

ISSN 2656-680X

PROCEEDINGS

The International English Language Teachers and Lecturers (iNELTAL) Conference 2018

Malang, October 27-28, 2018

Department of English
Faculty of Letters
Universitas Negeri Malang



PROCEEDINGS

The International English Language Teachers and Lecturers (iNELTAL) Conference

Malang, October 27 – 28, 2018

Department of English

Faculty of Letters

Universitas Negeri Malang

PROCEEDINGS

THE INTERNATIONAL ENGLISH LANGUAGE TEACHERS AND LECTURERS (iNELTAL) CONFERENCE 2018

Malang, October 27 – 28, 2018
Department of English
Faculty of Letters
Universitas Negeri Malang

Keynote Speakers:

Derek Irwin

University of Nottingham Ningbo, China

Hayo Reinders

Unitec, New Zealand

Utami Widiati

Universitas Negeri Malang

PROCEEDINGS

THE INTERNATIONAL ENGLISH LANGUAGE TEACHERS AND LECTURERS (iNELTAL) 2018

Reviewers:

Derek Irwin, University of Nottingham Ningbo, China
Hayo Reinders, Unitec, New Zealand
Johannes A. Prayogo, Universitas Negeri Malang, Indonesia
Nunung Suryati, Universitas Negeri Malang, Indonesia
Suharyadi, Universitas Negeri Malang, Indonesia
Willy A. Renandya, Nanyang Technological University, Singapore
Utami Widiati, Universitas Negeri Malang
Yazid Basthomi, Universitas Negeri Malang, Indonesia

Editors:

Anik Nunuk Wulyani, Universitas Negeri Malang, Indonesia
Hasti Rahmaningtyas, Universitas Negeri Malang
Maria Hidayati, Universitas Negeri Malang, Indonesia
Nabhan F. Choiron, Universitas Negeri Malang, Indonesia
Niamika El Khoiri, Universitas Negeri Malang, Indonesia
Nova Ariani, Universitas Negeri Malang, Indonesia
Nur Hayati, Universitas Negeri Malang, Indonesia
Rahmati Putri Yaniafari, Universitas Negeri Malang, Indonesia

Layout:

Nadia Galis Cahya Anugrah
Imaniar Reshmira
Ibnuz Zaki

Cover:

Himawan Prakosa

ISSN 2656-680X

ORGANIZERS

Steering Committee	:	Prof. Utami Widiati, Dean of Faculty of Letters, UM Dr. Primardiana H. Wijayati, Vice Dean for Academic Affairs, Faculty of Letters, UM Dr. Johannes A. Prayogo, Head of Department of English, Faculty of Letters, UM
Organizing Committee	:	
Chairperson	:	Dr. Anik Nunuk Wulyani, M.Pd.
Secretary	:	Nova Ariani, M.Ed.
Treasurer	:	Dr. Niamika El Khoiri, M.A
Divisions	:	
Abstract and Sessions	:	Nur Hayati, M.Ed.
Secretariat	:	Rahmati Putri Yaniafari, M.Pd Nindyasari Nastiti Ibnuz Zakki M. Kreshna Dharma Nurul Izza Nadia Galis Cahya Anugrah
Design and Publication	:	Inayatul Fariha, M.A. Himawan Prakosa
Proceedings	:	Nunung Suryati, M.Ed., Ph.D Maria Hidayati, S.S., M.Pd
Transportation and Accommodation	:	Nabhan F. Choiron, S.S., M.A.
Food and Beverages	:	Hasti Rahmaningtyas, M.A. Bima Amalia Ramadan
Ceremony and Entertainment	:	Maria Hidayati, S.S., M.Pd Tri Wahyuningtyas, M.Si.
Documentation and Properties	:	M. Luqman Hakim, M.Pd

