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International Conference 2016

Conference Proceedings

“World Englishes in Language Teaching, Literature, and Translation in the Context of Asia”

UNNES in collaboration with AWEJ and University of Southern Queensland

Semarang, 8-9 October 2016

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State University of Semarang
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Preface

ELTLT has become one of the greatest annual events for State University of Semarang. It can be seen from its improving participants and presenters year by year. ELTLT 2016 has successfully invited leading linguists, researchers, scholars, and lecturers to present varied topics with its main theme ‘World Englishes in Language Teaching, Literature, and Translation in the Context of Asia.

The objectives of the 5th International Conference on ELTLT are to exchange and share ideas as well as research findings from all presenters. Also, it provides the interdisciplinary forum for those involved to present and discuss the most recent innovations, trends, concerns, practical challenges encountered and the solutions adopted in the field of English Language Teaching, Literature, and Translation.

As the chairperson of the conference, I would like to express my sincere gratitude to all keynote speakers – Associate Professor Robyn Henderson from University of Southern Queensland, Subur L. Wardoyo, Ph.D from University of PGRI Semarang, and Prof. Dr. Said from American University of Sharjah, UEA. My gratitude is also addressed to two featured speakers – Ms. Julija Knezevic from Tokyo University of Foreign Studies, and Associate Professor Adrian Rodgers from The Ohio State University. Then, it is my honor to say welcome to 200 presenters coming from many universities in Indonesia and some from other countries.

On behalf of the organizing committee, we express our thank to Prof. Dr. Fathur Rohman, M.Hum as the Rector of UNNES and Prof. Dr. Agus Nuryatin, M.Hum as the Dean of the Faculty of Languages and Arts for their support.

Welcome to the 5th ELTLT 2016.

Arif Suryo Priyatmo
Chairperson of ELTLT 2016
English Department
Faculty of Languages and Arts
State University of Semarang
Welcome from the Dean of Languages and Arts Faculty

As the Dean of Languages and Arts Faculty, we are proud to have an annual international conference such as ELTLT 2016.

To be chosen as presenters for the parallel presentation in this conference is a considerable honor and achievement. I would like to congratulate the presenters who have been selected, as well as the reviewers who have chosen the successful presenters. Obviously not everyone interested in the chosen topic could attend this conference, so the pre-conference proceeding will present to a much wider audience issues related to the topic. The proceeding is also a proof that the contributions of presenters are valued.

I also would like to offer my congratulations and appreciation to the organizing committee who have been working to prepare the conference, and to all keynote speakers, featured speakers, presenters, and participants for such an impressive conference.

We hope that through this annual ELTLT conference, there will be a stronger bond amongst academics, especially those with the expertise of English language teaching, literature, and translation. I wish you a wonderful conference.

Semarang, October 2016

Prof. Dr. Agus Nuryatin, M. Hum
The Dean of Languages and Arts Faculty
State University of Semarang
Welcome Note from the Head of English Language and Literature Department

We are privileged to organize this annual conference. This year ELTLT is actually the fifth conference; the first, namely ELTL (English Language Teaching and Literature) Conference, was last 4 year. We have received quite a lot of abstracts and most were accepted for presentation. Surprisingly, the number was doubled as compared to last year and last 4 years. This means that more academics are interested in our conference and trust us as organizer of the conference.

Therefore, I would like to congratulate the organizing committee who has been working hard to prepare the conference. I also would like to extend my deepest gratitude to all keynote speakers, presenters, and participants for their contribution to our conference.

I do hope that this annual ELTLT conference could serve as a bridge that channels bond amongst academics, especially those with the expertise of English language teaching, literature, and translation.

With best wishes for a rewarding and successful conference!

Dr. Rudi Hartono, M.Pd.
Head of English Language and Literature Department
Faculty of Languages and Arts
Semarang State University (UNNES)
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"I TRY TO UNDERSTAND THEM, BUT THEY DON’T"
DYNAMICS AND CHALLENGES OF TEAM LEARNING IN MAKING VIDEO IN LANGUAGE CLASSROOM

