60th TEFLIN International Conference

27–29 AUGUST 2013

ACHIEVING INTERNATIONAL STANDARDS IN TEACHER EDUCATION

UNIVERSITAS SISWA BANGSA INTERNASIONAL

PROCEEDING

Editors:
Manneke Budiman
Marti Fauziah

60th

TEFLIN International Conference

PROCEEDING

Editors:

Manneke Budiman

Marti Fauziah

ISSN 977 2338776 13

TABLE OF CONTENTS

EDITORS' NOTES

A case of junior secondary school in Gerung, West Lombok 10
Purni Susanto

A case study of multimedia training for EFL teachers 16
Paulus Widiatmoko

A critique towards UKG as teacher competence test in Indonesia 22
Arnis Silvia

A model of web-based extensive reading 30
Gita Mutiara Hati

A tremendous strategy to boost the teaching of Integrated English Course: An approach to reach international standard 36
Dwi Fita Heriyawati & Salwa

Applying multiple intelligences to build ESP students' reading fluency 42
Fransisca Endang Lestariningsih

Are we getting too old to dance? Changes in teachers' motivation and teaching methods after years of teaching ESL 50
R. Pujo Handoyo

Are you a world-class teacher? 56
Yasinta Deka Widiatmi

Assessment Literacy of English Teachers 62
Venny Karolina

Assessing students'communicative competence through communicative language testing Assessment Literacy of English Teachers 66
Retno Budi Wahyuni & Naniek Kuswardhani

Authentic listening materials: Benefits, challenges, and how they can be used for teaching listening 74
Hefy Sulistyawati

Author's chair in promoting young learners' speaking skills 80
Julieta Anne Arbali, Jumirah, NiaKurniawati, Yuniarti

Beyond critical thinking in academic writing: A discourse perspective 86
Misdi, Nurani Hartini, Dian Farijanti

Bilingualism in Indonesian EFL classroom: A case study on teachers' L1 use as one of medium of instructions from students' perspectives 94
Fauziatul Husna

Blog peer feedback in an EFL writing class 102
Deny Efita Nur Rakhmawati

Building students' character through "news item text" learning to improve the students' ability in English 110
Ratna Nur'aini

Capitalizing on the past, shaping the present, framing the future 118
Zuliati Rohmah

Classroom action research: Enriching students' achievement and creating equitable classroom 128
Risqi Ekanti Ayuningtyas Palupi

Collaborative in-service training: An effort to help EYL teachers improve their teaching skills 134
Kasihani K.E Suyanto

Collaborative writing using Google Drive and WhatsApp 138
Situjuh Nazara & Pravita Indriati

Cooperative learning in EFL classrooms: Why do English teachers need to build effective group processing? 142
Dewi Cahyaningrum

Critical learning method in writing class: What do learners think about it? 148
Karmila Mokoginta, Muktamar Arifin, Rizky Raikhan Renata

Curriculum of English language teacher education in expanding circles: English teachers with best teaching skills or the ones who are best-English proficient? 152
Susilo

Delivering Online Examination in the English Department of Universitas Terbuka 158
Johanna B.S. Pantow

Designing a lesson plan for teaching English in Natural Science Faculties of Jenderal Soedirman University based on the need analysis 164
Dyah Raina Purwaningsih

Designing a practical grammar test for junior secondary school students in Indonesia: Designing extracurricular programs to support prospective teachers' professional development 170
Arina Shofiya

Developing students' comprehension in understanding literary theories through intellectual diary 176
M. Yuseano Kardiansyah

Developing top-down and bottom-up processes to help students become more effective listeners 180
Denok Lestari

Does your school visit help you grasp the materials? 188
Dwiyani Pratiwi

Employing affective and cognitive strategies to improve students' critical thinking in learning process 194
Hero Gunawan

Empowering teachers of English as a foreign language (EFL) through the integration of technology in EFL instruction 202
Karmila Machmud

