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“Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond”

BOOK 3

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TABLE OF CONTENTS

FOREWORD	ii
LIST OF INTERNAL AND EXTERNAL REVIEWERS	iii
LIST OF INVITED SPEAKERS	v
LIST OF FEATURED SPEAKERS	vi
TABLE OF CONTENT	vii
THE RELATIONSHIP BETWEEN SYNTACTIC COMPLEXITY AND EFL READING PERFORMANCE IN ANINDONESIAN CONTEXT	1
Sahiruddin	1
EDMODO IN THE CLASS: STUDENTS' VOICE ON ONLINE LEARNING (A STUDY AT UNIVERSITAS MUHAMMADIYAH PAREPARE)	13
Salasiah A.	13
PLANNING A LOCAL BASED TEACHING MATERIAL OF ENGLISH FOR TOURISM FOR HIGH SCHOOLS: A NEED ANALYSIS OF ENGLISH OF LOCAL COMMUNITY AROUND LOMBOK INTERNATIONAL AIRPORT IN CENTRAL LOMBOK	18
Santi Farماسari	18
Sudirman Wilian	18
Edy Syahril	18
USING LITERARY WORK IN IMPROVING STUDENTS' PERFORMANCE IN SPEAKING CLASS	25
Santri E. P. Djahimo	25
ENGLISH VOCABULARY ACQUISITION OF A SEVEN YEARS OLD CHILD INNON-SPEAKING ENGLISH COMMUNITY	34
Sardian Maharani Asnur	34
Abdul NajibTuanany	34
BENEFITS OF WRITTEN CORRECTIVE FEEDBACK IN AN EAP WRITING CLASS	42
Sari Hidayati	42
Masyhudi Lathif	42
IMPROVING STUDENTS' SPOKEN INTERACTIONS OF DESCRIPTIVE TEXT THROUGH A FAN-N-PICK TECHNIQUE	47
Seftika	47
STUDENTS' PERCEPTION ON TOEFL A SURVEY AT SAMARINDA STATE POLYTECHNIC	56
Sektalonir Oscarini Wati Bhakti	56
Theresia Hilda Kayani	56
THE EFFECT OF SEMANTIC GRADIENT STRATEGY TOWARDS VOCABULARY MASTERY OF THIRD YEAR STUDENTS AT SMP PLUS AT-THOIBA PEKANBARU	65
Seno HP	65
Marhamah	65
Muhammad Ridwan	65

COGNITIVE STRATEGY USED BY THE STUDENTS IN READING COMPREHENSION AT THE FOURTH SEMESTER OF STKIP PGRI SUMATERA BARAT	74
Sesmiyanti	74
THE USE OF HIJAIYAH (ARABIC ALPHABETS) IN ENHANCING EFL LEARNERS' PRONUNCIATIO	79
Shafrida Wati	79
PROMOTING INDEPENDENT LEARNING STRATEGIES FOR SUPPORTING EFL WORKINGLEARNERS	86
Shanty A.Y.P.S Duwila	86
ONLINE DICTIONARY: A TOOL FOR PRONUNCIATION ACCURACY	91
Sharifah Salmah Syed Ali	91
Nor Hasni Mokhtar	91
THE IMPLEMENTATION OF A WEB-BASED LEARNING ACTIVITY TO ENHANCE STUDENTS' ENGLISH SPEAKING PROFICIENCY AND CONFIDENCE	97
Shelma Shakira Bhakti	97
USING TRADITIONAL FOODS AS ENGLISH MATERIALS: A THEME-BASED LANGUAGE INSTRUCTION IN IMPROVING STUDENTS' ACHIEVEMENT	103
Silfi Sanda	103
DEVELOPING BUSINESS CROSS CULTURE MATERIALS IN NEED OF ENGLISH FOR SPECIFIC PURPOSE	108
Singgih Widodo Limantoro	108
THE IMPORTANCE OF NEED ANALYSIS ON TEACHING MATERIAL FOR VOCATIONAL SCHOOL IN PADANG	114
Siska	114
STUDENTS' EXPECTATION AND LANGUAGE MATERIAL DESIGN FOR ENGLISH FOR ISLAMIC STUDIES: A CRITICAL GENRE REVIEW FOR ENGLISH FOR SPECIFIC PURPOSES	120
Siti Asmiyah	120
THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN IMPROVING STUDENTS' SPEAKING SKILL:, ITS ADVANTAGES AND WEAKNESSES (A CASE STUDY IN THE SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT UMS)	127
Siti Fatimah	127
PROSPECTIVE ENGLISH FOREIGN LANGUAGE TEACHERS' LEARNING EXPERIENCES IN DESIGNING LEARNING MEDIA BY DEPLOYING POWERPOINT PROGRAM	132
Sitti Hadijah	132
REVISITING NEEDS ANALYSIS FOR ESP MATERIALS DEVELOPMENT IN A CONTENT-BASED INSTRUCTION CONTEXT	138
Siti Kustini	138
Evidoyanti	138
GETTING THE BEST SCORE ON INTEGRATED COURSE: STUDENT'S EFFORT AND STRATEGY	146
Siti Mafulah	146
INTEGRATING SONGS IN THE CLASSROOMS: VARIOUS USEFUL AND MEANINGFUL ACTIVITIESTO LIGHTEN THE CLASSROOM ATMOSPHERE	152
Siti Maisaroh Mustafa	152
Kamila Berdibaeva Muratbaevna	152

