LEARNING LANGUAGES ACROSS CULTURES

PROCEEDING OF THE 2\textsuperscript{nd} INTERNATIONAL CONFERENCE ON LANGUAGE EDUCATION (ICOLE 2), 3-4 DECEMBER 2010

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FROM EDITOR

This book "Learning Languages across Cultures" is a collection of papers that have been presented in the 2<sup>nd</sup> International Conference on Language Education (ICOLE 2), held by Language Center, State University of Makassar, 3-4 December 2010 in Hotel La Macca, State University of Makasar.

There are 42 titles presented covering many themes:
- Learning English, Indonesian, and local languages
- Cultural differences in language learning
- Language, culture, and society
- Learning Styles differences
- Teaching Languages (methods and media)
- Sociolinguistics
- Psycholinguistics
- Discourse Analysis
- Corpus Linguistics
- Other Related Topics

With those topics, this conference had served as a forum to discuss ideas on the important contributions of culture on language education in contemporary Indonesian society, either English as international language, Indonesian language as a national language, or regional language to serve regional identity.

Thanks to the committee with their hard work so that the conference was held successfully. Thanks to all of the writers in this book who have shared their ideas. Hopefully this book will be a valuable resource in academic and professional life.

Makassar, March 2011

Murni Mahmud, Ph.D
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Cross-Cultural Understanding through Facebook Dialog
ENGLISH AND INDONESIAN LANGUAGE PROGRAM IN A “WORLD CLASS” UNIVERSITY: What has been and what needs to be done

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Abstract

The design of English language program for the students and lecturers in the international class and dual degree program, and the design of Indonesian language program for the overseas students in the universities dedicated to be the “world-class university” are very essential. Although this internationalization has been going on for more four years, no complete information is available concerning the success and failure or the best practice from those universities.

This paper is intended to share some experiences or practices at the Language Center of University of Surabaya as one of the private universities in East Java dedicated to be a “world class university” in response to the gap above. The discussions in this paper will focus on two main points: what has been done and what needs to be done. Concerning the first point, the discussion deals with 1) the design of English language programs for the students in the dual-degree program and international classes 2) the English language program for the lecturers who will teach their subjects in English 3) Indonesian language course for the overseas students. Concerning the second point, the discussion deals with some new programs as alternative solutions to the problems identified in the first part. Some of them can be formulated as follows: 1) Recommending IELTS test instead of TOEFL Paper-Based for the students taking international classes and dual degree programs since it is more comprehensive in portraying the students’ academic skills in the real situation, 2) Recommending an intensive course on academic skills for local students taking the international class 3) refresher course and sharing forum for lecturers.

Key words: needs analysis, material design, testing, academic skills.

INTRODUCTION

Believe it or not, internationalization in higher education in Indonesia is going on now. There is a growing interest for the universities in Indonesia, both the state and private universities, to be recognized as a world class university at least in the last four years. This can be seen from catalogs issued by those universities and the advertisements put in the newspapers for the prospective students. Although the criteria of a world class university is still vague and debatable, they claim themselves as the world class university since they have international classes using English as the language of instruction, there are some overseas students taking the course there and some overseas lecturers teaching the courses/subjects in English. Another attribute is the situation in which some overseas students/lecturers are learning Indonesian language in Language Center. In short, the use of English as the medium of instruction in class and the presence of the overseas students are the most visible characteristics in a “world class university”.

Proceeding of the 2nd ICOLE, Language Center, UNM
The question is: to what extent are all these activities considered successful? What experience have those universities had with the international students? How does the university prepare the students to participate actively in the class? How does the university prepare the lecturers to teach their subjects in English? What lessons have been learnt from those programs and activities? What is the role of Language Center Unit (Pusat Bahasa) Since these programs are newly launched in the last three or four years, the data to answer those questions are not available yet, at least to the best of my knowledge. There was a conference on the internationalization in education and its implication in ELT in Indonesia organized by ITB last April 2010.