Encouraging students to do reasoning in the teaching of listening 206
Kristiandi

English language change in education and its dynamism 214
Putri Basmalah

English Speaking Volunteers (ESV): An alternative program to create English speaking environment in speaking classes 222
Laily Nur Affini, Ajeng Setyorini, Siti Nur'Aini

**English subject for vocational school students:
Revitalizing the course through Collective Collaboration Model (CCM) 230**
Kusni

Enhancing EFL students' speaking through film interpretation 240
Indah Fajaria

Evaluating the students' speaking skill 246
Ngadiso

Exercising democracy in language assessment 254
Ali Mustofa

**Experiencing poetry: Unlearning and relearning literature
to develop reading interests in literary works 260**
Bachruddin Mustofa

Exploring reading strategies to understand texts for English students 268
Puspita Sari

**Extensive reading program: Its impacts on students' vocabulary size
and reading comprehension 276**
Henny Putri Saking Wijaya

Facilitation teacher education: Students' experiences, perceptions, and insights 280
Danielle Donelson-Sims

From observation to video elicitation: Lessons from pre-service teacher supervision 286
Iyen Nurlaelawati

Gender representation in the visual illustrations of Indonesian high school English textbooks 294
Burhanudin Syaifulloh

How to teach speaking for university students 304
Dewi Kencanawati

**Implementing international quality standard of translation into translation classroom:
Is it possible? 310**
Romel Noverino

Improving teacher's English proficiency in teaching various levels and background 316
Ratih Yulianti

**Initiating moodle implementation at the English Department of Education
and Teachers Training Faculty of UNIB 326**
Eka Novita

Introducing English as an International Language (EIL) to pre-service teachers 332
Flora Debora Floris

Is online reading as effective and meaningful as offline reading? 338
Ista Maharsi

Jigsaw: A technique to improve students' comprehension in reading skill 346
Siti Aimah

Learning to research on the internet in the context of English language learning 352
Putu Nur Ayomi

**Making sense the character building in the curriculum framework:
Conceptualizing culture as a local wisdom and culture as the product of interaction 360**
Astri Hapsari

Mentoring to connect the training sessions with the classroom lessons 366
Ahmad Dzo'ul Milal

Modeling teaching in in-service teacher training:
An experience from in-service teacher training in Aceh 372
Muhsinin

More emphasis on students' creative or productive ability in the teaching of poetry 378
Peter Angkasa

Needs Analysis for Lecturer Training 386
Murniati

Online community interaction for teacher professional development 390
Siti Kustini & Ninit Krisdyawati

Panacea for low proficiency learners: combined exposure
of Extensive listening and reading through podcasts 394
Imroatul Muhsinah

Pedagogical content knowledge in higher education in Indonesia 400
Fellysia and Herwindy Maria Tedjaatmadja

Postgraduate students' problems in reading English materials 408
Gita Rahmi and Adila Jefiza

Preparation and strategies applied by teachers of math
and science in English of bilingual program at elementary school 418
Masruddin

Preparing higher education teachers to face the international education by using Language accross curriculum (LAC) method 424
Desi Tri Cahyaningati

Preparing students' English proficiency to face global world:
Challenges in the teaching of ESP to students with culturally embedded characteristics 430
Titien Indrianti

Preparing university students for learning sustainability 438
Christianus I Wayan Eka Budiartha

Pre-service EFL student teachers' attitudes toward research 444
Zaitun, Eka Yuliyanti, Koryati

Prevalent teacher questioning tapestry: A case study in a speaking class at a private university 450
Marwito Wihadi

Proceeding conference paper: Performing quality or hoping popularity 460
Nurul Hasanah Fajaria

Promising pathways: Lessons for developing
and implementing teacher accreditation standards from international experiences 466
Abdul Rahman Reijerink

Promoting self-study of listening skills for Islamic college students through web 2.0 tools 470
Andi Muhammad Yauri & Zaitun Binti Haji Sidin

Promoting the use of self-assessment for learning and fair scoring 478
Yunias Monika

Quantum English: The method to promote student autonomy in Indonesia 486
Irfan Dwi Yulianto

Raising pre-service English language teachers' cultural awareness through e-portfolios 492
Lulus Irawati