EVALUATION OF SPEAKING SKILL MATERIALS OF INTENSIVE COURSE (IC) TEXTBOOKS AT FIRST SEMESTER OF ENGLISH DEPARTMENT 160
 Siti Maria Ulfa 160

LISTENING MATERIALS DEVELOPMENT:HUMANIZING INSTRUCTIONAL MATERIALS 167
 Siti Mina Tamah 167

THEMATIC STRUCTURE IN ENGLISH TEXTBOOK AND ESP-TEXTBOOK TEXTS: A CONTENT ANALYSIS 176
 Siti Nafisah 176

MORAL VALUE AND ITS DISCONTENTS:AN INTRODUCTION OF PARADOXICAL READING TO FOLKTALES 183
 Siyaswati 183

THE DIFFERENCE OF LEARNING STRATEGIES IN LISTENING SKILL EMPLOYED BY THAILAND AND INDONESIAN EFL UNIVERSITY STUDENTS 189
 SofiYunianti 189

PROJECT BASED LEARNING MODEL TO DEVELOP SPEAKING SKILL AND MOTIVATION OF ENGINEERING STUDENTS OF POLYTECHNIC 196
 Sri Endah Kusmartini 196
 Carlos RS 196

ERRORS AND MISTAKES IN WRITING ARTICLE: LECTURER’ AND STUDENTS’ EVALUATION 204
 Sri Lestari 204
 Tri Wahyuni Chasanatun 204

THE TEACHING TECHNIQUES OF ENGLISH TEACHERS 210
 Sri Marmoah 210

IMPROVING STUDENTS’ SPEAKING ABILITY BY USING “FIND SOMEONE WHO” ACTIVITIES 216
 Sri Puji Astuti 216

ANALYZING THE APPROPRIATENESS OF ENGLISH FOR BUSINESS CORRESPONDENCE INSTRUCTIONAL MATERIALS FOR ELT AT POLINES USING LEARNING CYLE TECHNIQUES 222
 Sri Rahayu Zees 222

IMPROVING STUDENTS’ WRITING SKILLTHROUGH DIARY WRITINGFOR THE TENTH GRADERS OF SCIENCE 2AT STATE SENIOR HIGH SCHOOL JETIS 1 BANTUL YOGYAKARTA 227
 Sri Sarjiyati 227

ENERGIZERS IN BOOSTING RURAL EFL STUDENTS’ ACTIVENESS TO PROMOTE CHARACTER BUILDING 235
 Sri Sarwanti 235

USING INSTRUCTIONAL MEDIA AND TECHNOLOGY:”LINE IN PARAGRAPH WRITING CLASS” 241
 Sri Wahyuni 241
 Fauzul Etfita 241
 Johari Afrizal 241

INTERCULTURAL GROUPWORK: IMPROVING SPEAKING SKILL THROUGH INTERCULTURAL ISSUES 248
 Sri Winarsih 248

DEVELOPING A TEACHING MATERIAL IN TEACHING ENGLISH FOR SPECIFIC PURPOSES FOR MECHANICAL ENGINEERING 255
 Sri Yuliani 255

WHEN THE ELEMENTS OF A SYLLABUS GO ASTRAY: AN ANALYSIS OF EFL FOR GENERAL PURPOSES SYLLABUS OF AN ISLAMIC STATE INSTITUTE IN MANADO	262
Srifani Simbuka	262
Nur Halimah	262
FACTORS AFFECTING LISTENING COMPREHENSION ACHIEVEMENT OF STUDENTS(A DESCRIPTIVE STUDY AT THE THIRD SEMESTER STUDENTS OFMUHAMMADIYAH UNIVERSITY MAKASSAR)	270
St. Asriati. AM	270
MODIFYING AUTHENTIC MATERIALS FOR LISTENING CLASS:A PRACTICAL IDEA	279
Sudarsono	279
AUTHENTICITY IN LANGUAGE CLASSROOM:ALTERNATIVE TASKS AND MATERIALS FOR IN-CLASS DEBATE	284
Sueb	284
LOCAL AND GLOBAL ASPECTS OF DCF AND ICF ON EFL WRITING PERFORMANCE	291
Suhartawan Budianto	291
Nur Mukminatien	291
Adnan Latief	291
CLASSROOM-BASED ASSESSMENT (THE IMPLEMENTATION OF CLASSROOM ASSESSMENT OF 2013 CURRICULUM BASED SCHOOL)	300
Suhartono	300
Mahendra Puji Permana Aji	300
MOTIVATIONAL TEACHING PRACTICES IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM:PERCEPTIONS OF INDONESIAN UNIVERSITY STUDENTS OF ENGLISH	310
Sukardi Weda	310
LEARNING TEXTUAL ANALYSIS OF PRESIDENT JOKOWI'S SPEECH TEXTAT APEC 14	320
Sulistyaningsih	320
AN EFFECTIVE WAY TO ENHANCE EFL TERTIARY STUDENTS' LISTENING COMPREHENSION SKILLS THROUGH SHADOWING TECHNIQUE	325
Sumarsih	325
Masitowarni Siregar	325
Dedi Sanjaya	325
MULTIMODALITY IN EFL WRITING CLASSROOM: IMPLICATIONS FOR CALL APPROACH	331
Suparmi	331
THE INDONESIAN LEARNERS' GRAMMATICAL COMPETENCE OF THE ENGLISH PERFECT TENSES	337
Susana Teopilus	337
HendraTedjasuksmana	337
THE ENGLISH LANGUAGE SPEAKING SYLLABUS IN AN INDONESIAN UNIVERSITY: AN INVESTIGATION OF STUDENTS' NEEDS FOR FUTURE EMPLOYMENT	345
Susiati	345