This paper is intended to share some experiences or practices at the Language Center of University of Surabaya as one of the private universities in East Java dedicated to be a “world class university” in response to those questions above. The discussions in this paper will focus on two main points: what has been done and what needs to be done. Concerning the first point, the discussion will deal with 1) the design of English language programs for the students in the international program and the dual-degree program 2) the English language program for the lecturers who will teach their subjects in English 3) Indonesian language course for the overseas students and overseas lecturers. Concerning the second point, the discussion will deal with actions taken as alternative solutions to the problems identified in the first part.

WHAT HAS BEEN DONE.

Founded in 2004, the mission of the Language Center of University of Surabaya (UBAYA) is to provide excellent services in language training and communication skills for the students and teaching staff of UBAYA and the public. In 2008, UBAYA started the dual degree program of IT in cooperation with Queensland University of Technology (QUT), Australia. In this joint program, the students spend two years at UBAYA and another two years at QUT, Australia. In the same year, UBAYA also started the international program called IBN (International Business Networking) and IPA (International Professional Accounting) in cooperation with Rotterdam Business School, Netherlands. In addition, there are some exchange programs both students and lecturers, especially with Rotterdam Business School and Quang Xi University, China. In this exchange program, the students from the two universities study at UBAYA for one semester while the lecturers come to teach at UBAYA for one or two semesters, depending on the agreement.

To support the university program concerning internationalization, in 2008 Language Center designed the English language programs for the students taking the international program and dual degree program, the lecturers teaching the international classes in English, and Indonesian language program for the overseas students and overseas lecturers at UBAYA.
ACADEMIC ENGLISH FOR THE STUDENTS IN INTERNATIONAL PROGRAMS AND ITS PROBLEMS.

The international programs or international classes refer to the two programs at Faculty of Business and Economics, that is, IBN and IPA. These classes are attended by the local students and overseas students (mostly from Europe and People’s Republic of China). The requirement of TOEFL score (paper-based) for the local students is 475. It was assumed by the head of the department that the students with the TOEFL score of 475 are able to participate very well in the classes which are conducted in English. If they have problems with English, especially writing and presentation, they can take the academic English program at Language Center especially designed for them and the course fee will be subsidized by the department.

The academic English program designed by Language Center focused on the skills the students need to participate in class. These include listening and note-taking, reading and summarizing, writing papers, and presenting the paper in class. Following the steps in course design and materials development recommended by Fraida Dubin, Elite Olshtain (1986: 2) and Brian Tomlinson (1998: 98), Language Center formulated the students’ needs and decided that the following are the skills they need:

1. Listening to the lecture and taking notes (writing down
2. the main points and facts while listening
3. Reading and summarizing/paraphrasing the text, then presenting it in class
4. Answering the essay questions in a test
5. Writing the paper and presenting it in class

The materials were taken from many different sources and the course was scheduled for forty meeting with 100 minutes/meeting. Language Center believed that the key success factors of this program are the well-designed materials, qualified teachers and small class (consisting of 4-8 students in one class).

THE PROBLEMS IDENTIFIED.
Problems dealing with the department policy:

The assumption that students with the TOEFL score 475 are able to participate in a class conducted in English is not completely true. Based on the meeting with the lecturers teaching the international classes, it was revealed that some students got surprised and stressed in the first and second two weeks and finally dropped. Their problems were concerned with the note-taking skill, that is, writing down the main points while listening to the lecturers and writing skill (writing the summary and writing papers). The effect was that it is difficult for the lecturers to evaluate or to judge the students’ paper and their presentation as good or bad since they did not know whether to focus on the content or the language. For example, if the main points in the paper is not clear, is it because of knowledge and reasoning or because of his/her inability to use the language accurately and effectively? It is not easy to convince the head of department that TOEFL (Paper-based) test does not detect/measure
the students' competence in speaking and writing while it is these skills which are vital for students in an international class.

THE PROBLEMS DEALING THE STATUS OF THE ACADEMIC ENGLISH/EAP AT LANGUAGE CENTER.