TABLE OF CONTENTS

	Pages
Foreword	Vi
List of Organizers	vii
Table of Contents	vii
Dwi Oktalia, Ngadiso, and Slamet Supriyadi	1 – 6
Dwi Taurina Mila Wardhani and Nine Fibrie Novitasari	7 – 13
Faizatul Husna, Cut Irna Liyana, and Endah Anisa Rahma	14 – 20
Faricha Rizqi, Joko Nurkamto, and Abdul Asib	21 – 26
Febrina Rizqy Agustina, and Furaidah	27 – 35
Hafidz Wahyu Nur Cholis, Endang Fauziati, and Slamet Supriyadi	36 – 42
Hartono, Ruseno Arjanggal, Kurniawan Yudhi Nugroho, and Ira Alia Maerani	43 – 49
Hera Nopiyanti, Abdul Asib, and Sri Samiati Tarjana	50 – 55
Heri Yulianto	56 – 59
Isna Indriati	60 – 65
Jonathan Tanihardjo	66 – 71
Lestari Setyowati	72 – 81
Maria Leswinda Wulan, Sumardi, and Nur Arifah Drajadi	82 – 86

	School	
Maya Puspitasari and Muhammad Arifin Pelawi	Does Students' Higher Score In The National Examination Mean Being Successful In Teaching?	87 – 95
Mifta Muriska Isya, Endang Fauziati, Sri Marmanto	Interactional Strategies As Ways In Facing Communication Breakdown Used By EFL Students In Surakarta	96 – 101
Mukminatus Zuhriyah, Ria Kamilah Agustina, and Maskhurin Fajarina	The Effect Of Problem-Based Learning (Pbl) And Students' Creativity Toward Their Speaking Skill	102 – 107
Nurlailiy	Students' English Score: Receptive Skills Comparison	108 – 112
Radina Anggun Nurisma, Irwan Sumarsono, and Akbar Widioso	Dynamic Level Adjustment For Descriptive Writing With Web Simulation In EFL Teaching	113 – 120
Ridha Mardiani	Intercultural Communication: Fostering The Students' Intercultural Competence In An Efl Classroom (A Case Study At The Fourth Year Students Of STKIP Pasundan)	121 – 135
Riza Nurhana	Feedback On Speaking Activity In ESP Class: Teacher's Role In Enhancing Student's Motivation	136 – 143
Sri Wahyuni	The Effects Of Using Collaborative Vs. Individual Concept Mapping On Idea Development Quality Of Students' Expository Writing	144 – 150
Wahyu Kartika Wienanda	Learners' Pronunciation Performance And Teachers' Roles Upon The Use Of Clear Pronunciation 2 Software	151 – 160
Wildona Zumam, Janna Firdaus Qamari	Enhancing Speaking Skill Through Learning Community In The Eighth Grade At SMPN 3 Pademawu, Pamekasan Madura	161 – 167
Yonathan Winardi, M.Pd, and Ridwanta Manogu, M.Div., M.A	Students' Perception On The Role Of The Holy Spirit In Learning English: A Survey In UPH Teachers College	168 – 175
Yuni Astuti and Istiqomah Wulandari	Pictorial Artworks Of Storybird.Com As Writing Prompts To Boost Students Critical Thinking And Creativity: Students' Perception	176 – 182
Ardi Nugroho	Using Inductive Consciousness-Raising Tasks To Teach The Simple Present Tense	183 – 188
Ayu Alif Nur Maharani Akbar, and Gunadi H. Sulistyio	The Current Learning Competences Of English For Vocational High School Graduates: Do They Really Cater For The Real-Life Professional Needs?	189 – 194

