The 6th English Language Teaching, Literature, and Translation International Conference 2017

UNNES in collaboration with AWEJ

Conference Proceedings

“Beyond 21st Century Education in ELT, Literature and Translation: Linking Theories to Contextualized Practices”

Faculty of Languages & Arts
Universitas Negeri Semarang
2017
Preface

ELTLT has become one of the greatest annual events for Semarang State University. It can be seen from its improving participants and presenters year by year. ELTLT 2017 has successfully invited leading linguists, researchers, scholars, and lecturers to present varied topics with its main theme “Beyond 21st Century Education in ELT, Literature and Translation: Linking Theories to Contextualized Practices”.

The objectives of the 6th 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 – Prof. Dr. Dr. h.c. Juliane House (Hamburg University), Aslam Khan bin Samahs Khan (Executive Vice-Chairman of Erican Education Group and Vise President of MELTA), Leslie Barratt, Ph.D (Professor Dr. Leslie Barratt, Professor Emerita of Linguistics Indiana State University, Professor of Graduate Studies Rajabhat Roi-Et University), Rochayah Machali, Ph.D (University of New South Wales, Australia), and Said M. Shiyab, PhD (AWEJ’s editorial board member and the Director of Graduate Studies of Modern and Classical Language Studies at Kent State University, U.S.A). 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 6th ELTLT 2017.

Arif Suryo Priyatmojo
Chairperson of ELTLT 2017
English Department
Faculty of Languages and Arts
Universitas Negeri 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 2017.

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 post-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 2017

**Prof. Dr. Agus Nuryatin, M. Hum**
The Dean of Languages and Arts Faculty
Universitas Negeri Semarang
Welcome 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 years. 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
Universitas Negeri Semarang(UNNES)
# Table of Contents

Preface ........................................................................................................................................ vii
Welcome from the Dean of Languages and Arts Faculty ......................................................... ix
Welcome from the Head of English Language and Literature Department ............................ xi
Table of Contents ...................................................................................................................... xiii

**ACTIONAL COMPETENCE IN CONVERSATION TEXTS OF LANGUAGE SKILL BOOK – CLASS XII ENGLISH ELECTIVE INDIA**

Tenry Lawangen Aspat Colle...................................................................................................... 1

**EVALUATING THE ASSESSMENT OF UNDERGRADUATE THESIS EXAMINATION**

Adip Arifin .................................................................................................................................. 6

**PEER SUGGESTIVE FEEDBACK IN ENGLISH SPEAKING CLASS**

Agnes Widyaningrum11

**MISTAKES IN CONSTRUCTING RESEARCH PROBLEM FORMULATION**

Agung Budi Kurniawan, Dwi Rahayu, and Indah Puspitasari .................................................... 15

**WORK BASED LEARNING FOR INCREASING STUDENTS’ PARTICIPATION IN KEWIRAUSAHAAN CLASS**

Agung Nugroho, Maulida Eri Isnaeni ......................................................................................... 21

**THE FREEDOM IN VIDEO GAME LOCALIZATION**

(How Indonesian Game Translator applied Carte Blanche of Translation to Preserve Game Experience)

Agung Prasetyo Wibowo, M.R. Nababan, Riyadi Santosa, and Diah Kristina ......................... 26

**THE SYNERGISTIC SYLLABUS FOR TEACHING READING IN TOURISM VOCATIONAL HIGH SCHOOL**

Ahlis Qoidah Noor, Mursid Saleh, Dwi Rukmini ........................................................................ 32

**SURVEYING WORKSHEETS TO PROMOTE STUDENT INVOLVEMENT IN SPEAKING CLASS**

Aisyah Ririn Perwikasih Utari .................................................................................................. 41

**POSITIVE POLITENESS IN COMMISSIVE SPEECH ACT OF OFFERING IN PILKADA DEBATE OF DKI JAKARTA 2017**

Aldila Arin Aini, Sumarlam, and Dwi Purnanto ........................................................................ 45