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Abstract
Learning is a social process. This indicates that they need their friends, teachers or other people around within social environment to learn with or to learn from. Therefore, students should be able to grow their social capacities. By developing their social skills, students can learn individually and interdependently by cooperating and collaborating with others. Second language classroom should not only be a place to facilitate students’ English language development, but also for developing students’ social learning skills. A learning method which can be used is facilitating students to engage in team learning to accomplish certain group tasks. Through this facilitation, students can learn from team learning experiences, especially when they encounter some difficulties in learning together. This study aims to explore how engineering students learn together in teams, what problems they encounter and how they manage these challenges/what they learn during their video making process. The data are collected through twenty-five students’ reflective writing after they accomplish their video. The data show that the students encounter several issues relating to self-group identification, group coordination and team conflict. Through learning in team, they learn to develop shared vision, goal, identity, coordinated action, group energizing and self management. This team learning can be means for students to develop intrapersonal and interpersonal relationship. To continue and expand their learning, students should perform self-group mirroring, generative learning and adapt to their social environment. Team learning in making video can stimulate other forms of learning: observational, ICT and affective learning.

Keywords: team learning, self-group identification, social learning skills, affective learning, ICT learning

Introduction
Social environment is significant for supporting students’ learning process. Learning is a social process. To develop themselves, students need other people. They need their parents, teachers and friends. In order to get, share and transfer knowledge with others, students should develop their social competences. They should know how to work with other people. They should understand how to establish, develop and maintain social relationship with others. This social capital is vital for students’ academic success. How students behave and treat other people around them in academic context will affect their learning outcome. Moreover, these social capacities also affect their future life. Their success within their job environment will be determined by their capacity to learn from their colleagues and how they build effective social relationship in their job community.

This indicates that classrooms/schools should prepare their students to acquire these social competences. Teachers should facilitate students’ social learning and enable them to construct their own way or their own
understanding on learning in social surrounding. Frequently, teachers may find students who are good at their subject contents, but find difficulty in their social life, are rejected/are not accepted by their peer community. This situation may indirectly affect these students’ personal/individual learning. Students’ continuously learning process should be facilitated by balancing their inner and outer contexts. Inner represents students’ self dimension and outer is their social aspect. This is because self and social learning are interrelated.

A method which teachers can adopt to facilitate students’ social learning is building teamwork by encouraging students’ to accomplish group tasks. Within this team, they can learn to work together with their peer, how to adapt their “self” to their group, build shared vision, interest and objectives, coordinate with their peers, manage conflict, learn to be tolerant and respect diversity. By allowing them to work in groups, they can have real experiences instead of just reading from books or listening to their teachers. This study aims to explore how some students work in teams, what difficulties they encounter and how are the potential benefits they can get when they are successful in their team learning process and potential danger/threat they will face when they fail. This study is focused on exploring students’ mental states in working together in their teams.

Research Problems
There are two main issues I intend to examine in this study. Those are:
How do the students engage and learn in their teams, what difficulties/barriers they encounter and what easiness they find which potentially furnishes their teamwork?
What are the potential benefits they find and danger/threat they face when they fail?

Theoretical Framework
A. Team Learning
Within their stages of their life development, students meet more and more people. They scope of environment is expanding. To be able to develop themselves, they should possess capacity to learn from their social milieu. An approach to expose students to social learning is through small group/team learning. A team can be formed when some individuals (two or more people) are grouped together (Sessa & London, 2006, pp. 113-115). Furthermore, Sessa and London (2006, p. 115) argue that team learning takes place when there is shared action in which all members form, obtain, communicate knowledge and information. Similarly, Bondarouk (2006, p. 44 artikel action oriented group learning, p. 44) identifies several activities which support group learning: shared action, reflection, knowledge spreading, collective understanding and reciprocal adaptation. Team learning covers several basic behaviours, including sharing, storing and retrieving (Wilson, Goodman & Cronin, 2007, artikel group learning). A team is not just a collection of individuals who perform certain social process, but they should build shared mentality. They should develop collective team identification which tie individuals to the team/group (Van Der Vegt & Bunderson, 2005, p. 533, artikel learning and performance, p. 533). Team members should also develop value and emotional attachments to their groups (Van Der Vegt & Bunderson, 2005, p. 533). Similarly, Van der Linden, et., al. (2000, Dolmans & Semidt, 2006, p. 322) maintain that team learning can occurs when there is common objective, collective obligation, reciprocally contingent and shared understanding through socialization. To work successfully, team members should integrate their skills, competences and arrange their activities to respond to challenges (Kozlowski, Gully, Nason & Smith, 1999, cited in Kozlowski & Bell, 2008, p. 3).