The status of the academic English designed by Language for the students in international class is not compulsory in the sense that the students may choose whether to take the course or not. Although the feedback from the lecturers says that the students' English language competence to participate actively in class is weak and the course fee is subsidized by the department, most of them do not want to take the academic English program. We suspect that their decision not to take the course is related to their motivation to take the international class. Some take the international class since they want get high standard of education with international recognition while others take the international class in order to please their parents. For the latter group, taking international class is a prestige. Then the case is similar to what is happening at "RSBI" in junior high and senior high schools in Indonesia. The management or head of department feel reluctant to decide since the number of students taking the international class is still under the target they do not want to lose the students.

ACADEMIC ENGLISH AND IELTS PREPARATION FOR IT STUDENTS IN DUAL DEGREE PROGRAM AND ITS PROBLEMS

The academic English for the IT students in dual degree program is different from the one for the IBN and IPA students. First, students taking dual degree program at IT department are offered double degree in that they study at UBAYA for two years and then they have to go to QUT for another two years. By the end of their study, they have to present their final project both for QUT and UBAYA in order to get the double degree. Before leaving for QUT, their academic English competence should be adequate which can be seen from their IELTS score 6.5. In contrast, the students of IBN and IPA may choose whether to take the single degree or double degree. If they decide to continue their study at RBS, Netherlands, in year-4, and then present their final project both at RBS and UBAYA, they will get double degree. Second, minimum requirement of TOEFL score (paper-based) for enrolment in the first semester is 450.

There are tow types of English language programs designed for the dual degree program. The first one is academic English. The objective of this program is to enable the students to master the academic skill they need in order to participate in the class conducted in English. These skills include the following.

a. Listening to the lecture and taking notes-writing down
b. the main points and facts while listening
c. Reading and summarizing/paraphrasing the text, then presenting it in class
d. Answering the essay questions in a test
e. Writing the paper and presenting it in class

Unlike the academic English for the students of IBN and IPA, this academic English program is compulsory and integrated in the curriculum with 2 credits/semester for four semesters. If there are two meetings in one week, there will be 28 meetings in one semester or 112 meetings in two years/ four semesters.

In addition to the academic English, there is IELTS Prep program. This program is intended to prepare the students to take IELTS test at IALF Surabaya with minimum target score 6.5 as required by the partner university in Australia. This program is designed for forty meetings with 100 minutes/meeting. These forty meetings are shared equally for the four skills: listening, reading, speaking and writing; in short, ten meetings each.

PROBLEMS IDENTIFIED.

In the last two years, Language Center has identified two problems dealing with the English language program for the IT students in the dual degree program. The first problem is the department policy on the minimum TOEFL score for the enrolment. The assumption that the high school graduates have studied English for at least six years and the students with TOEFL score of 450 are able participate in the class conducted in English is not true. The fact is that in the last two years, the students taking the dual degree program have different levels of English competence: some have the score of 450, others have the score of 525, while some others have the score of 600. If they are in one class, we can imagine how hard it is for the lecturers to select the materials and adjust it to meet the individual needs of the students. Some students get discouraged and drop out because of this.

The second problem is that the students find it difficult to answer the interview questions in speaking section and task one in writing section of IELTS. Since the speaking test is conducted in face-to-face interview with the staff of IALF whom they might have never met before, the students feel nervous. So, the problem is not only linguistic but also non-linguistic one. As a result, some student have to take test more than once, even three times in order to get 6.5

ENGLISH LANGUAGE PROGRAM FOR THE LECTURERS

The objective of this program is to prepare the lecturers to teach their subjects in English both in international programs and dual degree program. The design of the program was done through the following steps.