Reciprocal teaching for improving eleven grade students' reading comprehension achievement 498
Testiana Deni Wijayatiningsih

Revisiting bilingual education in Timor for achieving international standard and bilingualism for EFL students 506
Peggy Jonathans

Second-language acquisition and the information age: A survey on how social software has created a new mode of language learning in State University of Malang 514
Winda Syafitri

Sex differences of students' performance on reading and listening tests of English 524
Meilisa Putri Zerlindayanti

Student perception of harsh teacher communication in Indonesian classrooms: A model developed with grounded theory 532
Brandon Donelson-Sims

Student-initiated community building to implement Community Language Learning (CLL): The experiment outside the Classroom 540
Septi Riyani

Taking into account students learning style differences in teaching: How do the English as foreign language teachers do it? 548
Dani Ratrianasari

Teacher education program: Bridging the gap between theories and practices 554
Irma Windy Astuti & Ista Maharsi

Teachers' evaluation tool for improving students' academic achievement 560
Chusni Hadiati

Teachers' attitudes and authentic materials use in EFL classrooms 566
Endar Rachmawaty Linuwih

Teachers' beliefs on teaching of basic grammar through formula 33 574
Nizamuddin Sadiq

Teaching English for young learners in elementary school through classroom observation 580
Dwi Astuti Wahyu Nurhayati

Testing, Demonstrating, Practicing, and Revising (TDPR): An alternative technique to teach EFL learners' English vowels 588
Moedjito

The application of Montessori model in teaching reading to very young learners at Singapore National Academy International School 594
Hertiki

The correlation between language learning strategies and English proficiency of university students 600
Ihda Husnayaini

The correlation between personality factors and behaviour of teachers' performance to the students' achievements 610
Silfi Sanda

The effectiveness of interactional feedback types of English speaking class learners 616
Mey Damayanti

The evaluation of classroom action research articles written by Indonesian academics: A corpus-based study 620
Nuryansyah Adijaya & Prayogo Hadi Sulistio

The impact of different pronunciations between Filipino and American teachers on primary 2 and secondary 2 students of Merlion International School 626
Choiriya

The implementation of computer-based learning to improve EFL writing ability of eight grade students at SMP Negeri 4 Kepanjen 632
Siti Umasitah

The role of Google Translate as a new tool of language learning in Internet base era 638
Yadi Kusmayadi

The role of out-of-school English literacy activities in promoting students' English literacy at an elementary school in Bandung 646
Lilies Setiasih

The skills approach in teaching reading: Why and how it works 654
Yonathan Winardi

The teaching of communicative meaningful grammar 658
Istiqlaliah Nurul Hidayati

The use of Facebook group facility in poetry class 664
Laila Ulsi Qodriani

Three-dimensional orientation of TEFL teacher education in the context of meditative thinking 668
Huang Xiaoling

Using proverbs as a lead-in activity in teaching English as a foreign language 676
Adnan Zaid

Using readability formulas to evaluate English reading materials 682
Ronald Maraden Parlindungan Silalahi

Using Task-Based Language Teaching (TBLT) to improve students' mastery of English tenses at the English Education Study Program of Universitas Bengkulu 694
Wisma Yunita

Utilizing touch screen gadget to deliver quality and inclusive MLE 704
Hasan Zainnuri and Muhammad Rohmadi

What might future teachers need? 710
Ani Purjayanti

Initiating Moodle implementation at the English Department of Education and Teachers Training Faculty of UNIB

Eka Novita
Universitas Bengkulu
Email: Ekanovita3@yahoo.com

Computer Assisted Language Learning (CALL) has been a focus in language teacher education; technology savvy language teachers are on demand. However, initiating CALL implementation might be tricky. In this paper, the author is sharing her experience in starting Moodle as Course Management System (CMS) at the English Education Study Program of The University of Bengkulu. Moodle is a free online CMS platform whose features can serve language learning well; it can facilitate collaborative learning and problem based learning. This Moodle project started with research on students' device ownership and technology mastery, faculty member's perception on technology, and technology resources at the University. The project then continued with a pilot program, that was putting three courses on Moodle for one semester. This pilot program was considered successful; thus the Moodle initiation was considered possible to implement. Later, workshop and some assistance sessions for the faculty members were conducted to familiarize with Moodle. At the same time, technical preparation took place; this included installing the Moodle, customizing it with the English Department's need, and creating students database.