**FORM-FOCUSED AWARENESS RAISING: TRADITIONAL OR COMMUNICATIVE APPROACH?**

Alief Noor Farida, Issy Yuliasri .............................................................................................. 49
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAGMATICS ANALYSIS OF ILLCUTIONARY ACTS PRESENTED IN ‘ENGLISH TIVI’ CHANNEL</td>
<td>55</td>
</tr>
<tr>
<td>SYNTACTIC ERRORS ANALYSIS IN THE CASUAL CONVERSATION COMMITTED BY TWO SENIOR HIGH STUDENTS</td>
<td>60</td>
</tr>
<tr>
<td>IDENTITY PROBLEMS IN THE JOY LUCK CLUB (Who Am I: A Chinese American or An American Chinese?)</td>
<td>63</td>
</tr>
<tr>
<td>PERCEIVING EXPLANATIONS FROM THE NONSENSE: AN ANALYSIS OF ATTRIBUTIONS IN CARROLL’S ALICE’S ADVENTURES IN WONDERLAND</td>
<td>67</td>
</tr>
<tr>
<td>SPOKEN-LANGUAGE FEATURES IN CASUAL CONVERSATION A Case of EFL Learners’ Casual Conversation</td>
<td>73</td>
</tr>
<tr>
<td>THEME-BASED TEACHING IN 6TH CLASS ELEMENTARY SCHOOL STUDENTS TO IMPROVE LISTENING SKILL</td>
<td>77</td>
</tr>
<tr>
<td>PEER MODELING FOR CLASSROOM ENGLISH PRACTICE IN PEER TEACHING ACTIVITY</td>
<td>83</td>
</tr>
<tr>
<td>QUALITY TRANSLATION OF NOMINAL GROUP IN TWO TRANSLATION VERSIONS OF THE OLD MAN AND THE SEA</td>
<td>88</td>
</tr>
<tr>
<td>PEDAGOGICAL STRATEGIES AND CONTENT KNOWLEDGE IN ENGLISH FOR MATHS LECTURE IN CONTENT-BASED INSTRUCTION TEACHING</td>
<td>92</td>
</tr>
<tr>
<td>EXPLORING THE TEACHER'S USE OF CORRECTIVE FEEDBACK IN SPEAKING ACTIVITY FOR INTERMEDIATE STUDENTS</td>
<td>92</td>
</tr>
<tr>
<td>THE PROBLEM OF “CULTURAL UNTRANSLATABILITY” FOUND IN THE ENGLISH TRANSLATION OF JOKOWI’S INSTAGRAM POSTS</td>
<td>104</td>
</tr>
<tr>
<td>POLITENESS ON WHATSAPP: THE RESPONSES TO GREETINGS AND CONGRATULATIONS BY ENGLISH SPEAKING GROUPS IN INDONESIA</td>
<td>109</td>
</tr>
<tr>
<td>Title</td>
<td>Authors</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>THE ROLES OF TED TALKS AND VLOG IN ENHANCING STUDENTS’ ACTIVENESS IN SPEAKING CLASS</td>
<td>Candradewi Wahyu Anggraeni, and Arum Nisma Wulanjani</td>
</tr>
<tr>
<td>THE LANGUAGE OF ADVERTISING FOR HEALTH PRODUCTS IN TELEVISION: ITS IMPACT ON VIEWER’S PERCEPTION</td>
<td>Christina Maya Iriana Sari, Johan Kristanto</td>
</tr>
<tr>
<td>THEATER CLUB AS A MEDIA TO ENCOURAGE PLAY SCRIPT WRITING AMONG UNIVERSITY STUDENTS</td>
<td>Dhianita Kusuma Pertiwi</td>
</tr>
<tr>
<td>CO-OP JIGSAW TEAM PROJECTS: A COOPERATIVE TEACHING METHOD TO IMPROVE STUDENTS’ SPEAKING SKILL</td>
<td>Diaz Innova Citra Arum</td>
</tr>
<tr>
<td>DISCOURSE ON RADICALISM IN CONTEMPORARY INDONESIA</td>
<td>Djoko Sutopo</td>
</tr>
<tr>
<td>THE EVALUATION OF BSE BAHASA INGGRIS FOR GRADE VII: WHEN ENGLISH RINGS A BELL</td>
<td>Doddy Dwi Wahyuwono, I Gusti Ngurah Aditya Liem Aria, and Tandya Anggержian</td>
</tr>
<tr>