1. Screening

In this step, all the lecturers recommended by the department/faculty to teach their subjects in English were sent to Language Center in cooperation
with IALF Surabaya, to take this screening test. Using the IELTS test as the
guideline, the objective of this test was to identify their level of competence to
teach their subjects in English. Based on the result of the screening, the test
takers were classified into three groups: First, those with the IELTS score
lower than 5.0 were not allowed to teach their subjects in English. Second,
those with the IELTS score between 5.0-6.5: had to take a 25- meeting
training and if they passed, they were allowed to teach in English. Third,
those with IELTS score 7.0 or more were allowed to teach without further
training.

2. Identifying the needs of the lecturers.
The second step was to identify the needs of lecturers who had got the
score between 5.0-6.5. We concluded that they had mastered the general
English competence up to high intermediate level so what they needed were
typical patterns and paragraph developments which they would use in
teaching and writing papers. These include the following topics:
   a. Methods of paragraph development.
   b. How to teach topics related to definition and classification
   c. How to teach topics related to comparisons and contrast
   d. How to teach topics related to process.
   e. How to teach topics related to cause-effect
   f. How to describe a paragraph
   g. Essay writing
   h. Paper writing and presentation
   i. Specific expressions used in the interaction with students
   j. Technical terms used in certain fields of study.

3 Training program
The training program was designed for 25 meetings with 100
minutes/meeting. In this training program, the drills were focused on the topics
mentioned in step two. Using the methods of presentation and simulation, the
trainer arranged the tasks as follows:
1. assign each participant to write a topic using a certain method of
   paragraph development
2. give opportunity to each participant to present the topic in class,
   followed by open questions (practice teaching).
3. Give feedback for each presentation

4. Evaluation
The final evaluation of the participants’ performance in teaching practice is
based on how well he/she can use the English language effectively transfer
her/his ideas so that the students can understand him/her. These can be seen
from the following components: organization of ideas, choices of words and
sentence patterns(style), clarity, and fluency. Finally the Language Center
sent this report to the head of department.
PROBLEMS IDENTIFIED

Based on the activities during the training, Language Center identified three problems. The first problem is the accuracy in using the language, not only in writing but also in speaking. The most critical ones are the use of *to be* form in passive sentences and other sentences using the form of *be* such as "I think X more productive than Y". It can lead to misunderstanding. The situation is getting worse if the students' ability to get the pragmatic meaning is low. If they have this ability, they can guess what the lecturer means to say (the hidden or intended meaning).

The second problem is their commitment to attend the English language training organized by Language Center regularly. Although they had signed a "commitment statement" saying that it was imperative for them to attend the training at least 80% of the total meetings, they often left the class without notice. In addition, they did not prepare the assignment for presentation. Consequently, the class could not go on smoothly as planned. They finally completed the course without mastering the targeted language skills and language components which contributed their skills in teaching through English.

In addition to the problem of accuracy and attendance, the third one is the grouping. One class was made up of lecturers coming from different faculties/departments such as engineering and economics. When the lecturer of engineering presented a topic on biotechnology, the lecturers of economics did not understand. Therefore, they could not ask questions and argue since they did not understand. In other words, the interaction was very limited because of the different discipline.

INDONESIAN LANGUAGE PROGRAM FOR THE OVERSEAS STUDENTS AND OVERSEAS LECTURERS

1. Indonesian for the overseas students

The University of Surabaya (UBAYA) has some students exchange program with several universities and colleges in Europe and Asia, specifically China. In this cooperation, the students from those institutions come to UBAYA to study for one semester. They take business subjects available in international class at the Faculty of Business and Economics which are conducted in English.

While attending the international classes, the overseas students take Indonesian language course at Language Center. The target is, as required by their institution, to master Indonesian language up to intermediate level that enables them to write their final report to their institution in Indonesian language at the end of the exchange program.

The design of Indonesian language program takes the following steps. The first step was the identification of the needs of the overseas students. The second was the placement test intended to know their level of proficiency and put them in certain level of the course. The next step was the training, followed by evaluation by the end of the training.
With reference to the textbook *Lentera Indonesia* (2009) published by Language Center, Department of National Education and *Jalan Bahasa* (2005), there are three levels available: elementary, intermediate and advanced with the total of sixty meetings in one level. But most of them study until intermediate level due to their exchange program which lasts for one semester only. Using the latest methods and techniques, the teachers try to make the students learn through interactions in pair practice, group practice and presentation. In addition to the class activities, there is outing program in which the students are taken to the supermarket, traditional markets, or restaurants to use the Indonesian language in the real situation.