Badi'atul Azmina, Endang Fauziati, and Nur Arifah Drajiati	Teacher's Beliefs On The Implementation Of Computer Assisted Language Learning (Call) Approach For Higher Education Students	195 – 200
Dina Amaliyah Mushthoza, and Musta'inah Eka Ma'rufah	Developing English Learning Design Based On Esp For Mechanical Engineering Classroom	201 – 207
Najib Khoirul Muhyiddin	Language And Power In Classroom Discourse	208 – 212
Nine Febrie Novitasari	Experiential Learning: A Means To Rocket Students' Low Motivation And Writing Skill	213 – 220
Ninik Suryatiningsih	Students' Perception Toward Internship Program In Japan	221 – 229
Nurir Rohmah	Making Personal Connection: ELLs Writing In Engineering Classrooms	230 – 236
Dedi Turmudi	Reflective Practice On The Translation Errors In Indonesian-English Abstracts	237 – 248
Abdullah Farih	Developing English Book for Young Learners using Fun English Games at Elementary School Students	249 – 256
Adi Suryani, Soedarso, Wahyuddin and Moh. Saifulloh	Educational Leadership and Organizational Culture: How do Leaders Develop Learning Culture in their Learning Community	257 – 267
Alva Nurvina Sularso	Systemizing Professional Development Programs in English Course of International Language Programs (ILP)	268 – 277
Alvin Taufik	The Effect of the Changing Role/s of Translator in the Teaching of Translation Studies	278 – 282
Saleh Nuri, Abdalla, Khalel Jahbal	ARAB STUDENTS' COMMUNICATION ANXIETY, SELF-PERCEIVED COMMUNICATION, AND WILLINGNESS TO COMMUNICATE IN ENGLISH: A STUDY ABROAD CONTEXT	283 – 286
Zulfan Bahtiar, A. Effendi Kadarisman, Yazid Basthomi	INTERSEMIOTIC COMPLEMENTARITY: PICTURE-BASED PUNS	287 - 292

INTEGRATING AUDIO VISUAL MEDIA WITH BUZZ GROUP IN SPEAKING CLASS

Dwi Taurina Mila Wardhani and Nine Febrie Novitasari

University of Abdurachman Saleh Situbondo

dwimeela@gmail.com; ninefebrie@gmail.com

Abstract: Many adult students think speaking class is burdensome. Even though these students are fairly advanced in speaking, they often feel reluctant and shy to speak. This problem is also experienced by the students taking an ESP course in Language Center at University of Abdurachman Saleh Situbondo (UNARS). Their anxiety has weakening effects to their speaking performance. Concerning the causal effects, the ESP tutor needs an appropriate teaching strategy, that is by integrating audio visual media with buzz group technique in class. Presenting a topic in audio visual media can stimulate the students to speak. This is because audio visual media give the students a real illustration of the teaching material. In addition to that, buzz group technique requires the students to create buzzing noise, which is similar to busy bees while they are working. With the use of audio visual media, the implementation of buzz group that requires the students to work together is expected to be able to help the anxious students to speak up in class. The results of this research are hoped to give theoretical and practical advantages.

Keywords: audio visual media, buzz group, ESP, students, speaking

INTRODUCTION

At higher education levels and professional education institutions, the teaching of English is generally given as a special course that is better known as English for Specific Purposes or ESP (Rasyid & Nur, 1997). ESP is different from general English (GE). GE usually provides only materials and exercises for learners to use English for everyday need (Novitasari, 2018). Different from GE, ESP allows learners to use English in accordance with their professional need (Huthchinson & Waters, 1987). Additionally, Flowerdew and Peacock (2001) emphasize the purpose of ESP. ESP aims at accommodating learners' specific need in particular fields or disciplines. That is why ESP uses a different approach from GE because ESP focuses on some activities in a specific area of study. Language Centre at University of Abdurachman Saleh Situbondo (UNARS) holds ESP classes twice a year regularly. The participants of this program are lecturers and staffs at UNARS. The ESP classes held usually focus on speaking activities because many of the participants still have low English speaking skills.