THE IMPLEMENTATION OF QUANTUM TEACHING AND LEARNING MODEL TO IMPROVE STUDENTS' READING COMPREHENSION	358
Syamsiarna Nappu	358
Asmaul Husna Al-Hayyam	358
INTERNET ABUSE TOWARD STUDENTS' ASSIGNMENT	365
Syawal	365
Patahuddin	365
Nasrullah	365
TEACHER-DO-FIRST METHOD IN LEARNING ENGLISH ACADEMIC WRITING AT INDONESIAN EFL CLASSROOMS: A DISCUSSION ON TEACHING COMPOSITION WITHIN EFL CONTEXT	372
Syayid Sandi Sukandi	372
USE OF TECHNOLOGY FOR EFFECTIVE LANGUAGE LEARNING: INDIAN EXPERIENCE	383
T.S.Chandra Mouli	383
NEEDS ANALYSIS IN DESIGNING A SELF-ASSESSMENT MODEL FOR EFL ACADEMIC WRITING CLASS	389
Taufiqulloh	389
FOSTERING EFL STUDENTS IN WRITING A RESEARCH PROPOSAL THROUGH WRITING CONFERENCE AND SELF-REFLECTION	394
Christina I.T. Panggabean	394
CONVERSATIONAL SHADOWING IN NATIVE SPEAKER (NS)-NON NATIVE SPEAKER (NSS) INTERACTION AND ITS EVIDENCE OF LEARNING THROUGH NEGATIVE FEEDBACK AND UPTAKE	401
Teguh Hadi Saputro	401
PROMOTING PRESERVICE TEACHERS' SELF-REFLECTION THROUGH VIDEO RECORDING-BASED CONFERENCE	410
Teguh Sulistyono	410
ALTERNATIVE ASSESSMENT:E-PORTFOLIO VIA EMAIL IN A HIGHER EDUCATION	415
Tera Athena	415
ENGLISH GRAMMAR INSTRUCTION FOR ADULTS: IS CLINIC WORKABLE?	421
Titus Agunging Tyas,	421
Mohammad Adnan Latief	421
Enny Irawati	421
ACTION RESEARCH ON ORAL TEMPERATURE MEASUREMENT ROLE PLAY ACTIVITY IN AN ESL NURSING CLASS	424
Tiyas Saputri	424
INCORPORATING CARTOON STORY MAKER INTO TASK-BASED LANGUAGE TEACHING	430
Tri Mulyati	430
EMPOWERING STUDENTS THROUGH EXTENSIVE READING	439
Tri Pramesti	439
Matheus Rudi	439
Linusia Marsih	439
IMPROVING STUDENTS' WRITING COMPETENCE THROUGH BLOGGING	445
Trianawaty	445
Johanes Leonardi Taloko	445

ENCOURAGING STUDENTS' INTEREST IN STUDYING ENGLISH POETRY THROUGH REPOL (READING POEM OUT LOUD) FOR LOW LEVEL STUDENTS	452
.....	
Trikaloka Handayani Putri	452
DEVELOPMENT KAHOOT WEB-BASED QUIZ IN LEARNING ESP FOR INTERNATIONAL BUSINESS MANAGEMENT STUDENT IEU SURABAYA	457
.....	
Tuty Hariyanti	457
IMPROVING SPEAKING ABILITYZ (PRONUNCIATION, INTONATION, WORD STRESS) BY USING VIDEO DUBBING APPLICATION:	
CREATIVE E-LEARNING	463
.....	
Ulin Ni'mah	463
Mida A. Soviana	463
Muhammad Hidayat	463
THE IMPACT OF PROFESSIONAL TRAINING ON TEACHER'S ROUTINE TEACHING PRACTICES	469
.....	
Umar Abdullah	469
PRE-SERVICE ENGLISH TEACHERS' SELF-REFLECTION ON THEIR PEER TEACHING PRACTICES: DEVELOPING SELF-AWARENESS ON QUALITY TEACHING	476
.....	
Uun Muhaji	476
NURTURING LITERACY LEARNING THROUGH THE USE OF THEMATIC CONTENTS IN THE INSTRUCTION	480
.....	
VannyHandayani	480
A NEED ANALYSIS OF MIDWIFERY STUDENTS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE	487
.....	
Vega Hesmatantya	487
IMPROVING STUDENTS VOCABULARY MASTERY BY USING SAVI MODEL (A CLASSROOM ACTION RESEARCH AT THE 1ST SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF VETERAN BANGUN NUSANTARA UNIVERSITY OF SUKOHARJO)	494
.....	
VeronikaUnunPratiwi	494
Mas Sulis	
Setiyono	494
Purwani Indri Astuti	494
Ch. Evy Tri Widyahening	494
UTILIZING MEMES AS A TEACHING STRATEGY IN WRITING CLASS	501
.....	
Vindy Cahya Ekaningrum	501
Agnes Dian Purnama	501
Noor Aida Aflahah	501
Elsa Marina Desiarti	501
USING INQUIRY-BASED LEARNING TO TEACH PARAGRAPH WRITING	508
.....	
Vita Vendityaningtyas	508
THE LEARNERS' ATTITUDE TOWARD VIDEO ON STUDENTS OF NON-NATIVE ENGLISH SPEAKERS AT STIE PERBANAS SURABAYA	515
.....	
Kartika Marta Budiana	515
USING TRIPTICO FOR DRILLING AND CLASSROOM ACTIVITIES	520
.....	
Wawan Setiawan	520
PROMOTING AUTONOMOUS LEARNERS AS STRATEGY FOR SOLVING SPEAKING PROBLEMS AT SHARIA FACULTY OF UIN MALIKI MALANG	527
.....	
Welly Kuswanto	527