Learning in team does not always proceed without any obstructions. Team can be crack because of social processing problems. Livingstone and Lynch (2000, p. 327) cites Healey, et., al. (1996) and Parsons and Drew (1996) who clarify several problems in team learning, including smart member may not receive worth recognition, unfair distribution of the task, lazy member can protect themselves behind active members, the work progress is impeded because of ineffective time, teamwork takes a lot of students’ time, group’s diversity. Team development can be divided into several phases based on how team can face the obstacles: forming stage in which there are cold conflict, storming which is indicated by poor interaction, norming stage which is indicated by more effective interaction and performing is characterized by productive outcome (Tuckman, 1965, cited in Livingstone & Lynch, 2000, p. 328).

Team learning also faces challenges of unifying diversity and distinctiveness (Van den Bossche, Gijselaers, Segers & Kirschner, 2006, p. 491).

B. Peer and Social Learning

In team learning, students can learn each other. They are engaging in peer learning. Boud, et., al. (1999, p. 413, cited in Hammond, Bithell, Jones & Bidgood, 2010, p. 202) define peer learning as “the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of teacher.” Students can get the advantages of becoming cooperative group members when they interact actively and exchange their different views (Kruger, 1993, cited in Fawcett & Garton, 2005, p. 29). This also indicates that peer learning highlights cooperation instead of rivalry and acknowledge others’ differences (Boud, Cohen & Sampson, 1999, p. 415). Slavin (1990, cited in Boud, Cohen & Sampson, 1999, p. 415) argues that peer learning can lead to collaboration, team learning, reflection and improved communication competence. Learning through peer interaction within teamwork allows students to learn from their everyday life or situation. It encourages students to learn from environment. Boud and Lee (2005, p. 502) view environment as source of pedagogy. This is similar to ‘distributed learning’ in which students learn from environment without teachers’ guidance (Lea & Nicoll, 2002, cited in Boud & Lee, 2005, p. 503). Peer learning is an effective place for growing socially shared metacognition in which individuals develop capacity to be socially aware, examine social context and control social behaviour (Iiskala, Vauras & Lehtinen, 2004). Peer learning can also be effective event for students to grow their
social and emotional competences which are the basis for further academic success.

“The single best childhood predictor of adult adaptation is not school grades, and not classroom behaviour, but rather, the adequacy with which the child gets along with other children. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children and who cannot establish a place for themselves in the peer culture are seriously at risk” (Hartup, 1992, p. 1, cited in Linke, 2011, p. 14).

Cooperating with other friends enables students to develop their social-emotional competences. There are five areas of social-emotional learning: self-awareness, social awareness, responsible decision making, self-management and relationship skills (CASEL, 2003, cited in Zins & Elias, n.d., p. 3). To work harmoniously, a team needs reciprocal trust, mindfulness, collective mentality and cohesion (Sessa & London, 2006, pp. 134-135).

**Methodology**

To examine the research problems, I adopt qualitative research method. Phenomenology is applied as the epistemology of the research, which is based on teaching practice. The data are gathered from students stories on what they have experienced after they are working in a team/small group to accomplish video making task. They are asked to make a video on social, cultural and technological issues in groups. The students write their experience after they finish their group video. The data are collected from 26 written experiences. The data are extracted and conceptualized by linking to relevant studies (theories) to understand the meaning of the collected data. The students are working in small team to make video on socio-cultural and technological issues.

**Data Presentation and Discussion**

**Some Samples of Data**

This section presents some samples of data and analysis/discussion of the data. There are two main problems explored from the data. Those are difficulties/challenges and its dynamics and potential benefits of learning and failure impact on learning.

The data show that the students face various types of difficulties/challenges which include task barriers (relating to technology, content of video and time management), emotional obstacles (members’ characters, for instance lazy, overdependence, burnout, adaptation problems) and social hindrances (no group cooperation, no coordination, unfair job distribution, social tension and group working culture). Below are several samples of data showing some group learning barriers and its dynamics and potential benefits of learning and failure impact on learning.