Many factors are influential to the success of the speaking class, one of which is the teaching strategy applied. For UNARS' ESP class, many learners were anxious when they were asked to speak in public because of some reasons, such as limited vocabulary, low confidence, and inability to develop ideas. Thus, the tutor had to choose an appropriate teaching strategy that was suitable for these learners, and the strategy chosen was teaching using buzz group, which was implemented with audio visual media. Buzz Groups is a method for quickly and efficiently gathering feedback on a topic or responding to a specific question during a plenary (a session that

includes all participants of an even (Surjadi, 1989). This is similar to Trianto (2007) who defines Buzz groups as an active group consisting of 3-6 students to discuss students' ideas on learning material. A task that is done in small groups is usually more effective to lead discussion (Brewer, 1997). The name of Buzz Groups is from the word "buzz", where students make buzzing sounds like a group of busy bees while working on a task. Buzz groups can be applied by almost all groups of learners. To create buzz groups, a tutor must choose a topic that will interest learners and have a specific purpose. Some tutors use real/contextual problems to be discussed in groups. Each of which appoints one person to report the results of the discussion to a larger group. This small group discussion is held in the middle or end of the lesson with the intention of sharpening the framework of the lesson material, clarifying the lesson material or answering questions.

Every learning method always has advantages and disadvantages. The advantages of Buzz Group method are elaborated by Mudjiono and Dimiyati (1992). They state that Buzz Groups encourages shy participants to contribute thoughts and creates pleasant teaching learning atmosphere. Buzz Groups also saves time that allows division of leadership tasks. Besides, Buzz Groups gives a variety of learning activities accompanied by the use of other methods. Lastly, Buzz Groups generates student motivation so that they think scientifically and can develop knowledge. However, Buzz Groups also has some weaknesses. Buzz Groups creates a possibility of a group consisting of people who do not know anything. Buzz groups is sometimes time consuming if there is a cross opinion among the group members. The group members are required to learn if they want to get maximum results. In addition to that, if the tutor does not know the group members well, there is a possibility that he/she will choose a weak leader. The last disadvantage of Buzz Groups is the results of the discussion report which cannot be well organized.

The use of media also influences students' activity; therefore, a tutor must ensure that the media used in the teaching and learning process can support the creation of an atmosphere full of enthusiasm. The use of visual media integrated in the teaching strategy can create a fun and interesting teaching and learning atmosphere. The use of audio visual media is advantageous because they include the sense of sight and hearing in the process. Djamarah and Zain (2006: 124) state that audiovisual media are able to stimulate the senses of sight and auditory senses together, because it has elements of sound and elements of images. Moreover, a tutor must truly understand the characteristics and interests of learners he/she handles. Hence, the tutor can choose the teaching strategy and media that can work best on the learners.

The research of the learning strategy has been done by several previous researchers. Milaningrum (2013) implemented Buzz Groups to her learners to level up her learners' motivation to read. Her objects of research were junior high school learners. Muntaha (2016) analyzed the relationship between the implementation of Buzz Group with learners' self-esteem. Another research was done by Pangaribuan and Manik (2017). They conducted experimental research and implemented Buzz Groups which was integrated with clustering technique in the controlled class. The difference between this current research and the previous ones is that this research focused on learners' speaking activities in class that implemented Buzz groups integrated with audio visual media in ESP programs. The learners were adults who had special characteristics. This classroom action research was conducted to examine how teaching ESP using Buzz Groups and audio visual media could make the learners confident to speak.

METHOD

This classroom action research adapted Kemmis-McTaggart’s model (1997). The research was conducted in three meetings. One cycle consisted of one meeting. One meeting was held in 90 minutes. Cycle 1, Cycle 2, and Cycle 3 were held on July 6, 13 and 20, 2018 consecutively. The data obtained were in the form of changes in learners’ behavior when implementing the action. The instruments used to collect the data were observation sheets and field notes. The strategy is considered successful if more than 75% of the total number of the learners show positive attitudes in two categories, those are: its contribution to group goals and their engagement level in class). The positive attitude of learners is characterized by a minimum range of 3 (good) performance for each category. The Buzz group strategy using audio visual media is considered successful if it is effective in up the ESP learners’ activeness level in class.

