THE 6th INTERNATIONAL SEMINAR 2012
SATYA WACANA CHRISTIAN UNIVERSITY
The Faculty of Language & Literature in cooperation with the Language Training Center

PROCEEDINGS

Research in Teacher Education: What, How, and Why?

Wednesday - Thursday, November 21 - 22, 2012
Satya Wacana Christian University
Salatiga, Indonesia

Widya Sari Press
Proceedings

The 6th International Seminar
The Faculty of Language and Literature in cooperation with The Language Training Center
Satya Wacana Christian University
Research in Teacher Education: What, How, and Why?

© 2012 Faculty of Language and Literature & Language Training Center of Satya Wacana Christian University

Penanggung Jawab
Christian Rudianto, S.Pd., M.Apling.
Nugrahenny T. Zacharias, Ph.D.
Anne I. Timotius, M.Ed.

Layout & Editor
Lourentius Feby Haryanto
Andika Windianto
Tunggul Laras Agung Dewanto

Penerbit
Widya Sari Press

PREFACE

This ‘seminar proceedings’ is the compilation of unedited papers from the presenters in the 6th FBS-LTC International Seminar 2012. This year seminar officially picked up a theme: Research in Teacher Education: What, How, and Why? as a response to the professionalism demand of English teachers. Thus, the papers collected in this seminar proceedings are the results of English teachers’ and future English teachers’ studies, reflections, and opinions on their teaching experiences. This book is printed with the hope that it presents valuable insights for English teachers and anyone who are interested in English teacher education.

I am thankful to all contributors, who are also the presenters of this seminar, for their brilliant ideas shared in the seminar through presentations and papers. Such contribution is important for developing standard of English language teaching and teachers’ professionalism on the field. I am also grateful to the committees of the International seminar for making this International seminar successful and that they managed to gather academics, teachers, and scholars in this special fruitful event. Moreover, I am very thankful to Prof. Anne Burns and Dr. Willy Renandya for their valuable presentation in our seminars.

I hope that this International Seminar and this seminar proceedings book give precious experience, exchange of ideas, and insights for further development of studies in English teacher education.

Christian Rudianto, M.Appling
Seminar chair
# TABLE OF CONTENTS

## PREFACE

ii

## TABLE OF CONTENTS

ii

## THE USE OF METACOGNITIVE STRATEGIES AMONG POST-SECONDARY MALAYSIAN ESL LEARNERS

Fauziah Mat Hassan, Nur Huslinda Che Mat, & Khadijah Tifla

1

## KIND OF TEACHER I WANT TO BE: SELF-REFLECTION AND MOTIVATION THROUGH MOVIES

Henny Putri Saking Wijaya

19

## DEVELOPING TEACHER PROFESSIONALISM THROUGH CLASSROOM ACTION RESEARCH

Abdul Muth'im

30

## AN ANALYSIS OF ERRORS IN THE USE OF ARTICLE IN THE NARRATIVE AND DESCRIPTIVE WRITING STUDENTS

Christiantri Tri Hapsari

40

## STUDENTS’ PERCEPTIONS ON GRAMMAR TEACHING IN ENGLISH DEPARTMENT OF SWCU

Maria Christina Eko Setyarini, M. Hum.

56

## LEARNERS’ PERCEPTIONS TOWARDS THE EFFECTIVENESS OF THE TEACHING AND LEARNING OF MORAL IN MALAYSIAN INSTITUTIONS OF HIGHER LEARNING

Fadhili bin Muhammad, Nor Sukor bin Ali, & Norilabinti Mat Zan

69

## VOCABULARY LEARNING STRATEGIES USED BY ENGLISH DEPARTMENT STUDENTS AT SATYA WACANA CHRISTIAN UNIVERSITY, SALATIGA

Devi Irnasari & Febria Vinka Kristie

84

## THE PURPOSES OF L1 IN TEACHING ENGLISH TO YOUNG LEARNERS IN KINDERGARTEN

Candra Dewi Wahyu Anggraeni

95

## IMPROVING THE QUALITY OF THREE LANGUAGE CENTRES IN SALATIGA THROUGH GOOD RECRUITMENT PROCESS AND TEACHING EFFECTIVENESS STANDARD