<td>THE TRANSLATOR’S VIEWPOINTS, THE TRANSLATION PROCESS, AND THE TRANSLATION PRODUCTS</td>
<td>Dwi Aji Prajoko</td>
</tr>
<tr>
<td>DISSEMINATION OF FUN ACTIVITIES IN TEACHING PROCEDURE TEXT AND TO STRENGTHEN CHARACTER EDUCATION OF SMP STUDENTS YEAR VIII</td>
<td>Dwi Anggani Linggar Bharati</td>
</tr>
<tr>
<td>I WHATSAPP AN IGUANA: AN ATTEMPT TO APPLY UBQUITOUS LEARNING</td>
<td>Dwi Haryanti</td>
</tr>
<tr>
<td>THE TENOR AND FIELD OF THE CONVERSATIONS IN BAHASA INGGRIS KELAS X</td>
<td>Dwi Rukmini, Ana Sugiat</td>
</tr>
<tr>
<td>EFFECTIVE LEARNING OF ENGLISH SYNTAX FOR FETT STUDENTS</td>
<td>Dwi Winarsih, Gilang Fadhilia Arvianti</td>
</tr>
<tr>
<td>THE PORTRAY OF MARRIAGE BASED ON CULTURE OF TWO NOVELS, “DIARY OF THE LOST BOY” AND “DAN BIDADARI PUN MENCINTAIMU”</td>
<td>Eka Kusuma Adianingrum and Titin Nurhayati</td>
</tr>
<tr>
<td>Title</td>
<td>Author(s)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>THE IMPORTANCE OF ADOPTING AND ADAPTING AN EXISTING COURSE BOOK IN TEACHING LEARNING PROCESS</td>
<td>Endah Dewi Muliandari</td>
</tr>
<tr>
<td>VERB TENSE SYSTEMS OF INDONESIAN EFL LEARNERS</td>
<td>Endang Fauziati</td>
</tr>
<tr>
<td>LOOKING AT BOTH SAMENESS AND DIFFERENCES ON LEARNERS’ TRANSLATIONS</td>
<td>Engliana</td>
</tr>
<tr>
<td>IMPRISONMENT AS A RESULT OF WOMEN SUBORDINATION REFLECTED IN MAYA ANGELOU’S POEMS</td>
<td>Fatikha Amalina, and Mohamad Ikhwan Rosyidi</td>
</tr>
<tr>
<td>THE EFFECT OF USING BEST FRIENDS FOREVER (BFF) STRATEGY ON STUDENTS’ USE OF ADJECTIVES</td>
<td>Fatin Raihana Abd Halim</td>
</tr>
<tr>
<td>IMAGE AND IMAGINATION IN A YOUNG ADULT NOVEL A WRINKLE IN TIME BY MADELEINE L’ENGLE CHILDREN’S LITERATURE</td>
<td>Ferlanti Nailasuffa, Ida Farida Sachmadi, and Lestari Manggong</td>
</tr>
<tr>
<td>METAFUNCTION ANALYSIS OF DONAL DUCK’S COMIC AND ITS TRANSLATION</td>
<td>Gilang Fadhilia Arvianti, and Atsani Wulansari</td>
</tr>
<tr>
<td>INCORPORATING GRAMMAR INTO TRANSLATION CLASSROOM</td>
<td>Gurendi Wiwoho</td>
</tr>
<tr>
<td>DEATH AND CULTURAL DISCOURSE AS ANTI-RADICAL MOVEMENTS IN THREE PESANTREN LITERARY WORKS</td>
<td>Hat Pujiati, Irana Astutiningsih</td>
</tr>
<tr>
<td>EFL STUDENTS’ MISIDENTIFICATION OF INDIRECT CRITICISM IMPLICATURES</td>
<td>Hendi Pratama</td>
</tr>
<tr>
<td>INQUIRY –BASED LEARNING FOR ENHANCING CRITICAL THINKING SKILLS: INDONESIAN STUDENTS’ PERSPECTIVES</td>
<td>Hersulastuti</td>
</tr>
<tr>
<td>THE IMPACT OF TRANSLATION TECHNIQUES AND SUBTITLING RULES TO THE EQUIVALENCE OF MEANING OF CULINARY TERMS IN THE FRESH WITH ANNA OLSON SEASON 1 SUBTITLE</td>
<td>Hetty Hartati Novita</td>
</tr>
</tbody>
</table>
TASK-BASED LANGUAGE LEARNING; THE IMPLEMENTATION IN TEACHING READING
Husni Mubarok, Nina Sofiana ................................................................. 256