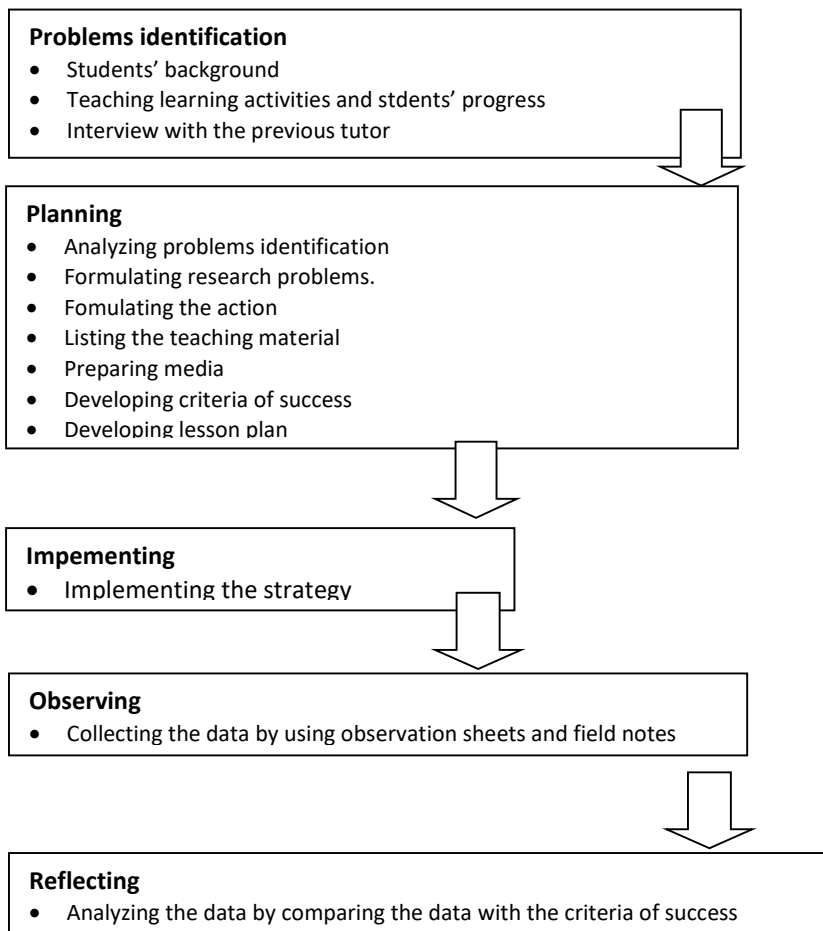
Figure 1. Scoring Rubric to Measure Student’s Activeness Level

Category	1	2	3	4
Contribution to group’s goals	Work toward group goals only when prompted	Works toward group goals with occasional prompting	Works toward group goals without occasional prompting, accepts and fulfills individual role within the group	Actively and consistently works toward group goals, willingly accepts and fulfills individual role within the group
Engagement level in class	Never contributes to class by offering ideas and asking questions (0 times)	Rarely contributes to class by offering ideas and asking questions (1 time)	Proactively contributes to class by offering ideas and asking questions (2-3 times)	Always contributes to class by offering ideas and asking questions (more than 4 times)

- Criterion:
 4: excellent
 3: good
 2: average
 1: low

The research was carried out in the ESP class program organized by UNARS’ Language Center. There were fourteen learners taking the class. The steps taken adapted Kemmis-McTaggart’s model which consisted of planning, implementing, observing, and reflecting. The details of the activities of each step are displayed in Figure 2.

Figure 2. Research Procedures



FINDINGS AND DISCUSSION

The implementation of Buzz group that was integrated with audio visual media showed that it was effective in levelling up learners' motivation to speak in class. Learners' levelled up motivation was shown with learners' activeness level in class, both in group and in individual engagement. The details of the results in each cycle are elaborated in the following paragraphs. It took three cycles to improve the activeness of ESP learners in speaking class.

