PROCEEDINGS
LANGUAGE POLICY AND PLANNING:
WHAT ARE THE ISSUES?

November 20 - 21, 2013
Satya Wacana Christian University
Salatiga, Indonesia
Proceedings

The 7th International Seminar

The Faculty of Language and Literature

Satya Wacana Christian University

Language Policy and Planning: What are the Issues?

©2013 Faculty Language and Literature of Satya Wacana Christian University

Penanggung Jawab

Anita Kurniawati, M.Hum.

Nugrahenny T. Zacharias, Ph.D.

Maria Christina Eko Setyarini, M. Hum.

Penerbit

Widya Sari Press

PREFACE

The theme of this year’s seminar “Language Policy and Planning: What are the Issues?” is selected to address the possible challenges and best practices of language policy and planning in a variety of contexts, from the local/institutional to national/global. In multilingual countries, such as Indonesia, China, Singapore, decision on which particular language to use sometimes creates a dilemma. Exposing a certain language might sacrifice the mastery of other language(s). Moreover, the decision itself has been influenced by many factors, such as political, social, and economical situations.

The seminar is hoped to provide opportunities for students, teacher-practitioners as well as researchers to share their studies, knowledge, as well as practical applications on language policy and planning.

We would like to offer our appreciation to all invited speakers (Prof. Hywel Coleman, Prof. Richard Baldauf, Dr. Obaidul Hamid, and Prof. Fuad Abdul Hamid), paper, workshop and poster presenters who have taken the time to participate in the seminar. We are also grateful to have financial supports from our generous sponsors which made this seminar possible to hold. Finally, the seminar would not have been realized without the support of various hard-working and dedicated committee members and English Teacher Education program students. It is their commitment that made the preparations of this event a very rewarding and humbling learning experience for me.

This publication presents some of the unedited full papers of the presentation in the 7th International Seminar, around the theme: "Language Policy and Planning: What are the Issues?". We hope that these papers will give significant contributions to issues surrounding the language policy and planning.

Salatiga,

Anita Kurniawati, M.Hum.
Conference Chair
# TABLE OF CONTENTS

PREFACE .......................................................................................................................... i

TABLE OF CONTENTS ........................................................................................................ ii

TYPES OF COMMUNICATION STRATEGIES USED BY YOUNG LEARNERS IN BETHANY SCHOOL SALATIGA
Agam Syahrial & Maria Christina Eko Setyarini ................................................................. 1

DIFFICULTIES FACED BY MATHEMATICS AND SCIENCE TEACHERS IN TEACHING USING ENGLISH
Albertus Ronny Rizal A. O. A. Putra & Anne Indrayanti Timotius ..................................... 14

THE USE OF L1 IN ENGLISH CLASSROOM GROUP DISCUSSIONS
Anita Widiprastyanti & Anne Indrayanti Timotius ............................................................... 24

THE REVOLUTION OF LANGUAGE POLICY IN THE THEATRE SCHOOL
Anna Sriastuti ....................................................................................................................... 37

THE LANGUAGE OF ROBERT BURNS’S “AULD LANG SYNE” AND ITS POPULAR MUSIC
Ariya Jati ................................................................................................................................ 46

ASSESSMENT IN PROJECT BASED LEARNING
Beni Sukandari .................................................................................................................... 52

“I AM NOT AN EXPERT!” SELF-NARRATIVE STUDY OF “NATIVE SPEAKER” TEACHER
Brandon Donelson-Sims ...................................................................................................... 74

WHICH ENGLISH ARE YOU TEACHING? A SURVEY OF UNIVERSITY LECTURERS’ BELIEF ON PRONUNCIATION ISSUE
Clara Herlina Karjo ............................................................................................................... 85

TANGIBLY USEABLE OR THEORETICALLY ABSTRACT: EXPLORING IF WORLD ENGLISHES HAS INFILTRATED LECTURERS’ TEACHING OF ACADEMIC WRITING
Danielle Donelson-Sims ........................................................................................................ 97

A DEEPER LOOK AT THE 2013 CURRICULUM: PRINCIPLES AND CLASSROOM ACTIVITIES DESIGN
Debora Tri Ragawanti ........................................................................................................... 106
FAMILY LANGUAGE POLICY OF USING BILINGUAL CHILDREN STORY BOOKS: TWO SIDES OF A COIN
Deta Maria Sri Darta

EFFECTS OF TEACHING OF MODERN AMERICAN DRAMA AS A METHOD FOR SPEAKING FLUENCY IN BA EFL STUDENTS
Diana Budi Darma, Kiyan Pishkar, Saied Ketabi, & Omana Antony

TEACHERS’ PERCEPTION TOWARDS THE NEW CURRICULUM 2013
Dyah Sunggingwati

ENGLISH AS A GLOBAL LANGUAGE AND ITS IMPLICATION IN FOREIGN LANGUAGE TEACHING
Endang Fauziati

GENDER AND ORIENTALISM FROM PUCCINI’S MADAME BUTTERFLY TO HWANG’S AND CRONENBERG’S M. BUTTERFLY
Eta Farmacelia Nurulhady

SETTING UP LANGUAGE SCHEME TO HELP ITS STUDENTS PREPARE THE ENGLISH GRADUATION REQUIREMENT; CASE STUDY IN ITS CENTER FOR LANGUAGES AND CULTURES (CLC) SURABAYA.
Hermanto

