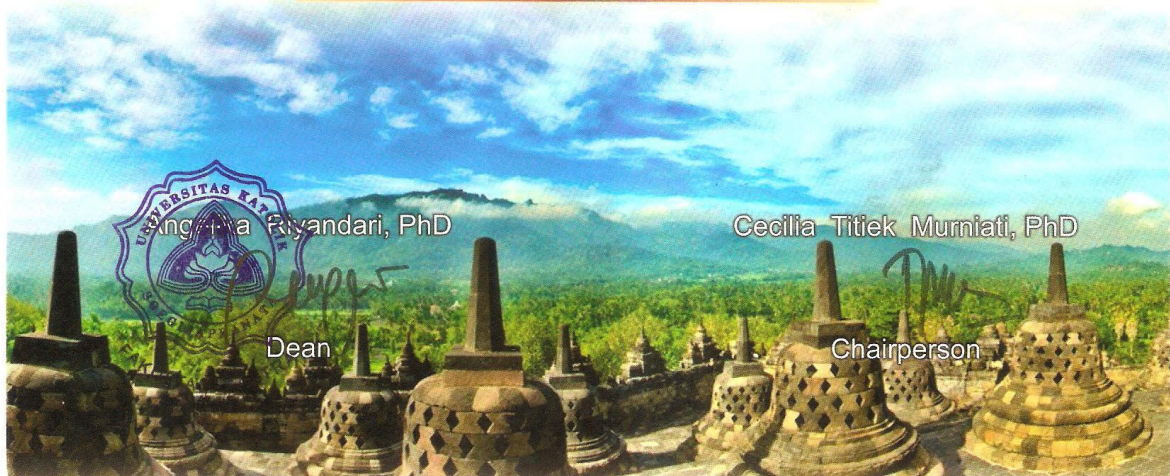
The Faculty of Letters Soegijapranata Catholic University
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1

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in recognition of participation in the conference as

Presenter



**THE SCHEDULE OF 4th INTERNATIONAL CONFERENCE ON
English in the Professional World:
Issues of the teaching of English language and culture in the professional world**

Day 1, Wednesday, March 12, 2014

Time	Activities and Room			
07:30–09:00	Registration – Ground Floor Coffee Break			
09:00–09:30	Opening ceremony – Theatre room			
09:30–11:15	Plenary Session 1 – Theatre Room 1. Kristine L. Blair (Bowling Green State University) 2. Gunawan Permadi (Suara Merdeka Daily) 3. Erica Balazs (RELO) Moderator : Antonius Suratno SA: Ivan Gunawan, Rhea			
11:30–12:30	Parallel Session 1			
	Room 1	Room 2	Room 3	Room 4
	Sarlita Dewi Matra: The Use of Theme-Based Approach (TBA) in Teaching English Conversation (EC)	Iis Kurnia Nurhayati & Nia Kurniasih : Building Database of English for Business as an Alternative Teaching-Learning Media for Increasing Students' Interest and Motivation in Learning Language	I Gusti Ayu Gde Sosiowati : Literature as a Means of Teaching Integrated Skills	Didik Rinan Sumekto: The Role of Collaborative Learning toward Pre-Service Teachers' Learning Experience

	Fauziah: The Analysis of Authenticity in Summative Assessment	Sandy Arief : Language of Generation Z: Developing Entrepreneurial Intention through Online Store Project with PRIME Model	Margana: Theoretical Justification of Use of Blended Culture in English Language Teaching	Marwito Wihadi: Nurturing Students' Communication
	Yazid Basthomi, Nurenzia Yannuar, Utami Widiati & Ida Ayu Shitadevi: C-SMILE: Insights into Academic Writing	Cecilia Murniati: Bridging The Gap Between English Education and English at Work: Making a Stronger Case for Collaborative Learning in ESP Classes	Andreas Winardi: Developing Intercultural Awareness in the Business English Classroom	Nanang Zubaidi: How to Teach Integrated Skills with Video Project
	Moderator : Setyo Prasiyanto Cahyono SA: Ivan Gunawan, Rhea	Moderator : Endang Soelistiyowati SA : Michael, Melani	Moderator : Rahmanti Asmarani SA : Andre, Risma	Moderator : Sudiran SA : Meme, Indra
12.30–13.30	<p style="text-align: center;">Lunch – Ground Floor SA: Ivana, Agil</p>			
13:30-14:30	<p style="text-align: center;">Parallel Session 2</p>			
	Room 1	Room 2	Room 3	Room 4
	Fibriani Endah Widyasari & Erna Dewi Kartikasari: The Use of Multiple Intelligences on Teaching Writing to University Students	Slamet Utomo: Cohesive Devices of Abstracts Used in International Conference held by TEFLIN in 2010	Hersulastuti: Send -A- Problem: A Collaborative Learning Technique to Promote Problem Solving Skills	Endang Soelistiyowati: Teaching English for Professional Orientations: Challenges and Opportunities
	Mister Gidion Maru: Suggesting Jeremiadic Approach as an Alternative for Shaping Students' Attitude: A Frame of Curriculum 2013	Fitri Budi Suryani: Nominal Group in the Abstract of Journal Article Written by Native and Non Native Speakers of English	Listyani: Teacher Behavior and Students' Motivation in Learning	Tri Nuraniwati: Measuring the Effectiveness of Google and BNC in Finding Business English Collocations

	Siti Mariam: Improving English Proficiency by Using Affective Assessment	Sri Mulatsih: Teaching Grammar through Discourse Level	Yakob Metboki: Embracing Different Voices on the Elimination of English at the Primary Level: Viewed through SLA Perspectives	Reimundus Raymond Fatubun: Teaching Poetry to Non-Major Language Learners for the Enhancement of Compassion and Virtue and Language Development: A Case Example for Nursing Students
	Moderator : Taufiqulloh SA : Ivan Gunawan, Rhea	Moderator : Bernadetta Ririn Yuliani Susilo SA : Michael, Melani	Moderator : Junaedi Setiyono SA : Andre, Risma	Moderator: Isti Subandini SA: Meme, Indra
14:30-15:00	Coffee Break – 3rd floor			
15:00–16:30	Workshop 1: TA Yohana Ari Wardhani: CLT's Best Practice of Key Issues found in ESP Moderator: Cecilia T Murniati SA: Meme, Andre			
17:00–21:00	Complimentary Dinner and Music Performance			