Cycle 1

In Cycle 1 with the topic of Expository text, the results showed that learners did not contribute enough to the group. This can be seen from the buzz sound produced when learners were not so busy discussing. Some learners were active in giving ideas and asking questions during discussion activities. They felt the topic given was interesting because they could relate it to their daily lives. However, there were still a small number of learners who were less active in group activities. They tended to be quiet when interacting in groups. This was due to their limited English vocabulary so they felt not confident to communicate with their friends in group. In addition, some learners still looked confused in understanding the instructions given when doing assignments. Another thing that caused the inactivity of learners in groups is that group members were not so familiar with other members that it made them embarrassed to speak in English.

In term of learners' activeness level, at the first meeting there were 0 learners got score 1, 4 learners got score 2, 8 learners got score 3, and 2 learners got score 4. With this we can see that there were only ten learners who actively contributed to the group so that the buzz was not clearly heard. So that the strategy applied in the Cycle 1 could not make the learners active in groups.

For aspect of individual involvement in classroom activities, one student looked passive and did not contribute in class. He also showed a low contribution during group activities. When other learners dared to ask or express opinions, this student remained silent because of his limited English vocabulary. From the observations, the score of student involvement in class activity is: 1 student got score 0, 4 learners got score 2, 5 learners got score 3, 4 learners got score 4. In this case, there were only nine out of fourteen learners who met the criteria of success in the aspect of student involvement in class. Here it can be concluded that the strategy in Cycle 1 had not succeeded in making learners actively involved in the class.

From the findings in Cycle 1, the improvements that were given included providing learners with easier instruction at the next meeting, giving more motivation and rewards for learners, suggesting the use of dictionaries for learners to help find the definition of unfamiliar words, giving more intensive monitoring of group activities to ensure that the group leaders could manage their members well to participate in group activities, and paying more attention to the background of group members.

Cycle 2

The second meeting was held with the aim of planning activities to be implemented as improvements based on reflection and deficiencies that existed in the previous cycle. In Cycle 2, the activeness of the learners in the group increased even though the topic given was quite difficult. At this meeting, learners were more confident when communicating with group members even with stuttering English. They have started to dare to speak about the vocabulary needed to the teacher and through the dictionary. This was also caused by the giving of motivation and rewards that were quite intensive from the tutor so that learners became more motivated to be active in class. Nonetheless, there were some learners who felt that the time allocated was not enough to complete the task perfectly. At this second meeting, the result of learners' activeness in group discussion was: 0 learners got score 1, 3 learners got score 2, 6 learners got score 3, and 5 learners got score 4. It can be concluded that for the aspect of contribution to the group, the strategy in Cycle 2 succeeded in making learners active in groups so there was buzzing sound that indicated discussion activity. There were eleven of the fourteen learners who reached the success criteria in terms of contribution to the group.

Different things were got from assessing individual student involvement in the classroom. Only ten out of fourteen learners were active individually in class. Briefly, 0 learners got score 1, 4 learners got score 2, 7 learners got score 3, and 3 learners got score 4. The activities in group made learners more confident to be active individually in class activities. All learners were willing to ask or submit opinions while in class. However, because there were still ten learners who reached the criteria of success, the strategy in Cycle 2 did not succeed in making learners active individually in class. The cause of this was because the topic given, especially Blekok Beach, was not familiar to learners. The fact that familiarity of topic is important is related to previous study. As a result, there were a small number of learners who had not been confident to be individually active during learning. Some learners also did not bring a dictionary to help them find vocabulary

in English.

From the findings in Cycle 2, the improvements that were provided were providing more familiar topics to learners, more intensively emphasizing in giving motivation and reward to learners, reminding the learners to use dictionaries to overcome vocabulary problems in English, and providing sufficient time allocation for learners for the group discussion stage.

