



PROCEEDING

IMPROVING THE QUALITY OF ENGLISH TEACHING AND LEARNING IN SCHOOLS THROUGH MEANINGFUL STUDENT INVOLVEMENT

Editors:

Nury Supriyanti, M.A.

Dra. Endang Triningsih

Yuyun Yulia, M.Pd.

Dra. Umi Rokhyati, M.Hum.

7th NATIONAL JETA CONFERENCE

(JOGJA ENGLISH TEACHERS ASSOCIATION)

JUNE 28—29, 2010

PLA Conference Room of FBS
YOGYAKARTA STATE UNIVERSITY
Karangmalang Campus - Yogyakarta

SPEECH OF THE JETA CHAIRPERSON
June 28, 2010

Honourable Head of Provincial Office of Education
Honourable Rector of Yogyakarta State University
Honourable All JETA Supervisors
Distinguished guests, ladies and gentlemen

First of all, let us thank God for having blessed us with great health, happiness and prosperity, so that we can be here on this wonderful occasion to have a conference. Allow me to take this opportunity to extend to you all my warmest and heartfelt welcome to this inspiring event, the 7th national JETA Conference.

Distinguished guests, ladies and gentlemen
On behalf of the JETA committee, I would like to express my most gratitude and thanking to the Rector of Yogyakarta State University, all invited speakers, all JETA supervisors and all participants who attend this JETA Conference.

This conference with the theme 'Improving the quality of English Teaching and Learning in Schools through Meaningful Student Involvement' held in collaboration between JETA and Yogyakarta State University is very special. The conference is designed in the form of seminar and workshop. In addition, teaching demo and best practice presentation from teachers are also scheduled in this conference. Hopefully we all teachers will be able to get relevant information from teachers, lectures and practitioners and perspectives concerning the efforts and constraints in promoting meaningful student involvement as a way of improving the quality of the English teaching and learning in schools.

Distinguished conference participants, ladies and gentlemen
Professional teacher requires us to be more and more capable of actualizing all potentials, thus it's necessary for us as a teacher to share and discuss our practical, thoughts, and experiences of how and what the teachers can do better to help our students. It's also necessary for us to promote such involvement in improving the quality of English teaching and learning. Therefore, join the seminar or workshop is very useful. From this seminar, we can benefit professionally and personally. Personally we can make friends with whom we can share our personal experience, which can support our professional development. Professionally we can learn from one another ways of improving our professionalism.

Distinguished guests, ladies and gentlemen
On behalf of the JETA committee, I would like to extend my deepest gratitude to all sponsors who have supported the well being of this conference. A special thank goes to all the supporting units in Yogyakarta State University, the hardworking committee and all parties involved. Although much work remains ahead of us, we have on our side strong collective desire to work together for this conference.

Last but not least, please accept my sincere apologies if you experience any inconvenience during the conference. Finally, I hope this conference is inspiring and beneficial for us all. May God bless us and enlighten our visions.

Have a nice conference. Thank you.

Endang Triningsih
Chairperson of JETA

The Speech of The Chairperson of the 7th JETA Conference

Dear Conference participants, distinguished guests, ladies and gentlemen,

Assalamu'alaikum wr wb.

A very good morning to you all.

It is especially an honour and a pleasure for me to welcome you to JETA's seventh conference at the Yogyakarta State University. A conference, to English teachers today, has been a real need due their professionalism, a 'crown' put on our heads brought by the portfolio certification process. Teachers who have been labeled "certified" must have the moral obligation to always update their knowledge through conferences, symposiums, or workshops like this. By attending this conference, we can show to the world, to our society which might still be in doubt about our professionalism that we, English teachers in Jogja, are not what they think we are. This is a conference which has been prepared by the English Education Study Program of The English Education Department of the Faculty of Languages and Arts of the Yogyakarta State University and the Jogjakarta English Teachers Association, a conference as a tribute to all English teachers who have been so devoted to their jobs.

Distinguished guests, ladies and gentlemen,

This conference is also designed to make English teachers meet, share and discuss the most recent topics of the day. These days we have been through with our national examination, which is sadly to say has been sources of headaches to those involved in the process, the ministry of education from the national to local levels, from the national to the local authority, from parents to teachers and most importantly to students. We have been wondering what has been going on in their mind about all the teachers' efforts in improving their teaching quality. We need to know whether their learning has been meaningful to them. We need to take this seriously, therefore the theme of this conference is "improving the quality of the English teaching and learning in Indonesian schools through meaningful student involvement". Successful achievement in the national exam should go hand in hand with