THE CREATION OF IMAGERY THROUGH POETIC DICTION IN POETRY TRANSLATION: LITERAL OR IDIOMATIC?
I Gusti Agung Sri Rwa Jayantini, Ni Luh Putu Dian Lestari, and I Gede Megantara ....... 245

EXPLICITATION AND ADDITION TECHNIQUES IN AUDIOVISUAL TRANSLATION: A MULTIMODAL APPROACH OF ENGLISH-INDONESIAN SUBTITLES
Ichwan Suyudi, M. R. Nababan, Riyadi Santoso, Djatmika ........................................ 250

DEGREE OF EQUIVALENT IN TRANSLATION
Ida Ayu Made Puspani and Yana Qomariana .......................................................... 255

POLITENESS STRATEGIES AS AN INSTRUMENT FOR CHARACTERIZATION: A CASE STUDY ON INDONESIAN WEBTOON MY PRE-WEDDING AND ITS ENGLISH VERSION
Ikke Dewi Pratama .................................................................................................. 258

AN ANALYSIS OF STUDENT ABILITY IN TRANSLATING LOCAL-CULTURE BASED TEXT (STUDY AT THE FIFTH SEMESTER STUDENTS OF FKIP-UMM)
Ilham, Humaira, and Siti Lamusiah ............................................................................ 265

TEACHER’S COMMUNICATIVE COMPETENCE OF ENGLISH FOR MATHS
Ima Isnaini Taufiqur Rohmah .................................................................................... 271

LEARNING FROM MISTAKES
Error Analysis in the English Speech of Indonesian Tertiary Students
Imelda Gozali ............................................................................................................ 275

IDEOLOGY REPRESENTATION ON MEDIA: A DISCOURSE ANALYSIS IN CCU CLASS
Indrawati ..................................................................................................................... 281

THE COGNITIVE THEORY OF SPATIAL PREPOSITION AND ITS APPLICATION TO TEACHING ENGLISH AS A FOREIGN LANGUAGE AND TRANSLATION
Joko Kusmanto ......................................................................................................... 285

INTEGRATING ESP AND PHARMACOGNOSY IN A THEMATIC PROJECT OF ENGLISH MAGAZINE ON TRADITIONAL MEDICINAL PLANTS
Kiantoro Andiek Setiawan .......................................................................................... 292
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVELOPING A LEARNING MODEL FOR KNOWLEDGE QUALITY ENHANCEMENT THROUGH CONSTRUCTIVIST LEARNING APPROACH</td>
<td>Kurniawan Yudhi Nugroho and Diyah Fitri Wulandari</td>
<td>295</td>
</tr>
<tr>
<td>FEMALE CUTTING: TASHI’S STRUGGLES TO GET IDENTITY IN ALICE WALKER’S POSSESSING THE SECRET OF JOY</td>
<td>L. Dyah Purwita Wardani S.W.W.</td>
<td>300</td>
</tr>
<tr>
<td>THE EXPLICIT COMPREHENSION-STRATEGY INSTRUCTION: QUESTION-ANSWER RELATIONSHIP VS SELF-QUESTIONING</td>
<td>Lalu Thohir</td>
<td>305</td>
</tr>
<tr>
<td>USING STORYBIRD FOR TEACHING WRITING IN BLENDED LEARNING ENVIRONMENT: IS IT A WASTE OF TIME?</td>
<td>Lilia Indriani</td>
<td>311</td>
</tr>
<tr>
<td>ENHANCING STUDENTS’ WRITING ABILITY USING CORRECTIVE FEEDBACK THROUGH LESSON STUDY IN NUSANTARA PGRI KEDIRI UNIVERSITY</td>
<td>Lina Mariana and Diani Nurhajati</td>
<td>316</td>
</tr>
<tr>
<td>THE TEACHERS’ PARTICIPATION IN TEACHING AN OPTIONAL LITERATURE COMPONENT AS AN INDICATOR OF MEASURING PROGRAMME SUCCESS</td>
<td>Mahmoud Abdelrazig Mahmoud Barakat</td>
<td>322</td>
</tr>
<tr>
<td>ENHANCING STUDENTS’ VOCABULARY THROUGH LEARNING EDUCATIVE GAMES MEDIA</td>
<td>Maria Johana Ari Widayanti</td>
<td>328</td>
</tr>
<tr>
<td>TEST OF ACADEMIC ENGLISH PROFICIENCY (TAEP): AN EFFORT AGAINST THE NEO-COLONIALISM IN EDUCATION</td>
<td>Masduki and Cita Nuary Ishak</td>
<td>333</td>
</tr>
<tr>
<td>THE STUDY OF GRAMMATICAL AND LEXICAL ERRORS RESULTING FROM L1 INTERFERENCE FOUND IN ENGLISH COMPOSITIONS MADE BY EIGHT GRADERS OF SMP NEGERI 13 MALANG</td>
<td>Maulida Yuniswati</td>
<td>338</td>
</tr>
<tr>
<td>IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH KNOW-WANT-LEARN (KWL) TECHNIQUE TO TEACH ANALYTICAL EXPOSITION (Class Action Research)</td>
<td>Meike Imelda Wachyu</td>
<td>345</td>
</tr>
<tr>
<td>LABELLING DIFFERENT SKIN COLOR AS CULTURAL DETERMINISM REPRESENTED IN MAYA ANGELOU’S POEM THE CALLING OF NAMES</td>
<td>Mohamad Ikhwan Rosyidi, Amir Sisbiyanto, and Fatikha Amalina</td>
<td>351</td>
</tr>
</tbody>
</table>
AN ANALYSIS OF REALITY CONSTRUCTION THROUGH CONFLICTS IN GILLIAN FLYNN’S GONE GIRL
Monica Prilly Aditya ............................................................................................................. 357