Sesillia Rani Setyo Sari, M. Hum

114
TEACHING PRACTICE STUDENTS’ PEDAGOGICAL KNOWLEDGE DEVELOPMENT IN TEACHING ENGLISH IN A PRIVATE ENGLISH INSTITUTION
Hesty Herawati & Anne Indrayanti Timotius 133

STUDENT PERCEPTIONS OF RESEARCH IN DEVELOPING THEIR COMPETENCE AS ENGLISH TEACHER CANDIDATES
Ridha Mardiani 147

PROBLEM IN TEACHING ENGLISH AND THE SOLUTIONS
Putu Diah Kancerina & Muhammad Arief Budiman 163

INCIDENTS FROM STUDENTS-TEACHERS’ ACTION RESEARCH TEACHING JOURNALS IN PRE-SERVICE TEACHER EDUCATION PROGRAM
Annisa Liliyana, Arum Widya Wardhani, Ardiyani Widya Permatasari, & Kanthi Rusana. 176

SUSTAINING ENGLISH TEACHER DOING CLASSROOM ACTION RESEARCH: PERCEPTION OF PALU CITY’S ENGLISH TEACHER Mukrim 201

USING MODIFIED RUMMY GAME METHOD TO IMPROVE STUDENTS’ LEARNING ACTIVITIES AND ENGLISH DIALOG SKILL IN THE STATE SENIOR HIGH SCHOOL 3 SALATIGA GRADE XI NATURAL SCIENCE 2 EVEN SEMESTER YEAR 2011/2012
Supriyanto 219

CAR PAPER BASED POSTER PRESENTATION TO ENHANCE STUDENTS’ UNDERSTANDING ABOUT CAR
Nuraeningsih & Rusiana 236

CHILDREN LITERARY TEXTS ANALYSIS AS TEFL SIDE-MATERIALS FOR INDONESIA YOUNG LEARNERS
Anna Sriastuti 249

WORKING TOWARDS AN INTERCULTURAL COMPETENCE IN THE WORLD ENGLISH ERA
Athriyana Pattiwael 259

REFLECTIVE JOURNAL: A TOOL FOR REVEALING THE PRE-SERVICE TEACHERS’ PROFESSIONAL LEARNING
Debora Tri Ragawanti 277

TEACHER PROFESSIONAL DEVELOPMENT
Fonny K Nowin, spd 292
AN ANALYSIS OF CLASS INTERACTION: A CASE OF MICRO TEACHING
Luciana 301

STRENGTHENING THE TEACHER STUDENTS’ TEACHING SKILLS THROUGH THEIR ACTION RESEARCH FINAL PROJECTS
Nury Supriyanti 317

“IF IT’S NOT WESTERN CULTURE, WHOSE CULTURES I SHOULD TEACH”: CHALLENGING THE TEACHING OF CULTURE IN EIL PEDAGOGY
Nugrahenny T. Zacharias 324

THE MAKING OF ENGLISH ASSESSMENT INSTRUMENTS FOR JUNIOR HIGH SCHOOL STUDENTS
Dra. Rini Fatmawati, M. Pd. 340

HOW DOES A GOOD TEACHER TEACH?
Magdalena Kartikasari Tandy Rerung 353

TEACHING ENGLISH IN SECONDARY SCHOOLS: HOW DO I DO THAT?
Eko Winarsih & Anne Indrayanti Timotius 368

A STUDY ON PRE-SERVICE TEACHERS’ BELIEFS OF ENGLISH AS AN INTERNATIONAL LANGUAGE
Flora Debora Floris 379

WHY USING L1 IN TEYL? A TEACHER’S PERSPECTIVES
Anita Kurniawati, M.Hum. 395

PROMOTING SCHEMATIC KNOWLEDGE TO ENGLISH TEACHERS OF SECONDARY SCHOOL LEVELS
Margana 406

INDIVIDUALIZING EFL LITERACY TO IMPROVE INTELLIGIBILITY THROUGH TASK SERIES USING NEWS VIDEOTEXTS: A CASE STUDY OF THREE EFL LEARNERS
Gusti Astika 417