Distinguished guests, ladies and gentlemen,

The committee has been preparing this conference through constraints and difficulties, some parties have kindly supported us and made us strong enough to finally make it happen. To all of them I would like to express my gratitude. To Professor Suwarsih Madya PhD, to Professor Dr. Rohmad Wahab, for the endless support and encouragement and his love of English. To Pak Girin, the Head of the International Links office, on behalf of the organizing committee I would like to express our greatest gratitude. Special thanks and appreciation also go to our beloved dean, Prof. Dr. Zamzani, for silently and constantly giving supports, to Pak Suhaini M.Saleh, M.A., the first assistant to the dean, and to bu Tutik, the second assistant to the dean for always saying yes to me. I also wish to thank the head of the P3B, Pak G. Suharto, M.Pd. I'd like to say thank you to the sponsors: P3B FBS UNY, Pakar Raya, Erlangga, Longman, ILP, Real English, and TOEIC Test Centre Jakarta. I would also like to express my appreciation to Bu Suwarsih Madya, and bu Itje, and Pak Willy. I do owe Bu Helen --Dr. Helena Agustin of Unnes-- my special gratitude for always being there for us. I say thank you to our friends from the JETA's board and Pak Bismoko, Pak Pras, Mbak Umi,

Mbak Nani of UST. Thanks to the head of the English Education Department, Pak Samsul Maarif. Our appreciation especially goes to all the lecturers in the English education study program. Some have contributed in many different ways. And to the committee members : I'd like to say Guys, we finally did it. I love you very much.

Dear conference participants, ladies and gentlemen,

I believe you all agree with me that it would be most inappropriate to conduct luxurious seminars these days. Modesty and simplicity are the best policy, so please enjoy this simple and modest seminar. On this very occasion I would also like to apologize for any inconveniences that you might go through during the seminar.

Finally, thank you to the conference participants. I wish you enjoy an inspiring, enlightening and relieving conference.

Thank you.

Wassalamu'alaikum wr.wb.

Nury Supriyanti, M.A.

LIST OF PRESENTERS AND PAPERS

Agnes Purwaningsih Learning functional text through project-based learning for students of Grade 7 at SMPN 2 Pengasih Kulon Progo	5
Agus Darwanto Is my informant using tenses at all?	9
Agustinus Hardi Prasetyo Web 2.0 Tools and Their Application in Teaching English as a Foreign Language in Indonesia 102	
Aris Widaryanti Language learning strategy and language proficiency: A research review	14
Cecilia Winarni Teaching speaking using a dialog for Grade 9 of junior high school students	19
Diah Fakhmawati Scaffolding through <i>webquest</i> to develop students' writing performance	24
Hanadyo Darjito Selecting reading text for reading practice.....	32
Kiswanto & Gendroyono The role of <i>Bahasa Indonesia</i> in attracting students' active participation in English classroom... 37	
Margana Promoting students' meaningful involvement in reading lessons to minimize testing	
Mohammad Zeni Students' perception of teachers' English.	42
Nur Fatimah A profile of learning styles and strategies as reflected in electronic discussion forum ...	120
Otniel Jonathan Students' perception of teachers' questions	56
Rima Wardiana Fun English learning through CLM	68

Ririn Kurnia Tri

What's on Radio? A live interactive English radio program to promote engaging media of learning practicing English 75

Sajidin

Enhancing literary appreciation: Practical matters 81

Sri Prihartini Yulia

Students' Intyerpretation of the Quality of the Web Based Materials and its Using in Learning 97

Sukarno

Factors to consider in developing teacher-made English teaching materials for TEFL in Indonesian settings..... 129

Tumijo

Listen and Draw: An effective way to involve the students in Listening..... 108

Tumisih

Peer Tutor to improve students' reading comprehension..... 62

Warjianto Panca Wasono

Coping With Large And Mix Ability Classes: Grouping Or Cooperative Learning?... 125

Wiwi Parluki

Technique of *ReLuS* and FB to optimize the English speaking competence in descriptive text for students Grade VIIA SMP Purwokerto 87

Yudi Setyaningsih

Adding a dash of culture in language classroom..... 115

Yuyun Yulia

Teachers' Scenario: What and How Students Learn 161

A Profile of Learning Strategies and Styles as Reflected in Electronic Discussion Forum

Nur Fatimah
Ahmad Dahlan University, Yogyakarta
nur_fatimah@uad.ac.id

Abstract

This research is a preliminary study in a Structure class. It is intended to reveal the learning styles and strategies of the students. The class was delivered face-to-face, it was supported with blended e-learning.

The study was quantitative. The data collected were taken from the participants joining the electronic discussion forum and the interview with them. There were 19 participants actively joining the electronic forum. The instruments used were modified from the characteristics of the learning styles in Brown (2000) and Oxford's SILL – Strategy Inventory for Language Learning (1900). The researcher tabulated the data from the e-discussion forum and from the answer of the interviewees. She counted the percentage of each of the items in the instruments and analyzed the data to draw a conclusion on the learning strategies and styles of the students in Structure class.