K CULTURAL KNOWLEDGE IN LEARNING ENGLISH: A SIGNIFICANT GAP ELT IN EAST JAVA
Muhammad Baiqun Isbahi ..................................................................................................... 362

TEACHING ENGLISH PROVERB MATERIAL FOR HIGH SCHOOL STUDENTS: PRAGMATIC STUDY
Mulyani .................................................................................................................................. 366

THE RELATION BETWEEN GRAMMAR MASTERY AND SPEAKING COMPETENCE
(A Case Study on Master of Applied Linguistics Student of Diponegoro University)
Nabila Quway .......................................................................................................................... 370

THE TRANSLATION OF ENGLISH COLLOCATION INTO INDONESIAN IN A BILINGUAL RECIPE: VERBAL NODE AND COLLOCATE
Ni Luh Putu Setiarini .............................................................................................................. 375

THE POWER OF CAPTIONED ENGLISH IN ENDORSED ADVERTISEMENTS IN INSTAGRAM
Nindia Septina Prastiwi and Hari Supriono ........................................................................... 381

INSTRUCTIONAL CONVERSATION METHOD IN TEACHING READING
Nopa Yusnilita .......................................................................................................................... 386

ENGLISH TEACHER’S COMPETENCE IN CHANGE: AN EVALUATIVE ANALYSIS ON TEACHER’S COMPETENCE OF PPG SM3T PROGRAM
Novia Trisanti .......................................................................................................................... 390

STUDENTS’ PREPARATION AND THEIR ANXIETIES IN PERFORMING THESIS PRESENTATION IN ENGLISH
Nur Rini, Rr Ririn Budi Utami, Taviyastuti, and Luqman Khakim ....................................... 395

INTERCULTURAL ASPECTS WITHIN BSE FOR SENIOR HIGH SCHOOL
Nuris Lailatul Jannah, Ulfiana Vilia Wiyanto ...................................................................... 401

TRANSLATION QUALITY OF SEXIST LANGUAGE IN THE NOVEL LITTLE WOMEN BY LOISA MAY ALCOTT
Nurochman, M.R. Nababan, Riyadi Santosa, and Diah Kristina .......................................... 406

USING MONU – MONU GAME AS FUN ACTIVITY TO TEACH VOCABULARY IN WRITING PROCEDURE TEXT
Pratama Irwin Talenta ............................................................................................................ 410
DIVISION OF LABOR IN COOPERATIVE LEARNING’S INDIVIDUAL ACCOUNTABILITY ACTIVITIES: PROCESS AND BENEFITS FOR EFL LEARNERS
Puji Astuti

IMPROVING CHILDREN’S SPEECH SKILLS
USE MEDIA-ASSISTED STORY TELLING
WITH STORY APRONS AND HAND PUPPETS
Radeni Sukma Indra Dewi

THE INFLUENCE OF MIND-MAPPING STRATEGY
ON STUDENTS’ VOCABULARY MASTERY
Rahmatika Dewi

GENDER EMANCIPATION IN MALE-DOMINATED JOBS
IN OKKY MADASARI’S THE YEARS OF THE VOICELESS
Ratna Asmarani

UTOPISTIC JOURNEY OF POETRY AGAINST HEGEMONIC CORRUPTION
A study on the cultural movement of Indonesian poets resisting against corruption through poetry
RB. Edi Pramono

TITLE TRANSLATION: CHANGES OF STORY TITLE FROM JAVANESE INTO INDONESIAN
Retno Wulandari Setyaningsih

PROJECT BASED TASK TO IMPROVE THE ENGLISH DEPARTMENT STUDENTS’ MASTERY IN CRITICAL WRITING
Ribut Surjowati and Bekti Wirawati