BINGO GAME:AN EFFECTIVE WAY TO ENRICH VOCABULARY MASTERY .	537
Wenda Marlin Kakerissa	537
ONLINE AUTHENTIC ASSESSMENT AS A TOOL FOR PRE SERVICE TEACHERS' PERFORMANCE EVALUATION: ADDRESSING THE DISTANCE PROBLEM ...	544
Widya Ratna Kusumaningrum	544
AUTHENTIC MATERIAL IN TEACHING AND ASSESSING INTERPRETATION	551
Wiwit Sariasih	551
TEACHING CRITICAL THINKING IN SPEAKING CLASS THROUGH SOCRATIC QUESTIONING METHOD AT FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF BORNEO UNIVERSITY TARAKAN ACADEMIC YEAR 2014/2015	559
Woro Kusmaryani	559
Ade Hamdani	559
PRE-SERVICE TEACHERS' THEORETICAL ORIENTATIONS TOWARDS SPEAKING SKILL INSTRUCTIONS FOR JUNIOR SCHOOL STUDENTS: IS THERE ANY UNDERLYING BELIEF?	565
Yakob Metboki	565
LANGUAGE LEARNING AFFORDANCES IN COLLABORATIVE WRITING:A QUALITATIVE CASE STUDY OF INDONESIAN EFL UNDERGRADUATE STUDENTS.....	571
Yanti Sri Rezeki.....	571
THE PROPOSED SYLLABUS OF CCU SUBJECT FOR THE FIFTH SEMESTER STUDENTS OF DIPLOMA THREE ENGLISH PROGRAM OF UNIVERSITY OF MERDEKA MALANG.....	580
Yasmin Farani.....	580
Malikhatul Lailiyah.....	580
Tedjaningtyas.....	580
THE EFFECTIVENESS OF USING POINT COUNTER POINT AS A DISCUSSION METHOD TO IMPROVE THE STUDENTS' SPEAKING ACHIEVEMENT AT UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA , MEDAN.....	585
Yayuk Hayulina M.....	585
Darmawati	585
PERSUADING CHILDREN TO LOVE READING WITH LITERATURE.....	590
Yeni Probowati	590
INDONESIAN FOLKTALES IN ENGLISH TRANSLATION TEXT AND ITS ILLUSTRATIONS PERCEIVED AS A MEDIUM OF DEVELOPING STUDENTS' ENGLISH VOCABULARY	595
Yeny Prastiwi.....	595
CHALLENGING STUDENTS' CONFIDENCE LEVEL IN ENGLISH PRESENTATION	600
Yerly A. Datu.....	600
THE ENACTMENT OF TRANSLINGUAL NEGOTIATION STRATEGIES DEPLOYED DURING AN INTENSIVE ENGLISH COURSE IN GORONTALO, INDONESIA	608
Yohanes Nugroho Widiyanto.....	608
Farid Muhamad.....	608
A CASE STUDY OF TEACHER'S STRATEGIES TO ENCOURAGE STUDENTS ASKING QUESTIONS.....	613
Yudhi Widiyanto.....	613
Dewi Rochsantiningsih	613