Keywords: Computer Assisted Language Learning (CALL), Moodle, Language Teachers Education

CALL technologies and moodle

There are three things that might come into our discourse when we talk about Computer Assisted Language Learning (CALL) technologies. The first one is the importance of stakeholders' familiarity with the technologies implemented in CALL, as suggested by Chenoweth & Murday (2003). Chenoweth& Murday found that students' expectation will adjust as the campus community becomes familiar with the online language offering. They found that the gap between students 'expectation and technology environment's expectation cause students frustration. Vogel et all (2006) suggest students' familiarity with technologies and their preferences over certain technologies are influence by gender. Students' familiarity to technology is addressed as their frequency interacting with CALL technologies and their skills as users of technology.

The second one is that tools/ infrastructures play an important role in CALL technology implementation as suggested by Blin (2004). Blin studied the relationship between CALL and the development of learner autonomy from the point of view of cultural-historical theory. Blin acknowledges the importance of tools of tools: library, computer, books, etc in a language learning system.

The third one is that CALL technologies provide benefits for language learning. Buston (2005) claims that video dubbing project brings range of pedagogical benefits as it can be taken at all linguistics levels, not too technology demanding, and can be conducted both in classroom or computer lab. Madyarov (2009) evaluated a distance language learning instruction. He describes that companion CD-ROM via Moodle, forum discussion and journal postings work well in distance learning

instruction. Sotillo (2005) suggests that online chat can be used to work on error correction, indirect corrective feedback focusing in grammatical and lexical errors. He found that evidence of successful learner uptake on online chat sessions.

Now, let's take a look at Moodle. Course Management System (CMS) is a dimension in CALL. One of the CMS platforms is Moodle. There are two other terms apart from CMS that are usually used to define Moodle: Learning Management System (LMS) and Virtual Learning Environment (VLE). And, there are two concepts around Moodle: open-source and internet-based courses. More technically speaking, Moodle basically consists of two main parts: 'resources' and 'activities'. It enables teachers to upload video and audio files or links, to engage students in a discussion forum, guide real time discussion (chat), create quizzes, and create survey questions, create glossary, create assignments, assign students to collaborative group work.

Moodle is claimed to be accommodating toward Collaborative Learning and Problem Based Learning. Tiantong and Teemuangsai (2013) did an experiment examining collaborative learning using student team achievement division technique via Moodle. They found that the student team achievement division technique can be applied through the Moodle to enhance learning achievement successfully. Tosun and Taskesenligil (2011) found that the implementation of Problem Based Learning (PBL) method using Moodle has positive effects on students; the a high quality and interactive setting that were provided throughout the term on Moodle increased encouragement for participation.

Then, Is Moodle new in Indonesia? Not really. Many education institution use Moodle as their CMS. In fact Indonesia is one of the country with the big number of registered Moodle sites; there are 1803 sites registered on Moodle.org. Can Moodle be successfully implemented in Indonesia? It seems so. A study by Linawati,Sukadarmika, and Sasmita (2012) finds satisfying outcomes of Moodle implementation at Udayana Univeristy.

Where to start?

From this point, I will call the Moodle implementation initiative as Moodle project. So, if we want to start a Moodle project, where to start? I believe that the best way to start it is by finding information regarding CALL at the English Education Study Program that involves the students, the faculty members, and the University management. Starting the program from an accurate set of information about the current situation will save us a great deal of resources: time, money, and human resources. This stage of finding information can be considered as situation analysis or current state evaluation.

Specifically, what information to find in this stage? It is to find information about whether or not the students have access to devices, their frequency of using CALL technologies, their perceived technology mastery, the faculty members' opinion on technology in general and implementing CALL in specific, the existing resources in the University.