**THE SCHEDULE OF 4th INTERNATIONAL CONFERENCE ON
English in the Professional World:
Issues of the teaching of English language and culture in the professional world**

Day 2, Thursday, March 13, 2014

Time	Activities and Room		
08:00 – 09:00	Parallel Session 3		
	Room 1	Room 2	Room 3
	Rahmanti Asmarani: Developing Intercultural Awareness in the Business English Classroom	Rina Angraini: Teaching English Translation to Indonesian Tertiary Students with the Support of Online Resources	Qorinta Shinta: The effectiveness of Employing a Native Speaker in an English Class at the Fourth Semester Students of STMIK PROVISI Semarang.
	Rustina Untari: English for SME: A Case Study on Gemawang Batik	Setyo Prasiyanto Cahyono & Nina Setyaningsih: Teaching Recount through Reading to Learn Program: A Classroom Action Research	Taufiqulloh: Developing A Self-Assessment Model of Academic Writing for EFL Learners In Indonesia
	Ririn Ambarini, Subur Laksmono Wardoyo & Sri Suneki: The Development of Moral Education through Early Childhood English Learning Model with an Interactive Method Based on Kindergarten Curriculum	Nur Utami SK: English-First Language Code Mixing in ESP Classrooms: Bridging the Needs	Ekawati M. Dukut, Adi Nugroho & Maya Putri Utami: Teaching Children English through Bilingual Picturebooks: A Popular Culture and Visual Language Case Study
	Moderator : Tri Nuraniwati SA: Indra, Melani	Moderator : Andreas Winardi SA : Michael, Rhea	Moderator : Dr. Hersulastuti SA : Risma, Ivan Gunawan

09.00–10.30	<p>Plenary Session 2 – Theatre Room</p> <ol style="list-style-type: none"> 1. Joyce Milambiling (University of Northern Iowa, USA) 2. Fung-Cheung Kam See (RELC, Singapore) 3. Jacob George (Union Christian University, India) <p>Moderator : Y.E. Budi yana SA: Andre, Meme</p>		
10.30–11.00	Coffee break – 3 rd floor		
11.00–12.00	Parallel Session 4		
	Room 1	Room 2	Room 3
	B. Retang Wohangara: Learning Culture through Folklore	Bernadeta Ririn Yuliani Susilo, Tiara Gardenia Resmita & Eri Subekti: The Effect of Multiple Choice Item Sequence: Do the Easy Items First	Isti Subandini: The Analysis of Teacher's Directives at High School Classes of English
	Sudiran: Television as Popular Culture Media and Parental Attention and Their Correlation to the Students' Motivation to Choose Major	Junaedi Setiyono: Making Use of Students' Task for Developing Indonesian-English Translation Materials Applying TBLT	Feni Munifatullah : Challenge(s) Encountered by Novice English Teachers in Developing their Professionalism
	Krisprantono: The Past is Foreign Country	Tri Buce Banu & Yakob Metboki: “Problems Hindering Teacher's Professionalism: an Overview on the Developing Programs and their Mismatches in Realization”	Emilia Ninik Aydawati: Developing Academic Writing for ESP Students
	Moderator : Sarlita Dewi Matra SA : Indra, Melani	Moderator : Slamet Utomo SA : Michael, Rhea	Moderator : Iis Kurnia Nurhayati SA : Ivan Gunawan, Risma

12:00 – 13:00	Lunch – Ground Floor
13:00 – 14:30	Plenary Session 3 – Theatre Room Antonius Suratno: Ideal World of ESP vs Practices Portrayed from Teachers'-Responses Panditya Danardono (Director of Center for Language Training): Challenges in ESP Moderator: GM. Adhyanggono SA: Andre, Meme
14:30 – 15:00	Closing ceremony – Theatre Room

TEACHING CHILDREN ENGLISH THROUGH BILINGUAL PICTUREBOOKS: A POPULAR CULTURE AND VISUAL LANGUAGE CASE STUDY

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SOEGIJAPRANATA CATHOLIC UNIVERSITY 12-13 March 2014
for 4th CELT International Conference





Popular Culture

- A system that includes beliefs, rituals, performances, art forms, lifestyle patterns, symbols, language, clothing, music, dance, and any other mode of human expressive, intellectual, and communicative behavior that is associated with a community during a particular period of time (Danesi, 2008, p. 2)



cooking or culinary adventure programs on television



- **Trans TV & Food Channel TV station**
→ Farah Quinn's *Ala Chef*
- **RCTI's** → *Master Chef* cooking competition
- **Trans TV** → Bondan Winarno's *Wisata Kuliner*
- *primetime* schedule (Irawadi, 2012)
- Farah Quinn, Bondan Winarno and *Master Chef* TV = Box office film stars.

Nutrients



- Sufficient and balanced nutrients may make children reach the kind of human resource quality expected by society. However, a previous study reported that preschool-aged children consumed only 25% of the recommended vegetable servings/day (Dennison, Rockwell, & Baker, 1998).

>2 year-olds

should eat more:



**3-5 vegetable servings each day
eversince pre-school**

(Dennison, Rockwell, & Baker, 1998)

Children love picture books because they can...