UTILIZING ‘WHATSAPP’ IN LANGUAGE LEARNING:FROM IDEA TO PRACTICE	622
Yulis Setyowati	622
Arjunani	622
Kuswahono.....	622
BASIC-TO-BASIC: ANSWERING THE CHALLENGE TO HELP STUDENTS IMPROVE THEIR SKILLS IN WRITING.....	628
Yulius Kurniawan.....	628
BREAKING THE CLASSROOM ICEBERG THROUGH ELICITATION TECHNIQUE	633
Yulianto Sabat	633
GUIDED DISCOVERY LEARNING TO GENERATE STUDENTS’ COHESIVE DEVICES MASTERY IN WRITING RECOUNT TEXT FROM THE PERSPECTIVE OF LOCUS OF CONTROL	639
Yuniarta Ita Purnama.....	639
USING EXPERIENCE, GENERALIZATION, REINFORCEMENT AND APPLICATION (EGRA) METHOD IN TEACHING WRITING AT EIGHT GRADE STUDENTS OF SMP PGRI 2 JAMBI	645
Yurni	645
SANGKURIANG: WHY IS IT INAPPROPRIATE?	650
Yuyus Saputra	650
Arini Nurul Hidayati.....	650
Neni Marlina	680
CREATING AUDIO VISUAL MEDIA OF NARRATIVE STORIESFOR SPEAKING ACTIVITY OF JUNIOR HIGH STUDENTSOF SMPN 1 DEKET LAMONGAN.....	656
Zahra Zakiya Ahda.....	656
DEVELOPING ELECTRONIC ENGLISH WORKBOOK FOR INTERNSHIP STUDENTS OF MULTIMEDIA PROGRAM IN VOCATIONAL HIGH SCHOOL... 	663
Zurriyat Nyndia Rahmawati	663
WHY ARE STUDENTS RELUCTANT TO CONVERSE IN THEIR SPEAKING CLASS?.....	670
Muamaroh	670
ENHANCING COLLEGE STUDENTS’ ABILITY TO GENERATE IDEAS IN WRITINGUSING GRAPHICORGANIZER	676
Hesti Rokhaniah	676
TEACHER’S FEEDBACK IN INDONESIAN’S ENGLISH WRITING	683
Nirma Paris.....	683
Sutida Ngonkum.....	683
Poranee Deerajyiset.....	683
EFL TEACHERS’ CREATIVITY IN DESIGNING CLASSROOM ACTIVITIES USING TECHNOLOGICAL TOOLS WITHIN VALEMO COVERAGE	692
Dyah Dewi Masita.....	692
ENHANCING LEARNERS’ FOUR LANGUAGE SKILLS BY UTILIZING IELTS SPEAKING TEST QUESTIONS: REFLECTIVE PRACTICE ON INTEGRATED COURSE	701
Syahara Dina Amalia.....	701
THE APPLICATION OF JEREMIAD APPROACH (T-EX APPROACH) ON ESSAY WRITING: LISTENING TO STUDENTS’ VOICE	708
Mister Gidion Maru.....	708
Nihta V. Liando.....	708

EMPOWERING RECIPROCAL TEACHING IN TEACHING READING	
COMPREHENSION	713
Khoiriyah	713
Sulityani	713
METACOGNITIVE STRATEGY INSTRUCTIONS TO DEVELOP	
AUDITORY LEARNING STYLE STUDENTS' READING COMPREHENSION	719
Silvi Listia Dewi	719
Nur Mukminatien	719
Mohammad Adnan Latief	719
Johannes Ananto Prayogo	719
TEACHING LISTENING ABILITY BY USING BLENDED LEARNING	
APPROACH TO THE STUDENTS OF THE SECOND SEMESTER OF ENGLISH	
EDUCATION STKIP MUHAMMADIYAH PRINGSEWU LAMPUNG	
ACADEMIC YEARS 2015 / 2016	724
Fatma Yuniarti	724
LINOIT APPLICATION: THE NEW WAY IN TEACHING	
STUDENTS' READING COMPREHENSION	731
Rini Estiyowati Ikaningrum	731
EFL STUDENTS' PERCEPTION OF TEACHER'S CORRECTIVE FEEDBACK ON	
ACADEMIC WRITING	737
Iis Sujarwati	737
A CONSTRUCTIVISM OF LEARNING ENGLISH AS FOREIGN LANGUAGE FOR	
NURSING STUDENTS (AN ENGLISH FOR SPECIFIC PURPOSE (ESP) COURSE IN	
SHAPING LEARNING GOALS)	742
Muhammad Saifuddin	742
AN ANALYSIS OF CLAUSES RELATIONSHIP IN DISCUSSION CHAPTERS OF	
UNDERGRADUATE STUDENTS' THESES WRITING IN ENGLISH)	749
Magdalena Ngongo	749
ACHIEVING PRODUCTIVE LEARNING IN BIG CLASS BY INCREASING	
STUDENTS' PARTICIPATION	749
Nana Suciati	757
Tri Winindyasari Palupi	757
PERCEPTUAL LEARNING STYLES OF ITS STUDENTS	762
Kartika Nuswantara	762
Ismaini Zain	762
Hermanto	762

EVALUATION OF SPEAKING SKILL MATERIALS OF INTENSIVE COURSE (IC) TEXTBOOKS AT FIRST SEMESTER OF ENGLISH DEPARTMENT

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ABSTRACT

Understanding English skills seems quite difficult for the students who have lack exposure to it. It is likely different for a student to have knowledge of English from one and another. Meanwhile, English department in STKIP PGRI Bangkalan applies a simply program which concerns to the way helping its students to understand English easily. The main purpose of it is all dealing with a perspective of how the four basic skills must be mastered. Intensive Course Program (IC) provides many activities and also exercises which demands the students to work actively both in theoretical and practical exercises. Another significant contribution of this program to the students is all about its selected materials which are suited to the students' needs. In a nutshell, students' speaking, listening, reading, and writing are really much helped by Intensive Course (IC) Program. It is hoped both from the weaknesses and strengths findings and discussion will be highlighted well as a good program to implement and know what teachers should do next.