In our particular Moodle project, a survey to students and interviews to faculty members and the university management were conducted on January- February 2012. The results of the survey show that 83% of the students own laptop, 57% own PC/ desktop, 39% own smart phone, and only 1% own Ipad/ tablet. More than half of the students have access to internet at home, Most of those

who do not have internet access at home, can access it somewhere else. In other words, most of the students have access to at least one device, most of them have access to internet, they frequently use the CALL technologies. The survey also shows that the students have high of perceived mastery in average, they responded 'very well' when they were asked how well they can operate some CALL technologies.

From those findings, it can be concluded that students in the department are ready for CALL implementation. In other words, we can predict that there will be minimum gap between the students' expectation with the school technology expectation when CALL is embedded in the curriculum, which can minimize the students' frustration as also suggested by Chenoweth & Murray (2003). Result also shows that search engines, Facebooks, MP3 players, word processor, mobile devices, online chat, Youtube, email, computer/ online games, audio recording application/devices and video recording application/devices were the technologies whose frequency means are above 2.40, which the highest score is 4.00. This suggests that the students are familiar with those technologies; using them will not be overwhelming for the students. Thus, it allows us to predict using those technologies in the learning activities in the department is possible. It also allows us to assume that minimal to no training or workshop on using those technologies is needed. The results regarding students' perceived mastery and technologies frequency use suggest that students master and are familiar with the basic features of Moodle. Browsers, audio applications, video applications, Youtube, and other CALL technologies which are claimed to be use frequently by the students are the basic features of the platform.

The interview results also strengthen the conclusion that CALL and Moodle implementation is welcomed at the department. The interview results show that all faculty members felt technology could help students in their studies. This is in line with what research found that teachers generally approve embedding technology in their classroom practices (Albarini 2006; Bordbar 2010 ; Chai & Teo 2008; Hodge & Anderson 2007; Kim 2002; Valcke 2007). Younger faculty members are perceived to have more interests in implementing CALL, and that motivating them is more visible than motivating senior faculty members. It is also indicated that senior faculty members are perceived to have physical limitations that affect their willingness to be involved with technology implementation. One example mentioned was that it is more challenging for them to read on computer screen compared to reading on paper. The interview data further suggests that faculty members felt technology should not be too overwhelming for the students. This means despite of their assumption that technology beneficial for students' learning, they know that technology can also cause distractions.

The result the interview with the University management indicates that there are sufficient infrastructures in the university to support CALL implementation. The technology support unit is one of the supports. Its existence ensures the availability and sustainability of maintenance and service regarding technology. Moreover, the Internet bandwidth, the servers, the website and e-learning, and the computer laboratories are some of the existing infrastructures which are great potentials to support CALL. The result also shows that the University management plans to improve and develop the existing infrastructures.

The pilot project

After collecting the information, I think a pilot project should be conducted before the real Moodle project. This pilot project will give practical information on what could be the challenge. In our particular Moodle project, a pilot project was conducted involving three courses in the odd semester 2012-2013. The three courses were Reading III, Listening III, and Writing III. This pilot program was considered successful as there were no significant technical obstacles. Thus the Moodle project was considered possible to implement at the English Education Study Program in the even semester 2012-2013. The results of the pilot project as well as the Moodle project blue print were informed to the faculty members in meetings and other informal occasions.

The Moodle project

I would suggest two kinds of workshops for the teachers before starting a Moodle project: technical workshops and pedagogical workshops. The technical workshops prepare the teachers to master the Moodle features, for example how to create a quiz assignment on Moodle; while the pedagogical workshops give the teachers ideas of classroom activities using the features, for example using glossary for group competition for learning vocabulary. I would also suggest regular round table discussions to share teachers' experience using Moodle throughout the semester.