LEARNING MODEL OF SCHOOL-BASED ANTI BULLYING INTERVENTION IN EAP (ENGLISH FOR ACADEMIC PURPOSES) SETTINGS
Ririn Ambarini

AN ANALYSIS OF STUDENT’S DESCRIPTIVE TEXT: SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVES
Rizka Maulina Wulandari

PRINCIPLED ECLECTICISM: THEORY AND APPLICATION IN THE TEACHING ENGLISH FOR SPECIFIC PURPOSES
Rizki Eka Widyana Hanafi and Puspa Fortuna Zulfa

TRANSLATION VS INTERPRETING IN THE PERSPECTIVE OF NEUROLINGUISTICS
Rochmat Susanto and Taufiq Jati Murtaya
DIVISION OF LABOR IN COOPERATIVE LEARNING’S INDIVIDUAL ACCOUNTABILITY ACTIVITIES: PROCESS AND BENEFITS FOR EFL LEARNERS

Puji Astuti
Universitas Negeri Semarang
Semarang, Indonesia
puji.astuti.ssu@mail.unnes.ac.id

Abstract
Research revealing the positive effects of cooperative learning (CL) on EFL learning is vast and well-documented, yet little is known about the processes occurring within the use of CL in EFL classrooms. This qualitative case study fills the gap in the literature by exploring the role of individual accountability—a principle of and one of the activities in CL—in enhancing EFL learning. The study was conducted in Indonesian middle and high schools’ EFL classrooms. Document analysis, classroom observations (involving two secondary school teachers and 77 students), and in-depth interviews (involving the two teachers and four focal students) were utilized as data collection methods. The gathered data were analyzed using constructivist grounded theory. One of the findings—identified by looking at the relation between the EFL learners as individual accountability performers and the division of labor—substantiated that reciprocity and exchange of information took place in the observed CL groups. Specifically, the division of labor arranged by the procedures of the selected CL structures (including individual accountability activities, i.e., performances and peer interaction) made the EFL learners specialize on a certain part of the learning materials—thus creating information gap—and learn from their peers’ presentations of expertise (i.e., the previously thought about, discussed, and learned information).

Keywords: division of labor, cooperative learning, individual accountability activities

Introduction
A number of studies demonstrate that the use of cooperative learning (CL) develops ESL/EFL learners’ mastery of language skills and components (e.g., Alghamdi, 2014; Almuslimi, 2016; Bejarano, 1987; Ghaith, 2003; Liang, 2002; Sachs, Candlin, & Rose, 2003, Wei & Tang, 2015). Nevertheless, research that portrays processes occurring within the use of CL in ESL/EFL classrooms is particularly scarce. Studies in this area can actually offer insight into how to implement CL effectively. To fill this gap in the literature, I conducted a study on the implementation of CL in Indonesian EFL classrooms with the focus on the enactment of individual accountability, which is one of CL principles. This principle was chosen as the study’s unit of analysis because it is a key principle of CL (see Johnson & Johnson, 1999; Olsen & Kagan, 1992; Kagan, 1989; Slavin, 1996) and little research has been done on this principle.

With the purpose of exploring the role of individual accountability in enhancing EFL learning, the present study sought to answer the following question: What is the role of individual accountability in CL implementation in Indonesian secondary school EFL classrooms? In this paper, I report parts of the study's findings and in doing so I argue that individual accountability in CL endorses reciprocity and exchange of information takes place in CL groups. These activities are attributed to the division of labor arranged by the procedures of CL techniques or structures (the latter term will be used henceforth). The division of labor make the EFL learners specialize on a certain part of the learning materials—thus creating information gap—and learn from
their peers’ presentations of expertise (i.e., the previously thought about, discussed, and learned information). Thus, I also argue that reciprocity and exchange of information are supportive of second language acquisition and learning.

Methodology
To address the research question, I employed qualitative case study and gathered the data using three strategies: participant observations, in-depth interviews, and document analysis (from March 2015 to September 2015). Two cases were analyzed during the study, i.e., individual accountability in CL implementation in a middle school and a high school EFL classroom. I involved one teacher from each school (respectively: Andini and Putri, pseudonyms) and students in the observed classrooms (77 students in total). They were selected through purposeful and convenience sampling. I also utilized convenience sampling strategy to recruit students for the in-depth interviews. They were (pseudonyms): Midya, Budi (eighth graders), Natya and Joko (tenth graders).