“...and the photo story must be done with team work so in the group, so I must understand a character all the member so I can finish the task on time. But one of them usually not understand my character and the other member in the group so there are some problems in the group. And that problems can make our task cannot submit on time. For to finish the task in the group not easy. So many characteristics of the member, there are a member with a egoist character, individual character, lazy character and a flat character... The First is about what I can learn when I and my friends do a photo story. I think to do photo story with group must have a good character and I don’t have that character. So sometime I feel disappointed with my member in a group if the member not understand about my opinion of the topic in the photo story. I just give a opinion but sometime my friends in my group always reject my opinion. It is not problem for me because I just give a opinion...” (Student-5).
SCAFFOLDING INSTRUCTIONS IN READING CLASS

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Abstract
Reading is one of language basic skills which will help the students in their life, especially in their academic life. Developing students’ reading skills need to be done as early as possible because the skills will help the students in comprehending the texts they are reading. The preliminary study shows that the scaffolding instruction done by the teacher in reading class help the students to use the reading skills themselves and build the students’ confidence when they do independent reading and find difficult words which have possibility in hindering their comprehension. Reading skills like using context clues to guess meaning, making inferences, identifying main ideas, and summarizing were taught in the classroom to equip the students for their better reading comprehension. This paper intends to describe the scaffolding instructions done by the teachers in reading classrooms in order to teach reading strategies and develop students’ reading skills at the same time. The description will give guidance for the student-teachers to teach reading in their classroom in the future.

Keywords - Scaffolding instruction, Reading skill

Introduction
Reading is one of language basic skills which will help the students in their life, especially in their academic life. Reading is an active activity as it is an exercise dominated by the eyes and the brain in which the eyes receive messages from the text and the brain identify the significance of these messages. The facilitator, in this case the lecturer, needs to facilitate the students in the classroom (Harmer, 2001). There are four indicators of success in reading. They are obtaining main ideas, obtaining specific information from the written text, recognizing the word meaning, and finding the textual reference.

Developing students’ reading skills need to be done as early as possible because the skills will help the students in comprehending the texts they are reading. In Elementary Reading Comprehension course in Universitas Negeri Semarang, the students are introduced to the skills needed to comprehend the text they are reading. Reading skills like using context clues to guess meaning, making inferences, identifying main ideas, and summarizing are taught in the classroom to equip the students for their better reading comprehension.

One of the program in English Department of Universitas Negeri Semarang is English Teacher Training. The skills the students developed for their own personal development will also be needed when they teach their students in the future. Therefore, the students have to develop their understanding on the skills and use the skills when they read. In order to do so, the
lecturer should give the right instructions that the students can refer to. Scaffolding instruction can be used to move from “guided by others” stage to independent stage (Stone, 1998: 351).

Based on the preliminary study, in spite of the students’ basic ability in English, the students in the Elementary Reading Comprehension course felt that the reading skills they have learned in the classroom help them in comprehending the texts they are reading better. Therefore, this study aims to provide a clear description on how the lecturers give scaffolding instruction on how to develop reading skills in the classroom, so that the student-teachers will have guidance in teaching reading.

Methodology
This study aims to describe the scaffolding instruction done by the lecturer in the Elementary Reading Comprehension classroom. In order to give full description, field observation was conducted on two different classrooms of Elementary Reading Comprehension course. The classrooms were chosen as the result of the test in both classes were good. Moreover, the result of observation and interview show that the students actively applied the reading strategies they have learned in the classroom when they do independent reading. The students felt that the reading strategies they have learned improve their reading comprehension.

To do the field observation, the researcher recorded the classroom activities in order to get natural instruction done by the lecturer. The recordings were then transcribed to get description on how the classroom was conducted. Not only observation but also interview was done to give better understanding on how the students feel about the instruction given by the lecturers. Therefore, interview guide was also used to guide the researcher in acquiring the information needed.

Finding and Discussion
The result of the field observation which was done by recording the teaching reading activities in the classroom will be described as follows. The description below will cover how the lecturers did scaffolding instructions on the reading skills that need to be mastered by the students in the Elementary Reading Comprehension Course in English Department of Universitas Negeri Semarang. They are using context clues to guess meaning, making inferences, identifying main ideas, and summarizing. Basically, scaffolding instruction done in the Elementary Reading Comprehension course classrooms follow the scaffolding instruction structure proposed by Ellis dan Larkin (1998):

First, the lecturer models how to do use the strategy; second, the lecturer and the students practice the strategy together; third, the students practice using the strategy in groups; and fourth, the students use the strategy independently.

Scaffolding instruction given in teaching “using context clues to guess meaning” skill
When students read, they sometimes find difficult words. The difficult words will hinder the students’ comprehension on the text. Therefore, they should learn how to use the clues from the context (context clues). In teaching this skill, the lecturer uses the following instruction to scaffold the skill.

The lecturer displays or give the students a text to read. Then she asked the students
whether they find difficult words. Following that, she asked the students what the students usually do when they find difficult words.