CONDUICIVE LEARNING ENVIRONMENT AND LEARNERS’ SUCCESSFUL SELF-IMAGE: A QUALITATIVE RESEARCH IN AN ACADEMIC WRITING CLASS
Listyani, M.Hum. 432
PRONUNCIATION OF THE PAST TENSE FORMS OF ENGLISH REGULAR VERBS AMONG POLITEKNIK SULTAN HAJI AHMAD SHAH STUDENTS
Nadrah bint i Zainal Abidin, Khairul Bariah binti Takrim & Mohd Faeiz Ekram bin Mohd Jasmani 448

A JOURNEY OF A THOUSAND MILES OF FUTURE TEACHERS BEGINS FROM A SINGLE STEP IN A MICROTEACHING CLASS
Rahmila Murthiana 459

DEVELOPING LANGUAGE TEACHERS’ PROFESSIONALISM
Rindang Widiningrum 477

CMC IN ELT: THEORIES AND PRACTICES
Dian Toar Y. G. Sumakul 492

A GROUNDED THEORY OF PERCEIVED TEACHER AGGRESSIVE COMMUNICATION: STUDENT IMPACT
Brandon Donelson-Sims 508

LANGUAGE LEARNING STRATEGIES AND ENGLISH PROFICIENCY: ARE THEY RELATED?
Gita Hastuti 522

IMPROVING STUDENTS’ ENGLISH PRONUNCIATION USING THE EXPLICIT TEACHING APPROACH
Situjuh Nazara 539

CONFLICT TALK AND NARRATIVE
Irfan Rifai 554

TEACHING ENGLISH TO SPECIAL-NEEDS CHILDREN
Suzana Maria L.A.F., M. Hum. & Christiana Sidupa, M. Hum. 566

ROLE OF CULTURAL KNOWLEDGE OF STUDENT TEACHERS AND ITS REFLECTION ON THEIR PRACTICE
Tri Wahyuni Floriasti 590

“SO, WHY DO YOU TEACH THE WAY YOU DO:” VARYING PERSPECTIVES ON LITERARY INTERPRETATIONS AMONG UKSW’S LITERATURE LECTURERS
Danielle Donelson-Sims 596

DO STUDENTS WRITE OR SPEAK?
Christian Rudianto, M.Appling 610

ATTITUDES OF PRE-SERVICE EFL TEACHERS TOWARD RESEARCH
Parlindungan Pardede 617
STRENGTHENING THE TEACHER STUDENTS’ TEACHING SKILLS THROUGH THEIR ACTION RESEARCH FINAL PROJECTS

Nury Supriyanti
Universitas negeri Yogyakarta
nury_supriyanti@yahoo.com

This paper is aimed at presenting how the future teachers have been trained to learn how to teach English professionally through the final projects which mark the completion of their studies in the English Education Study Program of Yogyakarta State University. For some years students have done classroom action research studies which then have been written as the final projects. The experiences on supervising the students’ research as well as the careful observation have led the writer to the awareness that classroom action research studies have helped students build their teaching skills which are scientifically learned through the whole long process of conducting the research through its procedure. The final projects written by the students have developed the combination of the teaching knowledge and skills which are regarded as the key to the future teachers’ professionalism. The curriculum in the English pre-service teacher training has a limited number of the credit semester units which are often regarded as inadequate to provide the students with theories, practices and research on the English language teaching since it has been developed into a science which is loaded with huge types of materials. This paper describes how the projects which are usually done step by step under the supervision of the consultants may result in the learning of the students’ future business i.e the English teaching.

Nury Supriyanti is a lecturer of English Education Department, Yogyakarta State University. She graduated from the same institution for her S1 and School of Linguistics of Macquarie University, Australia. Her main interests have been pre-service and in-service English teacher trainings, English for Young Learners and Pragmatics.

Background

To mark the end of the study for English Education Study Program in the Faculty of languages and Art of the Yogyakarta State University write their final projects based on schools. The projects are worth 6 credits which make 144 credits in their curriculum. The research that has been introduced to them has been the classroom action research. There are other types of research like research and development and experiments, today however,