- 1. learn more on personal & society's problems
- 2. attract imagination & curiosity for supernatural things
- 3. be a good let out to everyday problems
- 4. be a media for easy reading
- 5. not expensive & interesting with some popular TV characters
- 6. encourage reading habit
- 7. hope for continuation of serial form
- 8. represent character that children cannot do / say
- 9. see strong, courageous, handsome/pretty hero-heroines
- 10. see colorful & easy to understand characters/ easy to read storyline

(Faizah, 2009, p. 254)



N o	Nama Partisipan	Usia	Laki- laki	Perem- puan	Preferensi Buku	Preferensi Gambar	Preferensi Tulisan	<i>Book Practicality</i>	Preferensi Ilustrasi Wortel	Preferensi Sayur	<i>Insight(s)</i>
1	Abam	3,7 th	x		Buku 1	Buku 4	Buku 1	Buku 1	N/A	None	<i>Attracted to popular character easily, e.g: Planes from Disney</i>
2	Jojo	5 th	x		Buku 1	Buku 1	Buku 1	Buku 1	B = Karakter cerminan "laki"	None	
3	Mina	3,9 th		x	Buku 1	Buku 4	Buku 1	Buku 1	A = Karakter pakai kostum	None	<i>Able to identify animals, but not vegetables. Attracted to popular character easily, e.g: Barbie</i>
4	Reno	6 th	x		Buku 1	Buku 1	Buku 3	Buku 1	A = Karakter pakai kostum	Bayam	<i>Does not like small typeface. Untuk sayur; tidak suka wortel, timun tidak bergizi</i>
5	Sonny	9 th	x		Buku 3	Buku 3	Buku 2	Buku 1	C = Suka dengan kemiripan wortel asli	Brokoli, Wortel	Usia dan kemampuan membaca berkorelasi dengan ukuran huruf
6	Fefe	7 th		x	Buku 4	Buku 4	Buku 3	Buku 1	B	Timun, Wortel, Brokoli	<i>Attracted to popular character easily, e.g: Barbie, able to identify vegetables easily</i>

Children are Visual



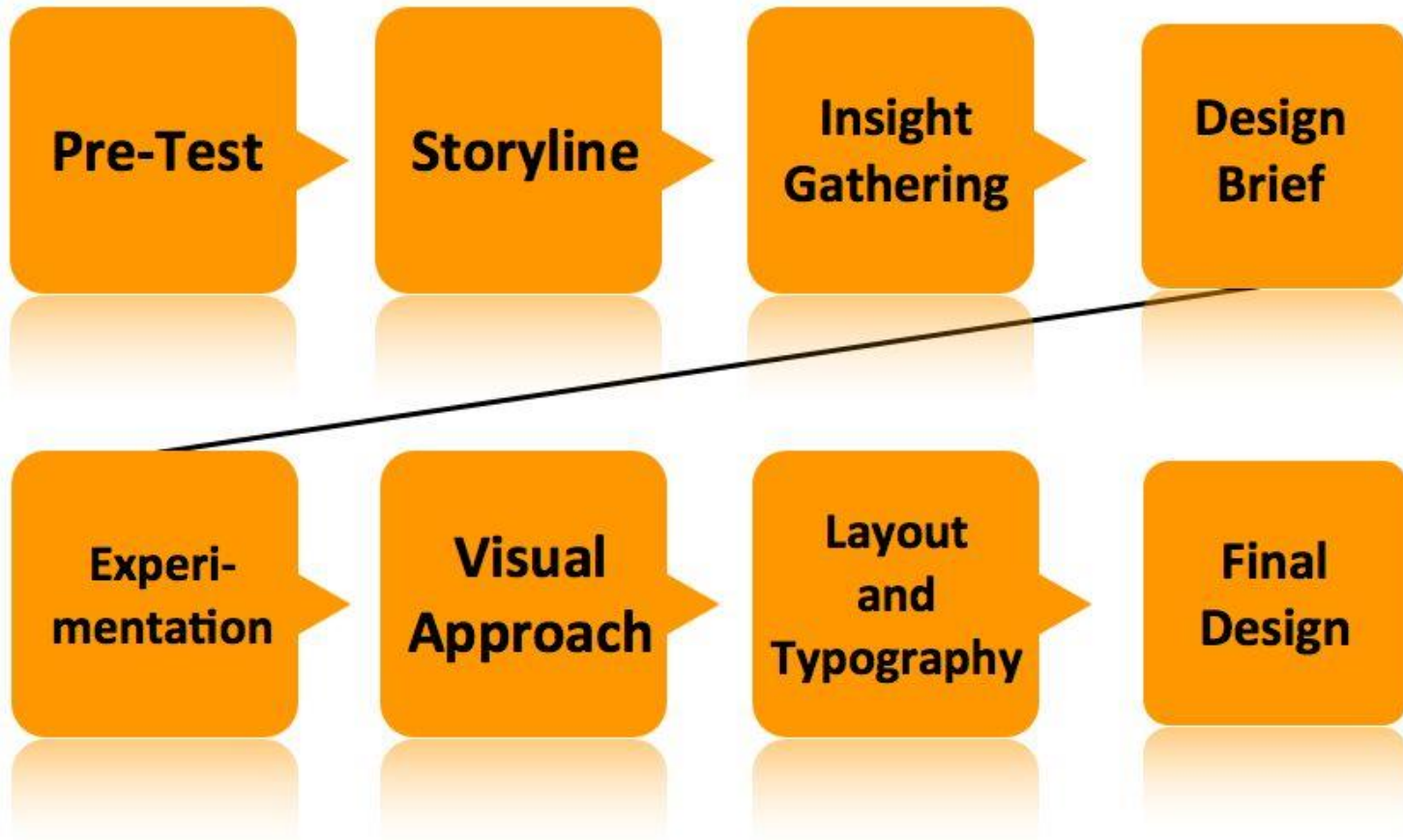
- Children love to see pictures in capturing their environment (McNeal & Ji, 2003)
- Children **love** picturebooks, but children **hate** eating vegetables. (e.g. Don Bosco Pangudi Luhur 2nd grade & kindergarten children:
 - Questionnaire to parents show → 80% dislike vegetables
 - Interview to children show → 13.33% elementary school & 46.66% kindergarten dislike vegetables
 - Interview to parents show → they themselves 30% dislike vegetables)
- So → **Vegetable picturebooks** (interesting characters/story/easy menu & cooking steps IS THE KEY).