2. Indonesian language program for the overseas lecturers.

The steps in the design of Indonesian language program for the overseas lecturers is the same as the one for the overseas students. The difference is the needs. Some lecturers wanted to learn Indonesian in order to socialize with Indonesian people while others wanted to learn Indonesian not only to socialize the Indonesian people but also to teach his/her subjects in Indonesian language. To meet the needs of the first group, Language Center designed the program exactly the same as the one for the overseas students in order that they can be put in the same class, depending on the level. But the second group needed more intensive practices and drills on how to use the Indonesian language effectively to teach their subjects. This requires accuracy in choice of words and sentence patterns.

**PROBLEMS IDENTIFIED**

There are two main problems which can be identified concerning teaching Indonesian language to overseas students and overseas lecturers. The first problem deals with the grouping. If the students are grouped on the basis of their level of competence, it means that in one class we may have students coming from different countries: some are from Netherlands while others are from China. The problem is that they do not move on the same pace due to their background of L-1 and the writing system. Based on our experience, the students of Rotterdam Business School master Indonesian language faster than the those of Quang Xi University, China. In addition, the students from China prefer to learn using translation method, especially in the elementary level. The problem becomes more complicated if the lecturer who teaches Indonesian language do not understand or has no background knowledge of Chinese and its writing system.

The second problem is concerned with the overseas lecturers who have different needs in learning Indonesian language. Some learn Indonesian language in order to socialize with the Indonesian people while others learn not only to get along the Indonesian people but also to teach their subjects in Indonesian language. The problem is whether they can be put in the same class. Those who learn Indonesian language so that they can teach their subjects in Indonesian language need more formal expressions and typical patterns which are usually used in delivering the lectures such as patterns used to classify, to compare and contrast, and to explain the process.
WHAT NEEDS TO BE DONE

Language Center observed that there are problems dealing with the design of English and Indonesian language for the students in the international program and dual degree program. Therefore, Language Center should do something. The following are some actions to be taken.

A. Revise the English Language Program for the Students in International Program (IBN and IPA)

1. Change the type of proficiency test.

   Paper-Based TOEFL score as an indicator of the students' English language competence is not adequate since it measures only the students' receptive skills (listening and reading) - not the productive skills (speaking and writing). Therefore, in the future, it should be completed with the score of TSE (Test of Spoken English) and TWE (Test of Written English). It is recommended that if the TOEFL score is 475, then it should be completed with TSE score of 40 (score scale 20-60) and TWE score of 4.5 (score scale 1-6).

   Another alternative is to require IELTS score in stead of TOEFL score. Compared to Paper-based TOEFL, IELTS test is more comprehensive in the sense that it measures all the four language skills: listening, reading, speaking and writing. Another advantage is that while all the test items in TOEFL are in the form of multiple choice, the test items in IELTS are not all in multiple choice. Let's take for example, listening and reading. In listening, the test taker is required to write down the telephone number, address, topic, main points of a talk in the space provided. This kind of task requires academic skills such as note-taking. In reading, the test taker is required to complete the unfinished sentences, notes, tables, summary, diagram or flow of chart using no more than three words in addition to true/false/not given, yes/no/not given and multiple-choice questions. One more thing, the length of the reading is more realistic, consisting of 600-800 words/passage. In the real situation, the students are required to read and summarize long texts consisting of one or several chapters, even a complete article or a paper. Speaking and writing are, of course, not multiple-choice. In speaking, the test taker is required to answer questions ranging from descriptive to argumentative ones. In writing, the test taker is required to complete two tasks. Task one deals with describing the graph, table, or chart while task two is concerned with the personal opinion in response to an issue. Again this is not an easy job for Language Center since it deals with the policy of the head of department. It is not easy to convince the head of the department that test A is better than test B and visa versa.