PREPARING INTERNATIONAL STANDARD BASED TEACHER: CASE STUDY AT BUSINESS ADMINISTRATION STUDY PROGRAM, BALI STATE POLYTECHNIC (BSP)
I Made Ardana Putra & Anak Agung Raka Sitawati

LANGUAGE POLICY IN PRACTICE: A CASE STUDY IN GRADUATE CLASSROOM
Krismiyati

UTILIZING VIDEOGAMES TO SHAPE GOOD SOCIAL MEMBERS: A CRITICAL MEDIA LITERACY PERSPECTIVE
Lany Kristono

POPULAR CULTURE: A THREAT OR CHALLENGE FOR LANGUAGE DEVELOPMENT?
Lilik Untari, Nur Asiyah, Novianni Anggraini
STUDENTS’ LEARNING STYLES: A STUDY ON ACADEMIC WRITING CLASS SEMESTER I/2012-2013
Listyani

INDONESIAN WOMEN AS REFLECTED IN FANDRIK AHMAD’S “TAMAN KUNANG-KUNANG
Muhammad Arief Budiman

MOTIVATION AND ENGLISH ACHIEVEMENT OF THE GENERAL ENGLISH STUDENTS
Nelly Threisje Sambouw

ENHANCING LANGUAGE POLICY IMPLEMENTATION IN MALAYSIAN CLASSROOMS THROUGH THE USE OF METACOGNITIVE STRATEGIES IN WRITING TASKS
Nur Huslinda Dato’ Che Mat, Fadhili Muhammad, Mohd Syafarim Md Ishak, & Pauziah Mat Hassan

INTEGRATING SOCIAL MEDIA INTO ACADEMIC WRITING PROCESS
Priyatno Ardi, Susilowaty, & Sugianti

STATE POLICY AND ENGLISH LANGUAGE TEACHING FOR REFUGEES
Purwanti Kusumaningtyas & Anita Kurniawati

THE USE OF L1 IN CLASSROOM INTERACTION: A CASE STUDY IN POETRY CLASS
Rindang Widiningrum & Esriaty S. Kendenan

FROM POLICY TO IMPLEMENTATION OF LANGUAGE-IN-EDUCATION: THE CASE OF BILINGUAL CLASSROOM IN SECONDARY SCHOOLS
RR. Hasti Robiasih

SHAKESPEARE IN PRIMARY SCHOOL, IS IT TRUE?
Sarala A/P Subramanyam

PREPARING BEFORE WRITING: PLANNING THE WRITING ACTIVITIES AND LANGUAGE LEARNING IN CLASSROOM
Widia Resdiana

MULTIMODAL DISCOURSE ANALYSIS IN INDONESIAN PRINT ADVERTISEMENTS
Yuniarta Febrianti
FROM POLICY TO IMPLEMENTATION OF LANGUAGE-IN-EDUCATION: THE CASE OF BILINGUAL CLASSROOM IN SECONDARY SCHOOLS

RR. Hasti Robiasih
Sarjanawiyata Tamansiswa University
hasty_ust@yahoo.com

ABSTRACT

Realizing the impact of English as global language, education system in Indonesia begins to shift the role of English in school context. Firstly, English is one of the compulsory subjects from secondary high schools up to university level. Now, English is becoming a medium of instruction for other subjects. At the implementation stage, teachers develop varieties of strategies by translating the policies with regard to implementation of the curriculum and syllabus prescribed. The present paper offers some evidences that in bilingual classes, and also the recently abandoned RSBI programs, teachers were observed to employ varieties of instructional language in providing students with sufficient scaffolding talk in asking questions, activating prior knowledge, and creating a motivating context. The instructional language used in structuring classroom discourse is dependent mostly on teachers’ competence in English, as the language of instruction in these classes. The study offers some suggestion to offer tailored in-service English training that enhances math teachers’ English proficiency in developing appropriate interactive instructional practices in bilingual classes.

Keywords: instructional language, in-service English training, classroom discourse, scaffolding talk

Introduction

The need to use English as a global language on educational practices and medium of instruction is inevitable in the educational system around the world. In Indonesian context, this could be observed from the shift of language policy in which English was a compulsory subject in high schools and at university level and nowadays it is becoming a medium of instruction for some subjects. It is driven by the fact that we are already left behind in term of competing internationally.

Students are required to acquire sufficient language competence in order to succeed in the next path of their education journey. Some evidences show that those who are capable of participating in communicative interaction orally and in written form will have more opportunities to get more qualified education and employment. This way, mastery of English is a means for gaining a good access to education. The mastery of English also opens up possibilities for students in educational attainment in which they will be able to compete internationally. To be able to achieve the objectives, students need to have an outstanding mastery of both content and language. Therefore, integrating language and content is now becoming the feature and choice of educational system. Stoller (2004) mentioned that such