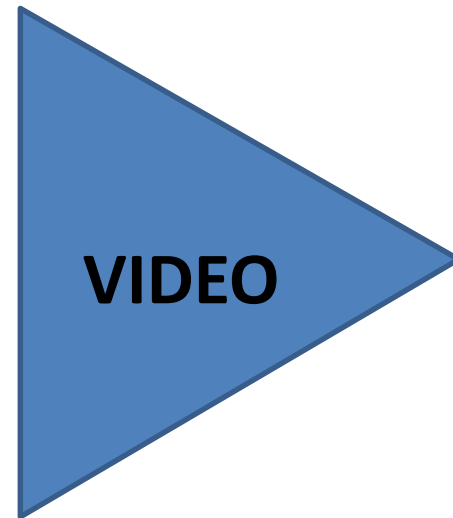
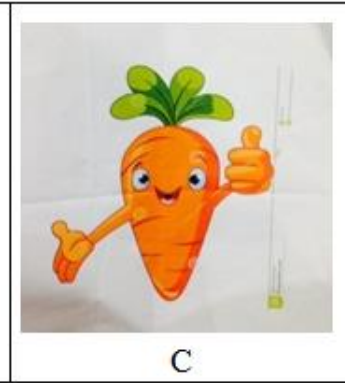
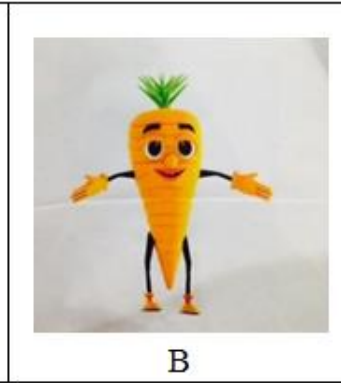
English language + children + vegetables = ?



- The main aspect of visual appeal for children is a juxtaposed and entangled relationship between words and images like suggested by Wolfenbager and Sipe (2007).
- So → English-Indonesian vegetable picturebooks.

Creating Picturebooks







**...karena aku
kaya vitamin A & C**

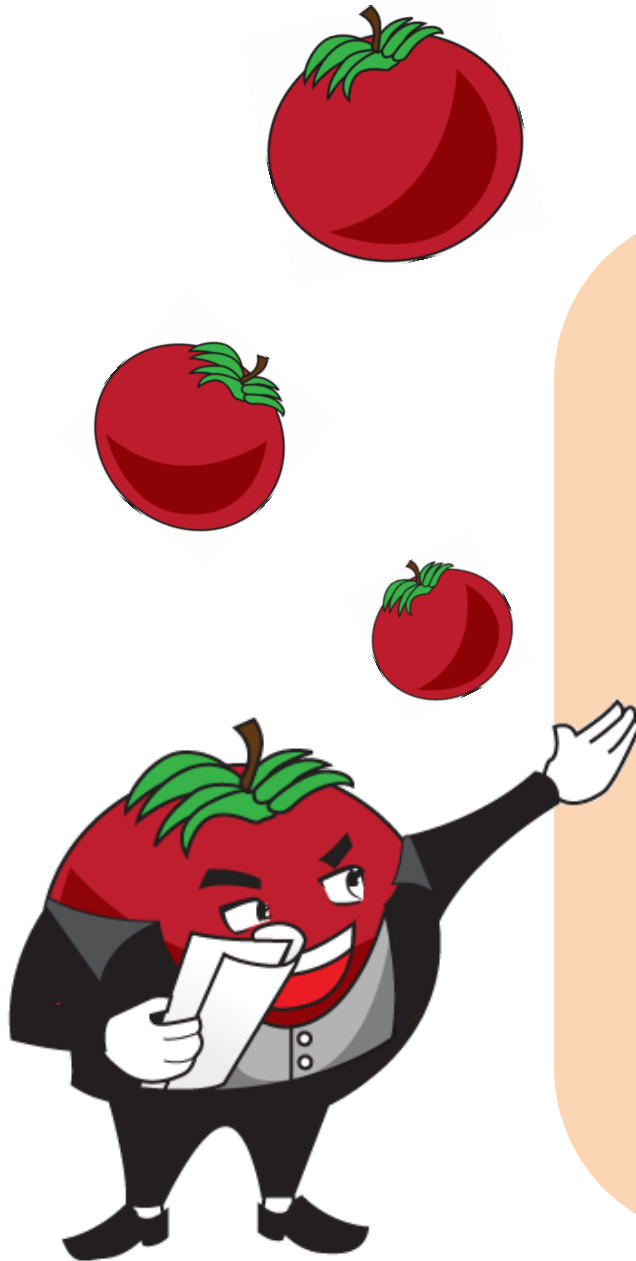
*...because I am rich
in vitamin A & C.*



**Do you know,
I am good for your skin
and I can prevent
pimples!**

*Tahukah kamu?
Aku bagus untuk kulitmu
dan aku dapat
mencegah jerawat.*

Good dibaca [gud]
Skin dibaca [skin]
Pimples dibaca [pimples]



Conclusion: the 4 PLUS

- Difficult to create: targeted market segments, research, characterization, typeface and size of book
- PLUS #1: Picturebooks = children love vegetables
- PLUS #2: Picturebooks = visual language media for school-aged children
- PLUS #3: Bilingual picturebooks = Indonesian and foreign children
- PLUS #4: Bilingual picturebooks = additional income for English language teachers

PROCEEDING

English in the Professional World:
Issues of the teaching of English language and culture
in the professional world

Soegijapranata Catholic University
Semarang - Indonesia
2014

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English in the Professional World: Issues of the
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4TH CELT INTERNATIONAL CONFERENCE

PROCEEDING:

English in the Professional World:
Issues of the teaching of English language and
culture in the professional world

Editors:
G.M. Adhyanggono
Antonius Suratno

FOREWORD

This book is a compilation of various topics highlighting "English in the Professional World: Issues of the teaching of English language and culture in the professional world." In this proceeding, linguists, teachers, researchers as well as practitioners of English for Specific Purposes express their ideas and interests on salient issues pertaining to the teaching of English language and culture for diverse fields. As communications between nations are increasing, so are the demands of university graduates and students who are capable of using English to perform their job-related tasks and communicate their professional goals. Education institutions have great responsibilities to bridge the needs of the professional world and the education of qualified graduates. Such awareness is reflected on the articles covering diverse topics that range from research, teaching, and work experience.