Cycle 3

The third meeting was held with the aim of being an improvement based on the reflections existed in Cycle 2. At the last meeting, the learners were very active in their group. The buzzing sound produced was quite loud. Learners were confident and motivated to speak in English. The use of dictionaries by learners proved that it was effective to help learners find the words needed. In Cycle 3, 0 learners got a score 1, 2 learners got score 2, 7 learners got score 3, and 5 learners got score 4. Totally, there were twelve out of fourteen learners who achieved the success criteria. Thus, the strategy in Cycle 3 proved that it was effective in increasing the activeness of learners in groups.

For individual student involvement in class, the strategy in Cycle 3 also showed effectiveness in increasing student's activity in the classroom. Learners who already felt confident working in group made them feel confident in their individual performance. In Cycle 3, in terms of individual activity, there were 0 learners got 1, 1 student got score 2, 9 learners got score 3, and 4 learners got score 4. There were thirteen out of fourteen individuals who were active individually in the classroom. The conclusion is, the strategy in Cycle 3 succeeded in increasing the activeness of learners individually in class.

CONCLUSION AND SUGGESTIONS

From this research, some conclusions can be drawn. First, Buzz Groups method that is integrated with audio visual media can effectively increase the activeness of ESP learners in the speaking class, both in groups and individually. This can lead to learners' increased motivation to speak in class. Besides, motivation from group members can also increase individual's motivation and confidence to speak in English.

The application of the buzz group method requires considerable preparation because the learning design used is student-centered. Then, it would be better if the tutor do some rehearsals before applying the method. In addition, the activities carried out must be designed in such a way that the activities will be easier to complete if carried out in groups.

REFERENCES

- Brewer, E.W. (1997). *13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers*. California: Corwin Press
- Djamarah, S. B. & Zain, A. 2010. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Flowerdew, J., and Peacock, M. (Eds.). (2001). *Research Perspectives on English for Academic Purposes*. Cambridge: Cambridge University Press
- Hutchinson, T., and Waters, A. (1987). *English for Specific Purposes. A Learning-centered Approach*. Cambridge: Cambridge University Press

- Milaningrum, E. (2011). *Improving Students' Reading Comprehension by Using Buzz Groups Technique*
(A Classroom Action Research Conducted at the Seventh Grade of SMP Negeri 7 Surakarta in the Academic Year of 2010/2011). Published Thesis. Online. Accessed from <https://eprints.uns.ac.id/4540/> on June 27, 2018.
- Mudjiono and Dimyati. (1992). *Belajar dan Pembelajaran*. Jakarta: PT. Rineka Cipta
- Muntaha, M. (2016). *Buzz Group and Self-Esteem on Teaching Listening in an Indonesian EFL Classroom*.
Cendekia: Jurnal Kependidikan dan Kemasyarakatan Vol. 14 No.2
- Pangaribuan, T. and Manik, S. (2017). *The Effect of Buzz Group Technique and Clustering Technique in Teaching Writing at the First Class of SMA HKBP I Tarutung*. English Language Teaching. 11. 164. 10.5539/elt.v11n1p164.
- Rasyid, M. A., & Nur, H. J. (1997). *Teaching English as a Foreign Language in Indonesia: Theory, Practice, and Research*. FBS IKIP Ujung Pandang
- Surjadi. (1989). *Membuat Siswa Aktif*. Bandung: Bandar maju.
- Trianto. (2007). *Model Pembelajaran Inovatif Berorientasi Konstruktivitatif*. Jakarta: prestasi Pustaka.



Certificate of Appreciation

awarded to

Nine Febrie Novitasari

for attending

The iNELTAL (interNational English Language Teachers and Lecturers) Conference

organized by the Department of English, Faculty of Letters,
Universitas Negeri Malang

on 27th-28th October 2018

as

presenter

Dr. Johannes A. Prayogo
Head, Department of English,
Faculty of Letters, UM



Professor Utami Widiati
Dean, Faculty of Letters, UM



Dr. Anik Nunuk Wulyani
Chair, The iNELTAL
Conference