Keywords: *Evaluation, Intensive Course (IC), Speaking Skill*

INTRODUCTION

A textbook is an important tool for the teachers and students in teaching lesson in a classroom. It can be used both formally and informally depending on the situation and instruction done by the teacher. It has several advantages of using textbook for teachers. According to Harmer (2001: 117) in the first place, they have a consistent syllabus and vocabulary will have been chosen with. Regarding to that statement, again it should be highlighted that a textbook is not haphazardly conducted and given to the students without any consideration at all. Otherwise, the students will get more confusion and also the teaching and learning process will not come to its goal. Another advantage is that a textbook can directly motivate the students to give their attention or focus when the teaching and learning process is on. They have a quite maximum understanding toward the lesson through the textbook.

Concerning to its use of the textbook, one thing should be given fully attention is its contents or materials stated on the textbook. Intensive Course (IC) textbook was arranged and compiled by the lectures which consist of several English skills. They are focusing pronunciation, listening, speaking, reading, grammar and writing. The five materials above are given to the students and wrapped in a very handy textbook which called IC 1 and IC 2. A textbook becomes better when it has its own evaluation. As what Nunan (1992) in Ahmed et al (2015:225) states that evaluation is not only assembling the information but also interpreting the information to make valuable judgment. Hence, textbook evaluation, once again plays an important roles to know whether or how far the book gives its good contribution to its readers or whoever learn the textbook.

Of course, the purpose of evaluation the IC textbook seems importantly done remembering the textbooks are the main tool used by the teachers in classroom in a semester. Evaluation helps the teacher to be aware to what they are teaching through the textbooks itself. A need to improve the betterment of teaching and learning process should also put evaluation as a prior activity after the lesson.

There three types of evaluation according to McGrath (2002) and Tomlinson (2003) in Ahmed et al (2015:225). The first is pre use evaluation, before the particular text has been used in classrooms. The second is in/while use evaluation, while it is being used. And the third is post use evaluation, after it has been used. The use of "pre use evaluation" is to know what should students gain or achieve in IC program. It is very important to be done firstly. Before compiling the textbook, teachers should decide what skills the students must master. It should

be appropriate to what learners need and also regarding to their learning outcomes later. “In/while use evaluation” is done when the teaching and learning process is on. While the teacher and student communicate each other, the response of the students toward the textbook materials can be a notion to the teacher to evaluate. At last but not least is “post use evaluation” commonly done to know what how far the materials imply to the students knowledge.

The methods of evaluation IC textbooks are as quite simply done. Checking the objectives and the syllabus of the textbooks and checking the methods for every skill in it. So far, the objectives and syllabus and also the method should be in line. Going beyond, the checklist for speaking materials in IC textbooks examined what activities actually exist in it. The content of the checklist to help textbooks evaluation may consist of what types of the speaking activities like dialogue or conversation, specific language for communication used or not and others.

Nunan (1991:39) states that to most people, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. Means that, speaking is dealing with what students can do a conversation with others. Speaking becomes complicated and difficult sometimes for the students who are newly exposed to the use of English language. They slip their own tongue in pronouncing English words. Some others feel quite embarrassed to speak up due to their lack of vocabulary and mistakenly grammar. But, here the students are using any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the students should want to complete it (Harmer, 2001:87).

Actually the basic types of speaking according to Brown (2004: 141) imitative, intensive and responsive become also the basic speaking materials in IC textbook. Several activities are made formed from the basic types above. Somehow the activities not really make the students eager to feel the atmosphere. In *imitative* just like in pronunciation, before the students have speaking materials, sometimes they are faced to new words or vocabularies related to the speaking material after next. While in *intensive* students tend to focus their language to its stress, rhythm and also intonation. And the last basic type is *responsive* demand the students to be good at responding any situation given.

After all the explanations above, textbooks, evaluation, and speaking materials are very important to encourage and motivate the students as learners to improve their speaking skill better. Means, once again evaluating textbooks done is because the need of a betterment to have a very effective teaching and learning process. No matter what the background of students education is, the higher enthusiastic and a willingness to learn of the students help them to achieve something better.

METHOD

This study is a descriptive qualitative study. Qualitative research is research studies that investigate the quality of relationships, activities, situations or material (Fraenkel and Wallen, 2006: 430) this research investigates the evaluation of speaking materials of IC textbooks. . In addition, qualitative is a research procedure which produces descriptive data in the forms of written or spoken from respondents (Fraenkel and Wallen, 2006: 429) and as addition, qualitative research must be natural, descriptive, process-oriented, inductive, and meaningful. Qualitative data is in the form of words rather than number. Therefore, the result of the research is in the form of description and interpretation of evaluation of speaking materials.. In conducting the research, research design plays an important role in obtaining the data.

Another way to gain some best result, a checklist is used here. The checklist for both IC 1 textbook consists of strategies used or implemented. It can be seen through the lists of activities and the contents. Table 1 explains more clearly the division of speaking materials in both textbooks. Each unit consists of several lessons. Each lesson consists of teaching materials like pronunciation, listening, speaking, reading, grammar and writing. Since speaking becomes the main point for the textbook evaluation, the rest skills will be neglected.