All contributors of the articles in this book have genuinely shared their innovative, inspiring and insightful thoughts as well as invaluable experience. Thus, the conference committee is deeply indebted to them for their manuscripts. Sincere gratitude is also addressed to the Rector of Soegijapranata Catholic University, Prof. Dr. Ir. Y. Budi Widianarko, M.Sc., for his encouragement and support; the Dean, Angelika Riyandari, PhD., for her determination to fully support the process of making this book. Last but not least, we also like to thank colleague lecturers and devoted students at the Faculty of Letters who have dedicated their time and energy in the preparation of this book.

Editors
G.M. Adhyanggono
Antonius Suratno

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The Development of Moral Education through Early Childhood English Learning Model with an Interactive Method Based on Kindergarten Curriculum

Ririn Ambarini, Subur Laksono Wardoyo, Sri Suneki
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Abstract

Early Childhood Classes should produce students who are religious, principled, knowledgeable, skillful, creative, independent, democratic and responsible (Law No 20, 2003, Chapter II, Article 2). How is this possible when kindergarten teachers lack the method and material to do it? In response to this problem, this essay will share findings of material and method produced through a research on moral education through an interactive English learning based on the kindergarten curriculum. The method promotes Song & Movement, Game & Movement, CCS (Colouring, Cutting & Sticking), and TPR to develop moral values.

The validity of findings are supported by the first t-test sign of 7.945 with 15 df value which is higher than the t-table of 2.131 and the second t-test value of 10.941 with a value of df=15 which is also higher than the t-table of 2.131. Thus there was a significant difference between the control and the experimental class.

Keywords: moral education, interactive method, kindergarten curriculum

Introduction

In the law No. 20 of 2003, Chapter II article 2, unequivocally stated that national education aims to develop the ability and forming the character of a nation's civilization and dignity in the framework of the intellectual life of the nation, aims to the development of potential learners in order to become a faithful human and pious to God, and become a noble, healthy, knowledgeable, competent, creative, independent, democratic, and responsible citizen. Methods in the planting of moral value to early childhood are very varied, some of them are telling stories, singing, playing, rhyming and going on trips. Moreover, the implementation of

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Teaching Children English through Bilingual Picturebooks:

A Popular Culture and Visual Language Case Study¹

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Abstract

Food is popular culture. What someone chooses to eat may be a reflection to the kinds of food popularized through e.g. advertisements on television (TV). It is believed that most children are TV addicts, so the kinds of food they like to eat may be influenced by what is on TV. Because of this, there is a research finding that 50% of children all over the world do not enjoy eating vegetables, although nutrient wise, vegetables are vital source of fiber nutrients for the body. A questionnaire distributed to children aged 5-8 years old at Don Bosco Kindergarten and Elementary School showed that a group of children is at a stage where eating vegetables is something they dislike. At the same time, however, it is also in this age group that learning the English language is best delivered. Based on this fact, some bilingual (Indonesian and English) picturebooks are created to attract school-age children into consuming vegetables. Along with colorful and attractive vegetable cartoon characters, the simple Indonesian vocabularies with English translations written in the picturebook is believed to not only help children like to eat vegetables, but more importantly it is also an interesting media to teach Indonesian children how to read and eventually speak English well. The sharing of knowledge in producing the picturebook, which is full of visual language, hopefully can inspire others that there is more to just having a profession as English language teachers.

Keywords: popular culture, vegetables, children, bilingual picturebooks, visual language

Popular Culture of Food and Picturebooks

Popular culture is a culture, which is currently being enjoyed by a group of people at a certain period of time. The kind of culture enjoyed may be a certain art form, lifestyle pattern, or any other expressively learned human product. According to Danesi (2008, p. 2) it is a

¹ This article is written for 4th Celt International Seminar: English in the Professional World, 12-13 March 2014, held by the English Department, Faculty of Letters, at the Theatre Room, Thomas Aquinas Building, Soegijapranata Catholic University, Semarang, Indonesia. It is also written for the actualization of the *Ipteks bagi Masyarakat* funding received from the Ministry of Higher Education in Indonesia.

system that includes beliefs, rituals, performances, art forms, lifestyle patterns, symbols, language, clothing, music, dance, and any other mode of human expressive, intellectual, and communicative behavior that is associated with a community during a particular period of time.

Most of the time, a product quickly becomes popular with the help of various media such as those from a radio, newspaper, television and internet. A picture story book or picturebook is a form of popular culture. What is being written in the book may be about a particular phenomenon, which is relevant only to a particular culture and period of time. Similarly, the kind of food enjoyed by a particular society at a certain time is also a sample of popular culture. The food may become popular because it is being broadcasted by television and henceforth may influence the audience seeing it to demand the availability of a massive production of the food in neighboring supermarkets.

School children studying in kindergarten or at primary schools are often the ones directly influenced by food shown on television. Unfortunately, what is shown on television advertisements may not all be healthy. There seems to be a lot of junk food and not enough on various kinds of vegetables that contain the fiber a body needs. Consequently, these school children would often prefer consuming noodles and fried chicken or meat burgers that are seen on television rather than eating vegetables for their regular meal.