I gathered the following data: 10 field notes totaling approximately 70 pages (from the participant observations), 110 pages of interview transcription (from 19 interviews), and analytic memos and journal entries for each data source (field notes, interview transcriptions, and relevant documents). To guide my data analysis, I employed constructivist grounded theory (Charmaz, 2014) and used concepts from my theoretical frameworks (cultural historical activity theory—CHAT and Interaction Hypothesis, described in greater detail in this section) to look at the research participants’ meaning making, including when I was doing line-by-line coding (including in-vivo coding), focused coding, and axial coding. Themes emerged from the data through the process of coding and analytic memo writing.

CHAT (Engeström, 2000; Leont’ev, 1978; Jonassen & Rohrer-Murphy, 1999; Yamagata-Lynch, 2003, 2007, 2010) was used to make sense of how individual accountability as an activity in CL served as a medium of conscious learning in the EFL classrooms. This theory sees an activity as part of a system and a system as comprise of the following components: subjects, tools, object/goal, rules, community, and division of labor. Two activity systems analyzed in the present study were the implementation of CL in the middle school and the high school’s EFL classrooms. Interaction Hypothesis (Long, 1996) was utilized to understand how individual accountability in CL promoted second language acquisition and development since this theory encompasses the concepts of comprehensible input, comprehensible output, interaction, and negotiation for meaning. These elements, as literature suggests, are important for promoting second language acquisition and learning. In short, I employed the two theories (CHAT and Interaction Hypothesis) to understand the role of individual accountability in CL in enhancing EFL learning in the studied classrooms, including how it helped the EFL learners learn the target language.

It is also appropriate to consider a number of limitations to the present study: the short period of investigation, especially with regard to participant observation data, i.e., one month (resulting in 10 field notes and 10 analytic memos), and my being “the researcher as translator” (Temple & Young, 2004, p. 168). The following were the translation works that I did: a) translating quotes from the interviews—especially those used to support my arguments—and relevant curriculum and instructional documents from Indonesian to English, b) translating key words and phrases from the transcriptions and document analysis data, and c) carrying out member checking in Indonesian. Notwithstanding, I believe this work has
imported contributions to make for EFL instruction.

**Findings and Discussion**

In light of the definitions of CL in the literature, in the present study CL is defined as a group learning activity in which individual students contribute to the learning through performance or presentation, which is beneficial not only for their own learning but also for their peers’ learning. Individual accountability is defined in the study as an activity (presentation or performance) that individual students do in front of their CL group members which is required to complete a learning task. My data analysis showed four levels of individual accountability in CL: 1) individual accountability in pairs, 2) individual accountability in home groups, 3) individual accountability in other groups, and 4) individual accountability to the whole class. A lower level of individual accountability (e.g., individual accountability in pairs) was usually followed by peer interaction that helped the EFL learners to prepare for a higher level of individual accountability (e.g., individual accountability in other groups). In this section, I will describe the process of individual accountability activities in CL and explain how they give benefits to the EFL learners, i.e., promoting reciprocity and exchange of information.

Through individual accountability in CL in their EFL classrooms, the EFL learners presented the previously thought about, discussed, and learned information to their peers in spoken English. This role of individual accountability in CL was identified with the help of the relation between the subjects—the EFL learners—with the division of labor in the activity systems, which refers to how the tasks are shared among the community (Yamagata-Lynch, 2010). An account from each research site that depicted the use of one CL structure was presented as the following.

When the EFL learners in the middle school were learning through Think-Pair-Share, each student participant read a notice—the focused text genre, learned about it through the given questions, and in spoken English presented their answers to their partner (individual accountability in pairs). After that, they had a discussion with their partner about their presentation and gave each other feedback. Finally, they presented their revised answers to the whole class (individual accountability to the whole class) (Field Notes, 20150331, 20150404). In other words, through the two levels of individual accountability in Think-Pair-Share, the EFL learners shared with their peers the notice they had previously learned. They were exposed to a variety of notices because each of their peers had a different notice, and all of them performed their individual accountability. This process showcases task-sharing or division of labor in the classroom community that likely broadened the EFL learners’ knowledge of notices as opposed to the learners’ learning a number of notices on their own.

When asked to reflect on his experience of learning about notices through Think-Pair-Share, Budi said:

“*Jadi kita menyampaikan, kita bisa menyampaikan, apa ya namanya, istilahnya, kayak ilmu yang kita punya kepada temen-temen.*”

“So we present, we can present, what’s so called, what’s the term, sort of the knowledge we have to our peers.” (Second Interview, 20150630)

Budi emphasized that through individual accountability in CL he shared the information (“knowledge”) he had about the notice he read to his peers.