The lecturer showed the students that there were something the texts, near the difficult words that would help the students understand the meaning of the words.

The lecturer gave some examples of different kinds of context clues that usually appear in texts.

Using the text given in the beginning of the class, the lecturer guided the students how to find the context clues. She verbalized what was on her thinking (think-aloud) when she wanted to show which words can be the clues.

After several practices on different examples of context clues, the students were divided into groups. In the smaller groups, the students were given some sentences with difficult words and clues so they could practice using the context clues they learned in the previous stage. In the group, the students practiced using the context clues by verbalizing how they did the task in using context clues. This will help the students in the group to memorize the steps and kinds of clues they could use in guessing difficult words.

Finished with the group work, the lecturer discussed the result of the students’ work to check whether they had used the context clues or not, and whether they understood how to use the context clues.

After group practice, the students were given a text with some difficult words to practice using context clues individually. In this stage, the students could verbalize what they were thinking when they tried to guess the difficult words. This stage will help the lecturer to check whether the students have understood how to use the context clues or not.

**Scaffolding instruction given in teaching “making inference” skill.**

Making inference skill will develop the students higher order thinking skill. It is a difficult skill so the students need to be taught using explicit instruction on how to make inferences. The following are steps the lecturer done in scaffolding the the skill.

The lecturer asked the students whether the students know what inference means and what is needed to make inference.

The lecturer showed the students some pictures and asked some questions that led the students to make inferences. This activity will help the students feel confident as they experience it and feel that they actually have done it before.

The next step was practicing making inference on texts. The lecturer asked some comprehension questions related to the text. While doing so, the lecturer asked the students in the classroom some questions to help the students realize what support them in making inferences: Why did you make the inferences? and What information did you use to make the inference? (Marzano (2010))

The lecturer asked the questions so many times so the questions would stuck in the students’ mind.

The next activity was group work. The students practice making some inferences to answer some comprehension questions on some texts assigned to them. When they did the group work, they were asked to use the questions to make sure they had strong evidence on the inferences they made.

The last was practicing the skill individually. The students were given some texts and some questions from which the
students could practice using the inferencing skills.

**Scaffolding instruction given in teaching “identifying main ideas” skill.**
A paragraph always has a main idea. It can be in the beginning, in the middle, in the end of the paragraph, or even implicitly stated. The students’ ability to identify what the main idea of the paragraph is should be developed as it will also help the students comprehend the text better. The following are the scaffolding instructions done by the lecturer in teaching “identifying main idea” skill.

The lecturer provided a paragraph and asked the students to read the paragraph. After the students read it, the lecturer asked what the main idea of the paragraph and also the details were. By doing so, the students will know what the difference between main idea and details are.

After that, the students were exposed with some paragraphs with one missing sentence from each paragraph. The students were asked to provide the main idea for the paragraphs based on the details they had in the paragraphs.

After they practiced classically, they also practiced in groups and individually. By doing so, they will get used to finding the main idea of a paragraph.

**Scaffolding instruction given in teaching “summarizing” skill.**
Summarizing skill is another skill that the students should develop. Summarizing is making the text they read shorter, and the students should use their own words. Using their own words will increase their comprehension on the texts they read. The following are the steps of instruction given by the lecturer to develop the students’ summarizing skill.

The lecturer provided a text for the class. The lecturer asked the students to read and identify what important thing they could find in the texts.

The lecturer gave an example by making a statement on one of important thing in the text in her own word. By doing so, the lecturer showed the students that summary is different from main idea.

The students wrote the other important things from the texts and share it with the class in their own words.

The next is the students practiced making summary in groups. They read some texts and made summary on the text.

To make sure that the students understand what summary is, the students were assigned to make summary on some texts individually.

**Conclusions**
Based on the previous findings and discussion, it can be concluded that the scaffolding instruction done by the lecturers in the Elementary Reading Comprehension classes were done step-by-step. The lecturer first gave examples on how to do it, then the students practice the skills in group, and finally they practiced the skills individually. The group example given by the lecturer helped the students to do the right things in developing the reading skills. The group work helped the students practice the skills and develop their confidence, and the individual work is to make sure whether the students are able to use the reading skills independently or not. Moreover, the scaffolding instruction also built the students’ comprehension when they read texts and their confidence when they do independent reading. The description of the scaffolding instructions in the reading classroom will help the student-teachers to give the right instructions in their future classroom.
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