Recently, there have been a number of cooking or culinary adventure programs on television. Indonesian television programs such as Trans TV increasingly have viewers who rate Farah Quinn's *Alo Chef*, which is also aired at Asian Food Channel TV station, and also RCTI's *Master Chef* cooking competition or Bondan Winarno's *Wisata Kuliner* also at Trans TV, as programs worthy of watching. If they are not worthy, the programs would not have deserved a

primetime schedule (Irawadi, 2012). Due to the popularity of the shows, Farah Quinn, Bondan Winarno and chefs who are the judges as well as some participants from the *Master Chef* TV program are now enjoying as much popularity as any box office film stars. It is through their programs that vegetable menus are served on the dining table with attractive colors, which can entice viewers to taste it and try out the same way of cooking and serving. However, impact of these programs seems to be much less significant than the food advertised during TV programs intended for children.

According to Bararah (2010), 50 percent of young children do not enjoy eating vegetables. A questionnaire given out to a selection of parents of 5-8 year olds studying at Don Bosco Pangudi Luhur Kindergarten and second grade of elementary school shows that 80 percent of their children dislike vegetables. When interviewed, however, 13.33 percent of the elementary school and 46.66 percent of the kindergarten kids themselves do not like vegetables. Inspecting in more detail about the parents of these children, it is interesting to note that 30 percent of the parents do not like vegetables, either. Somehow, for them, eating vegetables has not become a healthy lifestyle.

The ineffectiveness of the TV cooking and culinary programs means that another type of popular culture with higher impact on children is needed as a way of changing the children's dislike into liking vegetables. Based on the understanding that picturebooks can be a media to compliment the TV cooking and culinary adventure programs, the researchers decided to create a number of 'I Love Vegetables' book series. Discussions on the importance of understanding and the benefits of certain vegetables as well as picturebooks as effective visual language media for children are elaborated in this paper.

Importance of Consuming Sufficient Vegetable Nutrients for School-aged Children

Children within the ages of 6–12 years old are claimed as school-age children. According to Hidayati (p. 2) school children need to consume enough nutrients and vitamins through a well balanced meal, which include vegetables. Sufficient and balanced nutrients may make children reach the kind of human resource quality expected by society. However, a previous study reported that preschool-aged children consumed only 25% of the recommended vegetable servings/day (Dennison, Rockwell, & Baker, 1998).

If the children's habit of not wanting to consume vegetables goes on to adulthood, a decrease in body endurance and increase in children's vulnerability towards diseases (Hidayati, p. 7) will occur. Especially for school-age girls, when they reach adulthood, there may be an increase in mother and baby deaths (Hidayati, p. 3).

Dennison, Rockwell and Baker believe that children of "2 years old and over should eat more fruits, vegetables, and grain products" (1998, p. 372), with a daily eating pattern of "2 to 4 servings/day of fruits and 3 to 5 servings/day of vegetables", which is dependent on someone's total calorie intake. One way of getting them to consume regularly is to have children drink fruit or/and vegetable juice. Children love to drink juice because it is sweet and easy to swallow. Dennison, Rockwell and Baker (1998, p. 372) support this way because especially for vegetables, a half cup of cooked or raw vegetables or one cup of leafy raw vegetables is equal to one serving of vegetables. Consumption of fruits, however, contains very little dietary fiber in comparison to vegetables. With the necessity of consuming 3 to 5 servings of vegetables each day, how then can we make children like them?

In answer to the above question, Dennison, Rockwell and Baker (1998, p. 377) suggest that parents and day care providers should offer a variety of vegetables each day for the

children's meal ever since preschool. In addition to that, parents and day care providers have to be the children's good role models for vegetable consumption, because they are the gatekeepers of the availability of foods. Therefore, serving a variety of vegetables several times a day for snacks, lunch and dinner becomes the best solution. It is consequently advantageous to have parents and day care providers, who already have the habit of eating lots of vegetables during their own childhood.

Having adults liking vegetables and knowing how to attractively serve a variety of vegetables seems to be the key in increasing school-aged children's nutrition. Resnicow et al., supports this idea of having "key environmental factors, such as parental and family dietary habits" to ensure the availability of vegetables "in the home" and "at school" (1997, p. 275). Not only will it benefit those in the U.S. like discussed by Dennison, Rockwell and Baker, but also to Indonesian children such as discussed by Hayati above.

The promotion of liking to eat vegetables to school-aged children, thus, depends more or less on how the parents, day care providers or any adults nearing the children could benefit with the popularity of culinary adventure and cooking programs or competitions shown on TV or any kind of media that is easy to access. This is because, the parents has an influencing role in internalizing knowledge on how beneficial it is in consuming vegetables. In order to internalizing this knowledge to children, book reading is one of the effective options.

Advantage of Bilingual Picturebooks as Attractive Media for Children's Visual Language Learning

As elaborated in the previous paragraphs, the habit of liking vegetables to increase school-aged children's nourishment is crucial to the quality of the world's human resource.

Though the popular culture of culinary adventure and cooking programs or competitions are available these days on TV, the programs are viewed with restricted timing in comparison to those written out in book form. This is because with it being written in a book, readers can have the enjoyment of re-reading what was interesting for them at numerous times.

Since school-aged children are the goal of the vegetable consumption program, the kind of book that can be easily understood is picturebooks. Citing Owen and Nowel, Faizah writes about the advantage of the following characteristics of or "picture storybooks" or picturebooks:

1. They are brief and straightforward,
2. They contain a limited number of concepts,
3. They contain concepts that children can comprehend,
4. They are written in a style that is direct and simple,
5. They include illustrations that complement the text (2009, p. 252)

From the characteristics above, it is understood that a picturebook is a book that contains a story with simple language, where most of the time the style is a day-to-day conversation with pictures or visual languages that can complement a story. If there are no pictures, then the book may well be filled with a very complex story line and difficult words that children may not understand. For example, the following sentence in explaining how an animal cartoon character feels when his best friend opened up his most hidden secret to other friends, which consequently made him run in shame because his friends mock him for it, will most likely contain so many difficult words for children to try and visualize the character's reaction of:

The wind whipped a tear from Tono the cricket's eye, but he ran anyway,
embarrassed and angry all at once.