Unfortunately, in our particular Moodle project, we could only afford one workshop, due to time constraint. The workshop was conducted to introduce Moodle to the faculty members before the semester started. Most of the faculty members attended the workshop which can be assumed as the sign of their enthusiasm, even though only five faculty members, used Moodle for the course they teach that semester. The workshop provided information about what Moodle is, why Moodle is chosen as the CMS, where to start in working with Moodle. The workshop also gave technical information about Moodle features, how to upload resources and how to create activities. They were also given usernames and passwords. The address of our moodle is: ed.unib.ac.id/moodle. A manual handout containing screen shot pictures of step by step procedure was provided in the workshop.

Later, assistance and support were offered in informal individual consultation sessions, text messages, Facebook group and Facebook messages. Easy access to assistance and support seemed to be important to keep the enthusiasm among the faculty members. Individual sessions seemed to work better as they could ask question in a 'less public' setting.

Technical details are as important as other details. Without a solid and strategic plan, it can be really messy and time consuming. Here are the technical details: picking the credible web hosting, customizing the Moodle skin, Moodle installation, creating student database, creating the courses, and customizing the course setting. To me, a credible web hosting must have online customer service officers that can be reached 24 hours. Especially for a novice Moodle administrator like myself, assistance from the officers while working with the C-panel is really needed. We can also seek for technical supports and problem solutions from Moodle forum and community at https://moodle.org/support/.

Last but not least, to end this paper, I would like to give one tips. Keeping everyone updated is important to make any mission successful. I would suggest using Facebook group to spread information to the teachers involved in your Moodle project. I created one for the Moodle project and I found it to be effective and efficient as all the faculty members use Facebook and frequently check their account. Also, Facebook group enables us keep the track of who have seen the posting and who have not, and this is very helpful to make sure that everyone is well informed.

REFERENCES

Albarini, A. (2006). Teachers' attitudes toward information and communication technologies: the case of Syrian EFL teachers. *Computers & Education*, 47, 373–398.

Blin, F. (2004) CALL and the development of learner autonomy: towards an activity theoretical perspective. *ReCALL*, 16(2), 377-395.

Bordbar, F (2010) English teachers' attitudes toward computer-assisted language learning. *International Journal of Language Studies*. 4(3), 27-54.

Buston, J. (2005). Video dubbing projects in the foreign language curriculum. *CALICO Journal*, 23(1), 79-92.

Chai, C.S., Hong, H., &Teo, T. (2009). Singaporean and Taiwanese Pre-service teachers' beliefs and their attitude towards ICT use: a comparative study. *The Asia- Pasific Education Researcher* 18 (1), 117-128.

Chenoweth, N., &Murday, K. (2003).Measuring student learning with in an online Frenchcourse. *CALICO Journal*, 20 (2), 285-314.

Hodge, S., & Anderson, B. (2007). Teaching and learning with an interactive whiteboard: A teacher's journey. *Learning, Media and Technology*, 32 (3), 271- 282.

Kim, Hoe Kyeung. (2002) Beyond motivation: ESL/EFL teachers' perception of the role ofcomputer. *CALICO Journal*, 25(2), 241-259.

Linawati., Sukadarmika, G.,& Sasmita, A. (2012). Synchronization Interfaces for ImprovingMoodle Utilization. *TELKOMNIKA*, 10 (1), 179-188.

Madyarov, I (2009). Designing a workable framework for evaluating distance language instruction. *CALICO Journal*, 26(2), 290-308.

Sotillo,S. (2005) Corrective feedback via Instant Messenger learning activities in NS-NNS and NNS-NNS dyads. *CALICO Journal*, 22(3), 467-496.

Tiantong, M., & Teemuangsai, S., (2013). Student Team Achievement Divisions (STAD) Technique through the Moodle to Enhance Learning Achievement. *International Education Studies*, 6(4).

Tosun, C., & Taskesenlligil, Y,. (2011). Using the MOODLE Learning Management System in Problem Based Learning Method. *International Online Journal of Educational Sciences*, 3 (3), 1021-1042.

Valcke, M., et al. (2007). ICT teacher training: Evaluation of the curriculum and training approach in Flanders. *Teaching and Teacher Education*, 23, 795-808.

Vogel, J., et al. (2006). Computer gaming and interactive simulation for learning: a meta analysis. *Educational Computing Research*, 34 (3), 229-243.