FINDINGS AND DISCUSSION

Through a detailed overview towards the IC textbook, IC 1, the textbooks has a very brief contents for its reading and grammar but not for its pronunciation, speaking, listening and writing. The speaking materials are presented only in forms of making description, tend to ask students to write rather than speak. Other forms are presented through this table.

Table 1 the Contents of Intensive Course Textbook for Speaking Skill

Lesson	Unit	Topic	Activity
Intensive Course 1 (IC 1)			
1 (Discussing something)	1	Describing People	Describing people based on the picture given
	2	Describing Your Place	No activity
	3	ANI to the MAL, ANIMAL!	No activity
	4	Tell Me Your Best!	Describing pictures by using own words based on the pictures given
2 (Explanation)	1	Do You Like Eating?	No activity (explaining the expression of giving directions only)
	2	How to Search Data from Google?	No Activity
	3	I Do Not Know How to Operate the Fan!	Telling someone how to make something (free speaking)
	4	How to Record on the Cassette Player	Mentioning some examples of gadget and explaining how to operate them well
	5	How to Make an Omelette	Making a good arrangement (an essay) to pursue the dreams.
3 (It's my movie)	1	Plant and Animal	Making a report based on what students like, whether it is a flower, animal or others
	2	Gawai Dayak	Explaining the expression thanking and asking the students to tell about their hobby and speak up in front of the classroom
	3	The Weather is just too Dry Now!	Consisting of five (5) activities they are Activity 1: Completing sentences by using the expression of regrets and apologies Activity 2: Practicing dialogue about spending free time Activity 3: Making a dialogue in pair based on the case given (rejecting invitation) Activity 4: Performing the dialogue Activity 5: Highlighting and rewriting some words, phrases or sentences dealing with regret and apologies from the dialogue given
	4	Merchandise	Consisting of two (2) activities they are Activity 1: Responding the situation given by using the expression of sympathy Activity 2: arranging scrambled sentences

	5	Volcano	Making a simple dialogue based on the listening file about Singapore
4 (How funny you are)	1	Vacation	Consisting of two (2) activities they are Activity 1: Making a short dialogue based on the situation given by using the expression of asking and giving permission Activity 2: Making some commands or requests based on the case given
	2	My First Experience	No activity (explaining the expression of surprise)
	3	Our Greatest Man Ever, Soekarno!	Consisting of three (3) activities they are Activity 1: Pronouncing an expression of accepting and refusing an offer Activity 2: Restating following sentences expression offers or not Activity 3: Making statements of expression of accepting and refusing an offer
5 (Expository)	1	Telling Stories	Working in pairs to practice sentences by using the expression of asking and giving direction.
	2	Once Upon a Time	Consisting of five (5) activities they are Activity 1: Performing in front of the classroom a dialogue of expression thanking Activity 2: Completing sentences of using the expression of regrets and apologies Activity 3: Practising the dialogue given (about talent) Activity 4: Making dialogue in pairs based on the following case given Activity 5: Performing the dialogue in pairs also
	3	Telling Folktale	Making a dialogue about an agenda for a week
	4	A Long Time Ago...	Making a dialogue by using the expression of persuading
	5	Let me Telling You a Wonderful Thing!	Consisting of two (2) activities they are Activity 1: Responding toward the situation given by using the expression of regrets Activity 2: Developing dialogue between student A and B about terrible mistake has ever happened by using the expression of regrets
6 (Surprising news)	1	Surprising News	Consisting of two (2) activities they are Activity 1: Making an interview in pairs about TV program Activity 2: Performing a dialogue based on the situation given
	2	Surprising News	No Activity

	3	This is the Hottest News!	Completing a conversation by using the expressions of believing
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Table 1 shows a brief content of the IC 1 textbooks. It displays the materials given to the students in IC classroom. The speaking skill is given within time constrain 50 minutes every day. There are six lessons and each lesson consists of different numbers of unit. The activities given at the end of each unit is consisting of different activities. It is including oral communication skill and other oral activities. The activities of the speaking materials in IC textbook vary for each topic.

In lesson 1 consists of 4 units. It is about discussing something. Students are given such pictures of famous people and they have to describe them. The pictures of Viki and Fatim are quite difficult to describe because some of them do not know who they are. The book can deserve some other pictures which students know in common. It helps the students easier to tell freely what they want to describe. Choosing their own example to describe is the best way to make them finish the task. Based on the prior knowledge of the person himself or herself, they imagine what actually they adore him or her.

In unit 2 and unit 3 found there are no activities. This is such a human error or may become one reason why the activities do not exist there. In the first unit students are only asked to describe people, but the rest of the unit students are asked to describe place and animal. They have different task to complete actually but the book does not provide the students such activities. And for the last unit, unit 4 once again ask the students to come up with their own description toward the pictures given.

In lesson 2 consists of 5 units. Each unit provides students different alternative tasks to complete. Unfortunately, from the five units, 2 units are missing the activities. Activities like mentioning is not training students to think more critically what supposed to be spoken to. Such activities not quite appropriate. University students seemingly ready to show higher order thinking when they can explain briefly what they have already known before.