However, if there is a picture in exchange for the above text, all of the words can be represented by a picture with only the following sentences: "Tono was embarrassed and angry. He ran with tears"



A picturebook would not be interesting if there is no characterization and morals in it, which would help the development of the human quality of school-aged children.

This is because, according to Hsiu-Chih (2008, p. 51) a good picture story book should at least have two functions: 1. Give an overall comprehension of the story, and 2. Give stimulation to the readers' imagination. With those two functions reached, school-aged children could obtain the satisfaction they need from a story.

Reading a picturebook is advantageous because the pictures coupled with simple words can give the children benefits that they may not have noticed. Faizah (2009, p. 253) points out that visual illustrations can increase children's memory by 14 to 38 percent. The words as a visual language can also increase by around 200 percent in vocabulary. In explaining a story line, there is about 40 percent decrease in time when using visual language. Thus, by creating bilingual picturebooks in Indonesian and English language, not only can the pictures help children understand the story well – it also trains the children to memorize and learn English vocabulary quickly in an enjoyable way. There is a saying that 'a picture is worth a thousand words'. Not only are pictures effective in expressing words that are difficult to express, but pictures with some words – or visual language are effective media in increasing school-aged children's intelligence, like the case of quickly learning and memorizing English vocabularies as translations of the Indonesian text.

School-aged children, according to Faizah (2009, p. 254) usually love picturebooks because of a number of reasons. Citing Hurlock, she explains that first, through a picturebook there is an opportunity for children to learn better about their personal and society's problems. Second, picturebooks can also attract children's imagination and the curiosity for supernatural things. Third, it is a good let out to children's everyday problems. Fourth, it is a media for easy reading, since children who are not proficient in reading yet can understand the story by seeing the pictures. Fifth, picturebooks are usually not expensive and some of the characters are found in television, too. Sixth, it also encourages the habit of reading that may not be found in any other reading books. Seventh, it gives hope for a continuation especially for those which are published in serial form. Eighth, the character may do or say something that children are usually afraid about, thus it can give satisfaction to the children upon seeing the realization in picturebooks. Ninth, the characters in picturebooks are often strong, courageous, and handsome or pretty looking that the children can easily see them as their hero/heroine. Tenth, the pictures are usually colorful and easy to understand. Overall, these ten reasons support the idea that picturebooks are the right media for school-aged children to learn about something.

How then should bilingual picturebooks be created to influence school-aged children to love eating vegetables? The following discussion will explain.

How to create Picturebooks on Vegetables

Children are visual, much more than verbal, in capturing information from their environment (McNeal & Ji, 2003). Henceforth, creating drawing or picture for children's book needs to be visually appealing. The main aspect of visual appeal for children is a juxtaposed and entangled relationship between words and images like suggested by Wolfenbager and Sipe

(2007). Thus we believe, in creating the pictures there should be an emphasis in using a certain character, which represent the image of the vegetables with the context of current children's lifestyle. To learn more about school-aged children's preferences on how a picturebook could fascinate them, a small research was conducted utilizing samples of existing children's book available on the market today. Insights gathered from this research were used as a basic inquiry on how to draw the character that will be favored by our target audiences in our picturebook. The main points of the research were about the book type, illustration, drawing style and typography preference, in addition to the books' practically. In the research, several of the children's insights while reading books were also noted. The research was conducted using four different books: (1). A 12 page picturebook with sponge media entitled *Sayang Binatang, Anjingku* (Loving Animals, My Dog), (2). A fancy paper and thick 308 page book, entitled *Dongeng Mini: Cerita Binatang* (Mini Tales: Animal Stories), (3). A fancy paper and 24 page book, entitled *Seri Mengenal Profesi: "Guru"* (Knowing Professions Series: "Teacher"), and (4). A 32 page bilingual picturebook with a popular cartoon character entitled *Step Into Reading 2: Barbie, I can be A Baby Doctor*. The following table shows the details of the books' characteristics:

	Picture of the book/Year published	Dimension	Color	Material	Pages	Illustration	Typography
1	 Published in 2012	14 cm x 14 cm	Full Color	Sponge book	12 pages	3D Cartoon	Sans Serif 36 pt
2	 Published in October 2013	13 cm x 17 cm	Full Color	Fancy paper with soft cover and adhesive binding	308 pages	3D Cartoon	Combination of Serif 14 pt and Sans Serif 18 pt

3		20 cm x 19 cm	Full Color	Fancy paper with saddle stitch binding	24 pages	2D Cartoon	Sans Serif 24 pt
Published in December 2010							
4		25 cm x 23 cm	Full Color	Fancy paper with saddle stitch binding	32 pages	2D Cartoon semi- realist	Serif 24 pt
Year published November 2013							

Table 1: Characteristics of picturebooks used for research

This research was tested to roughly six children aged from 3-9, with a middle to high class group of economy in Semarang, using a purposive sampling depicting our target audiences for the picturebook. The first thing we asked them to do was to read and interact with the sample books. Then the participants reading activities were recorded using a video camera recorder. Later the children were asked which book they would prefer, how they fancy each picture of every book, the practicality of every book, and what type of typeface and how big the size of the typeface they consider were easy to read. Afterwards, the participants were asked to compare and choose the one book they favor in comparison to the other four. In the end, we interrogate their preferences on the visual style of a character. We put out four different types of illustration of a carrot character (see figure 1); subsequently we asked them to choose one they favor the most. The result of this research can be seen in the table 2.