The results show that the students applied both direct and indirect learning strategies. Among the three strategies of direct strategies, the students use memory and cognitive strategies. They create mental linkage (15.79%) and review the materials (5.26%) in developing their memory strategies. Also, they have three other strategies to help them learn the subject matter. The activities are practising (36.84%), analyzing and reasoning (10.52%) and creating structure for input and output (5.26%). In addition, indirect strategies are also employed. The strategies include metacognitive, affective and social strategies. The details for each of the indirect strategies are centering learning (42.11%), encouraging learner's self(36.84%), taking learner's emotional temperature (31.58%), asking questions (68.42%), cooperating with others (42.11%) and emphasizing with others (73.68%). Further, the students make use both their right and left hemisphere of brain.

Presented in JETA Conference, UNY, 2010

Introduction

The teaching of Structure has been taking place for years. In Ahmad Dahlan University, it has been usually conducted in a big class. There were about 60 students in each class. So far, the students's mastery on English structure has not been yet satisfying. Therefore, efforts must be done to improve the students' skills. One of the activities to enhance the students' mastery on Structure was by facilitating the students to learn also by additional online materials and forum. This is to give opportunities for students to communicate, practice, and interact more beyond the limitation of learning session in their regular class. Therefore, in addition to the face-to-face mode of lesson delivery, the students also interacted more with peers and the teacher through the electronic forum. The facility at campus enables this process of learning to happen.

Success on the process of learning and teaching is cooperative and collaborative work between the teacher and students. Therefore, understanding how the students learn by identifying

their learning styles and strategies will help to improve the quality of teaching and learning. This paper will share what and how the discussion on the electronic forum and what learning styles and strategies can be summarized.

E-learning

Nowadays, learning using technology is something inevitable. Learning activities with technology enable participants to some features like asynchronous computer mediated-communication (e.g. email), synchronous computer mediated-communication (e.g. chatting, video conferencing) and hypertext (world wide web) to share certain topics of discussion (Warschauer et al., 2000). E-learning emerges in various forms such as purely online learning, blended learning, a face-to-face learning course with additional online materials (Dudeney and Hockly, 2007). Through e-learning, students can interact with the teacher as well as with classmates. They can download the syllabus and materials learned, find more exercises, have consultation, discuss with the teacher and students joining e-forum or send messages. Below are some examples of how the students had their electronic discussion forum for Structure class through <http://www.elearning.uad.ac.id>.



The different between noun phrase and adjective phrase

by [Tri Sutrisno](#) - Monday, 10 May 2010, 09:41 AM

I have a problem how to differentiate between **adjective phrase** and **noun phrase**, I ask your opinion, look at this sentence,

1) The students **sitting in this room** are semester 2 students.

On the sentence if I underline the sentence from **sitting** until **room**, so the underlined sentence is called as a **adjective phrase**.

Compare with this sentence

1) **The students sitting in this room** are semester 2 students.

On the sentence if I underline the sentence from **the students** until **room**, Can we call the underlined sentence as a **Noun phrase** ? give your reason ?

[Edit](#) | [Delete](#) | [Reply](#)



Re: The different between noun phrase and adjective phrase

by [Imastuti Tricahyani](#) - Monday, 10 May 2010, 08:12 PM

i want to try answer your problem bro...
in your sentences above...

The students sitting in this room are semester 2.

that's called **noun phrase**.. because it's function of sentence as a subject.
it's called **adjective phrase**, because it's explaining students as a noun.
so, **noun phrase** can be an **adjective phrase** but **adjective phrase** not only **noun phrase**. it can be an **adjective phrase**.. it's dependent of sentence's function.

i think that's my explanation... i hope u can understand the different.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)

mom in Tuesday Engaged we are learn about **noun phrase** and we have a homework..i am confusing to do this homework because this homework find the errors sentence whereas i can't do it. mom can you give me example to work this homework thanks.

Learning Styles and Strategies

Learning style, as Ellis (1985) described, is the more or less consistent way in which a person perceives, conceptualizes, organizes and recalls information. Keefe (in Brown (2000, 114)) states it as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Learning style has been studied by educators and psychologist (McCarthy (1980), Gardner (1983), Skehan, (1991)). Gardner (in Harmer, 2001) listed seven types: musical/rhythmic, verbal/linguistic, visual/spatial, bodily/kinaesthetic, logical/mathematical, intrapersonal and interpersonal. Further, Brown (2000) discusses different categories of learning styles. There are field dependence/independence, left-and right-brain functioning, ambiguity tolerance/ambiguity intolerance, reflectivity and impulsivity. There are also visual, auditory, kinaesthetic and tactic learning styles.

Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation (Oxford, 1990: 8). A learner or student can have different learning strategies from the ones done by his or her mate. Oxford (1990) distinguishes the strategies into direct and indirect strategies. The direct strategies consist of memory strategies (creating mental linkages, applying images and sounds, reviewing well, employing action), cognitive strategies (practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output) and compensation strategies (guessing intelligently, overcoming limitations in speaking and writing). Whereas, indirect strategies include metacognitive strategies (centering learning, arranging and planning learning, evaluating learning), affective strategies (lowering anxiety, encouraging learner's self, taking learner's emotional temperature) and social strategies (asking questions, cooperating with others, empathizing with others). Similarly, O'Malley et al. (in Brown, 2000) classify learning strategies into metacognitive strategies, cognitive strategies, and socioaffective strategies.

A teacher needs to know the students' learning strategies and styles in order that he or she understand what the students do to learn and how they learn. It is to help them reach their best achievement in learning.

Problem Statement

- What learning strategies did the students of Structure apply in learning Structure through e-discussion forum?
- What learning styles did the students of Structure have in learning Structure through e-discussion forum?

Methods

The study was quantitative. The data collected were taken from the participants joining electronic discussion forum and the interview with them. There were 19 participants actively joining

the electronic forum. The instruments used were modified from the characteristics of the learning styles in Brown (2000) and the details of learning strategies in Oxford (1900). The researcher tabulated the data from the e-discussion forum and from the answer of the interviewees. She counted the percentage of each of the items in the instruments and analyzed the data to draw a conclusion on the learning strategies and styles of the students in Structure class.

Results and Discussion

The results show that the students applied both direct and indirect learning strategies. Among the three strategies of direct strategies, the students use memory and cognitive strategies. They create mental linkage (15.79%) and review the materials (5.26%) in developing their memory strategies. Also, they have three other strategies to help them learn the subject matter. The activities are practising (36.84%), analyzing and reasoning (10.52%) and creating structure for input and output (5.26%). In addition, indirect strategies are also employed. The strategies include metacognitive, affective and social strategies. The details for each of the indirect strategies are centering learning (42.11%), encouraging learner's self(36.84%), taking learner's emotional temperature (31.58%), asking questions (68.42%), cooperating with others (42.11%) and empathizing with others (73.68%).

Further, the students made use both their right and left hemisphere of brain. Functioning their left hemisphere of brain, they preferred multiple choice test (63.64%) and certain information (60%), rarely used metaphors (100%), and they rely on the use of language instead of image or chart (91.43%). The evidence that they also used their right hemisphere of brain can be seen from the following results: intellectual (35.29%), experiment systematically and with control (22.86%), control feeling (45.71%), objective judgement (40%), logical problem solving (35.29%).

From the results, it is revealed that through elearning, the students got more confidence in asking questions (68.42%). It is reasonable since they did not have enough burden to ask, they just wrote the questions and wait for the others to reply. They did not need to be embarrassed or afraid of saying the questions. They did not need to feel so to respond their classmates' questions or to show their empathy.

The findings of the study on the students' activities through e-discussion forum can help language teachers see how learners learned Structure. They employed different learning strategies, direct and indirect strategies. The teacher can design the process of teaching and learning that accommodate the students' learning strategies so that they can do their best performance in learning language. For example, the teacher sets the activities of recycling the previous materials taught before continuing to the next topic of discussion, gives enough practice and opportunity to ask questions. The teacher also needs to create good learning atmosphere so that the students feel free to share with their classmates and teacher.

Further, teacher's awareness to facilitate students in making use of both left- and right-hemisphere of brain supports the students' success in learning. Both parts of the brain can be functioned by varying activities in the process of teaching and learning at classroom settings. Multiple choice test can be combined with open-ended questions so that the students can experiment their learning in guided to free learning activities. The maximum use of the brain also

help the students to be more integrated person that can perform their best because they work with their cognitive, affective and psycho-social factors.

Conclusion

The study reveals that the learning strategies in Structure consist of direct and indirect learning strategies. Another finding is that their learning styles through the e-discussion forum show they functioned both parts of the brain. These results imply that those learning strategies and styles need also to be considered by English language teachers in different contexts.

References

Brown, D.H. 2000. *Principles of Language Learning and Teaching*. New York: Addison Wesley Longman, Inc.

Dudeney, G and N. Hockly. 2007. *How to Teach English with Technology*. Essex: Pearson Education Limited.

Harmer, 2001. *The Practice of English Language Teaching*. Essex: Pearson Education Limited.

Oxford, R.L. 1990. *Language Learning Strategies*. New York: Newbury House Publishers.

Warschauer, M. H. Shetzer, and C. Meloni. 2002. *Internet for English Teaching*. Washington: the U.S. Department of State.

<http://www.teachingenglish.org.uk/think/articles/learning-styles-teaching>