As in the case of the EFL learners in the middle school, through their individual accountability performances in CL, the high
school’s EFL learners presented the previously thought about, discussed, and learned information to their peers in spoken English. This role of individual accountability was evident when they were learning about news items through One Stray in the first and second observed lesson, one of which is described as follows. One Stray was employed to introduce the learners to news items, which was a new text genre for them. Specifically, the high school students were asked to list as many news-related words as possible with their home group members. Then, they shared the list they generated to the other groups (individual accountability in other groups). The word list shared or presented was the result of the student participants’ thinking, discussion, and learning with their peers, which helped them accumulate vocabulary of news items (Field Notes, 20150318).

Recalling the use of One Stray in her classroom, Natya believed that she learned from her classmates’ individual accountability performances:

“Pengetahuannya jadi nambah, dikit-dikit gitu. Maksudnya kan, misalkan pasif terus, di kelompok terus, ngga maju ke depan atau ngga mau komunikasi dengan yang lain kan ngga tau informasi dari kelompok lain, dari kelompok sendiri bahkan.”

“My knowledge gets increased, bit-by-bit. I mean, if I don’t participate, sticking around in the group, not presenting in front of the class or not communicating with the others, I would not know any information from the other groups, or even from my own group.” (Second Interview, 20150629)

Natya stresses the importance of presenting the information she had and communicating with the other groups’ members for increasing her understanding (“knowledge”) of the learning materials. Implied in her account was her awareness of the division of labor and the information gap it created for her and her peers to learn from each other (“I mean, if I don’t participate, sticking around in the group, not presenting in front of the class or not communicating with the others, I would not know any information from the other groups”).

Andini confirmed that the individual accountability in CL that her students performed when they were learning through Think-Pair-Share was a medium for them to present the previously thought about, discussed, and learned information to their peers in spoken English. She observed that in order for her students to perform their individual accountability, they should know what they should do and “carry out the assigned task” when working in CL group, which means that they should know the division of labor and follow it accordingly. She said

“Masing masing individu harus berusaha untuk memahami dan melaksanakan tugas yang diberikan saat kerja di kelompok CL karena nanti dia mempunyai tanggung jawab pribadi.”

“Individual students should try to understand and carry out the given task when learning in CL group because they will be held accountable for this.” (Second Interview, 20150408)

Andini further explained that when students knew the task assigned to them, they would try to understand and master what they should present in their individual accountability performances. In other words, knowing the division of labor was part of students’ preparation to present the learning materials (information) to their partner, group members, or to a wider context of audience, such as in other groups or to the whole class. Put it differently, her students’
understanding of the division of labor in Think-Pair-Share helped them to present the information they previously thought about, discussed, and learned (Second Interview, 20150408).

As Andini did, Putri confirmed that her students’ individual accountability performances when they were learning through One Stray were for them to present the previously thought about, discussed, and learned information to their peers in spoken English. She highlighted that the presentations were especially beneficial for the students because the learning materials were new for them (news items) and her emphasis was on their mastery of the knowledge of this text genre (Follow-up Interview, 20150604). Additionally, she was with Andini in that when learning through CL, each student should know the task assigned to them, highlighting that she should work on this issue in her CL implementation especially in her tenth grade classrooms because she believed that they were new to CL (First Interview, 20150318).

In sum, the two teacher participants believed that students’ knowing the division of labor would help realize their presentation of the previously thought about, discussed, and learned information to their peers in spoken English (individual accountability performances). This finding is consistent with the propositions found in the literature that teachers need to train their students—especially those unfamiliar with CL—on how it works (e.g., Byrd, 2009).

Conclusions

Looking at the relation between the secondary school students as the performers of individual accountability in CL and the division of labor or how the learning tasks were shared, my analysis demonstrated that individual accountability prescribed by the procedure of the CL structures used in the EFL classrooms served as the medium for the learners to present the previously thought about, discussed, and learned information to their peers in spoken English. The division of labor made individual students carry out the presentations; their individual accountability performances were required. Reciprocity and information exchange followed the presentations. This signifies the close connection between the subjects and the division of labor and between these two components and the community in the activity systems, especially because the student participants shared the same learning objectives and they were the audience of their peers’ presentations. Seen from an Interaction Hypothesis lens, reciprocity and information exchange, which are attributed to the chain of activities in individual accountability in CL, help enhance EFL learning because EFL learners have more opportunities to use the target language to present what they learn and interact with their peers. These activities make elements important for second language acquisition and learning—comprehensible input, comprehensible output, and negotiation for meaning—available in EFL classrooms.

References