Figure 1: Four different types of carrot character used in the research.

N	Participant Name	Age	Sex	Book Preference	Illustration Preference	Typography Preference	Book Practicality	Vegetable Character Preference	Favorit Vegetable Preference	Insights
1	Ahmad	3,7	M	Book 1	Book 4	Book 1	Book 1	C	None	Attracted to popular character easily, e.g. films from Disney.
2	Jojo	5	M	Book 1	Book 1	Book 1	Book 1	B	N/A	
3	Mira	3,0	F	Book 1	Book 4	Book 1	Book 1	A	N/A	Able to identify animals, but not vegetables. Attracted to popular character easily, e.g. Disney.
4	Bono	6	M	Book 1	Book 1	Book 2	Book 1	A	Spinach	Does not like small typeface, does not like carrot, thinks that cucumber is not healthy.
5	Seny	9	M	Book 2	Book 3	Book 2	Book 1	C	Broccoli, Carrot	Compared to other participants, subject 5 is able to read well due to his education (SD kelas 2, elementary school 5 th grade).
6	Fala	7	F	Book 4	Book 4	Book 3	Book 1	B	Cucumber, carrot, Broccoli	Attracted to popular character easily, e.g. Disney, able to identify vegetables easily.

Table 2: Result of initial research on book preference

Based on the result that two out of six students each prefer to have a feminine character such as A and a masculine character such as in B, we decided to do two types of visual approach for the character being used in the picturebook. The first one is to draw a character of a person-like figure wearing a vegetable costume. Second, we use a personification and provide an anthropomorphic feature to a vegetable. Using a predetermined storyline, the character is incorporated into the picturebook to help convey the message as discussed earlier. The following are samples of the vegetable characters for A: Rocco the Rocking-Roll Broccoli and B: Tommy the Tomato-Actor.

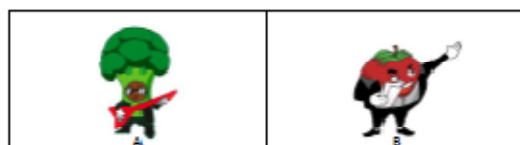


Figure 2: A is a person-like figure wearing a broccoli costume;
B is a tomato character with an anthropomorphic feature.

The dimension of the book is pronounced to be in the field of 12,5 cm x 12,5 cm, considering several things like the insights gathered above as well as practicality and printing issues. To make it more appealing, the book is designed in a half page, bright flat color, filled with images. Whereas, the other page is filled with texts using two types of Sans Serif typefaces (see Figure 3). Given that this is an ongoing project, the final design of the book itself is still being improved.

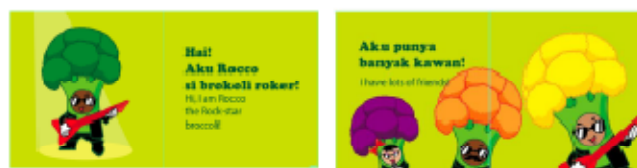


Figure 2: Sample pages of the on-going picturebook project of Rocco the Broccoli Rock-star

ENGLISH-INDONESIAN VEGETABLE PICTUREBOOKS PLUS

Creating picturebooks as a popular media for school-aged children turns out not to be as simple as it seems. In order to reach a popularity of its targeted market segments, a small research that deals with the creation of the characters, typeface and size of the book had to be done. Picturebooks is not only a media to entertain the children but more importantly it is a way in giving a number of 'plus' knowledge to them.

The first 'plus' is, the picturebook supports the intention of making children love vegetables. This is due to the finding that most children do not like vegetables because most TV channels would show more on junk food advertisements, which are packaged attractively for children to enjoy; rather than on TV cooking shows that would show how to cook healthy vegetables for children's nourishment. This is a shame since vegetables are a high source of fiber and nutrients that can increase the quality of the human resource. Therefore, with a picturebook on vegetable characters, it is hoped that children would be attracted to consume more vegetables.

The second 'plus' is it becomes an effective visual language media for school-aged children to read the Indonesian language fluently, and at the same time learn to read the English language translation in a fun, yet professional manner. Since the picturebook is bilingual, the third 'plus' is not only for Indonesian children to quickly learn English vocabularies but it can also benefit foreign children who wants to learn the Indonesian vocabularies creatively.

Last but not least, to English language teachers, it can be a source of a fourth 'plus', i.e. providing an additional income. Not only can teachers get accredited for being good English language teachers, but they will also be credited as creative visual language story writers. In other words, there is more to just teaching the English language if an English teacher would care to make the 'plus' purpose of also teaching children to love vegetables through bilingual vegetable picture story books such as exemplified.

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The Impact of Learning Style on Language Learning Strategies of L2 learners

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Abstract

Individual's learning style differences have been shown to have a strong effect on learners' use of Language Learning Strategies (LLS). Learners typically use learning strategy that reflects their basic learning style. Knowledge of strategies is important, because the greatest awareness of what learners are doing, then learning will be more effective. The purpose of this study was to find out the impact of learning style on LLS in EFL setting. This study applied a qualitative research in which the data were collected by questionnaires and interview. Two types of questionnaire were used: Learning Style and LLS. Interview was conducted to support the detail of data collection. By using the Strategy Inventory for Language Learning (SILL) test, the result indicated that compensation & metacognitive strategies were dominantly used over other strategies. Compensation strategy interpreted right hemisphere characteristics, good at interpreting body language, guessing at the meaning, reliance on images in thinking and remembering.

Keywords: LLS, SILL, compensation & metacognitive strategies

Introduction

Learning styles are individual differences in learning. An individual's learning style "is the way he or she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills" (Shaughnessy, M. F. 1998, p. 1 as cited in Csapo, N & Hayan, R. 2006). Individuals approach learning differently due to differences in their learning styles. A person's approach to learning is a relatively stable indicator of how they perceive, interact with, and respond to the learning environment.