In lesson 3, 5 units are completed with each activity. Students are given many different task in terms of explaining, completing, practicing, making a dialogue, performing the role, highlighting and rewriting words, responding to the situation given, and last but not least is arranging scrambled sentences. Those activities sometimes make students confuse. The arrangement of doing a task is better coming from the easiest to hardest. It is good for them because they need to think easy first before getting started to compromise their selves in front of the classroom.

In lesson 4 consists of 3 units which require students to tell about their vacation, their first experience, and their idol. Unit 3 of the fourth lesson seems being separated from the two units because the activity is quite different. If students are required to tell about their vacation, related activities should go in line with the things about their spare times not talking once again about their idol. Description and making recount text are different a lot.

In lesson 5 consists of 5 units. It quite interesting because students are demanded to tell stories or fables happened years ago or other famous legend stories. Consequently, students should be ready with their prior knowledge of a story. In fact, the activities stated in the textbook do not refer to that way. Different theories and the objectives of the lesson is not the same. Sometimes, that is not good enough to expose students to a better speaking ability.

The last one is lesson 6 consists of 3 units. Once again, it happens in this last lesson where the objective of the lesson is not referring to what students need to master. The summary of activities can be seen through these numbers.

1. Describing pictures: this activity focuses on the students speaking skill where the students describe pictures of popular artist but without any related vocabularies.
2. Telling how to make something: here, the students think freely what they want to make. The topic should be existing there otherwise they get stuck what to tell.
3. Mentioning things: this activity merely not quite to improve students speaking skill because mentioning only is activity which is not quite complete. The term speaking is not same with vocabulary

4. Explaining some expressions: students need to be exposure to the terms of how using some expression. But, the way to explain it becomes more challenging rather that to use it.
5. Performing dialogue: the students know their strengths and weaknesses when they come to class. Performance is something which is complete activity where students playing a role while using the language expression.

Activities are very important and it is as a tool in teaching and learning process. The examples of speaking activities above basically are what students need to improve their oral communication skill. The IC textbook has many speaking activities but are not focused in detail. It can be seen in lesson 1 unit 2 and 3 do not have any activities there. The important thing is that there should be a task to complete and that the students should want complete it (Harmer, 2001:87). In addition, Luoma (2009: 30) defines tasks are activities that people do, and in language-learning contexts tasks are usually defined in terms of language use.

Another important in doing speaking skill or oral communication skill is students should be prepared with some theories related to how to perform in front of classroom. It should be balanced between the theories and activities. Students of IC program are freshly graduated from high school where sometimes they are not commonly exposed regularly to some activities in university. Before performing or playing a role in a class students should know how to use the language and of course how to begin their speaking. The success of a speaker depends on the students as speakers exactly. It requires enthusiasm (Lucas, 2009:17). And enthusiasm itself may come from the experience and knowledge.

Some consideration of giving speaking materials should be also taken into account. Speaking is much rather difficult to be done. Speaking skill has its own micro- and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option (Brown, 2004:142).

Those micro and macro skill should at least come up inside of the activities given to the students. In other hand, teachers of English language learners must be aware of students first and second languages hoe to teach according to students' proficiency levels in both languages (Haager, et al. 2010:6). Due to the Intensive Program is given to fresh graduate students of senior high school, they feel strange firstly to adapt to the condition which requires them to be good at spoken and written English. Teachers also should pay attention fully to the process how they learn English as their background of study. From that situation, making decision how to arrange materials and forming activities can be done simply to fulfill the objectives of the lesson. No need to force them because the acquisition of the language of each student is different.

According to Pritchard (2010: 42) learning preferences refer to an individual's preferred intellectual approach to learning, which has an important bearing on how learning proceeds for each individual, especially when considered in conjunction with what teachers expect from learners in the classroom. Means that teacher and learners should consider the balance how each person or student learns and proceeds. Urgently, teachers need to highlight and make outline the simple materials needed by them to fulfill and provide the students speaking materials.

CONCLUSION AND SUGGESTION

From the explanation above, it is crucially considered that speaking skill is very important to be mastered by the students. The activities and tasks of the speaking skill should be also given fully attention and much exposure toward the use of the language. Spoken English seems too difficult for the beginner learner. Textbooks should provide its reader with sufficient tasks which can be completed easily. The unavailability of speaking materials in several units should be revised in order to get the objective of the lesson itself. In order to develop students' speaking skill, a textbook should contain:

1. Effective and interesting tasks, passage or activities to encourage students to speak up

2. Games are actually best idea to be put in speaking materials. Games provide students a better way to complete some tasks. Learning by doing something happily seems helpful for them to improve their speaking skill.
3. The terms of activities, it is better to use also pre activities and after activities of speaking skill. It is important because students should be ready first before coming to the case. Pre speaking activity which can engage the teaching and learning process should be always done to motivate them who are beginning to learn English.
4. The activities should relate to real or personal life of the learners. The use of contextual situation may help them to relate their thinking to what they have already known. When they can relate one thing to another, in describing something becomes easier.
5. Theories of speaking skill should be always written before doing the core of speaking skill. The students can be given some theories related to how to be a good public speaking and all the things about it including the ethics of public speaking, the use of the language and etc. those things will be so useful to improve their speaking skill by using the right procedure in performing the skill.

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