   One drawback of using IELTS is the impracticality. Seen from the practicality, IELTS can be considered impractical since it consumes more time and money, it requires individual one-to-one proctoring (in speaking) and it takes longer time for an examiner to correct/evaluate the papers (in writing). But at present and for the next two or three years, all these weaknesses can be overcome or anticipated since the number of students in the
international is small, less than 40/year and Language Center has adequate lecturers (full time and part-time) to administer it.

2. Change the status of the academic English for the students at international program.

Another thing to be done is to change the status of the academic English at Language Center which is especially designed for the IBN and IPA students from “elective” to “compulsory” and then it is integrated into the curriculum with three credits/semester. Language Center observes that the students want to the international program but they do not want to work hard and they do not realize that their English competence is weak. It is suspected that this situation also happens at other universities having the international program. Therefore, there is no choice but to “push” them and drive them to take the academic English. In this case, Language Center and the head of the department should have the same perception that mastering the academic skills such as note-taking, summarizing, writing papers will enhance or support the students’ success in their study.

B. Revise the English Language Program for the IT Students in the Dual Degree Program.
1. Maintain the academic English in the curriculum and change the department policy on the minimum TOEFL score for the enrolment.

Based on the lecturers’ evaluation on the performance in the first semester, the TOEFL score of 450 does not reflect the students’ competence to participate in the class conducted in English since it does not detect the students’ productive skills such as speaking and writing. Although the academic English is introduced starting from semester one, it does not help much since it is not intensive. Therefore, the alternative solution is to change it with IELTS with minimum score 4.5 (scale 0-9) for the enrolment.

2. Cooperate with IALF (Indonesia Australia Language Foundation) for the IELTS Preparation Program.

Some students find it difficult to do the writing and speaking at IALF. This year (in May) sent 5 students of dual degree program to IALF to take the IELTS after finishing the IELTS preparation program at Language Center. Out of five, three failed in speaking and writing, that is, they did not get the minimum score of 6.5. To solve the problem, Language Center will change IELTS Preparation program by involving the teaching staff of IALF to teach. The purpose is to make the students familiar the IALF staff so that they will not get nervous and to make them know their “taste” especially in speaking.

C. Revise the English Language Program for the Lecturers
1. Maintain the screening test using IELTS and the topics for the training.

We notice that compared to TOEFL, IELTS is more comprehensive in detecting the lecturers’ language competence, especially speaking and writing.
Why not IBT/TOEFL? Based on our experience, it is good to detect the test taker's ability in analyzing and synthesizing in addition to some other academic skills, but it is more complicated. The topics for the training should be specific based on the needs analysis. The methods of simulation and presentation will be maintained since they are effective.

2. Be strict with the attendance.

The lecturers taking the training should make a commitment that they will attend the class at least 80% of the total meeting. To achieve this, Language Center will cooperate with IALF and involve their staff in the training in order to improve the quality of the training and to make the lecturers more disciplined. It seems that lecturers are more disciplined if they are taught by someone outside, not their colleagues.

3. The lecturers in one class/group should be from the same faculty/department. The purpose is to make it easier for Language Center to prepare the academic word list and the technical terms and to improve the interaction in the simulation since both the presenter and the audience have the same background.

D. Revise the Indonesian Language Program for Overseas Students and Overseas Lecturers.

1. For elementary level, assign the lecturers who have some knowledge of the L-1 of the students.

The purpose is to enable the lecturers to make a contrastive analysis. Using the contrastive analysis, they can anticipate the mistakes/errors their students will make in the learning process and prepare the crits to solve the problem. For example, students from Netherlands will find it hard to pronounce the word "dengan" / de-n-gan. In stead, they tend to cut it into /de-n-gan/ In contrast, the students from China will have trouble pronouncing the words "bell" /be-ul/ and "ben" /be-n/ since they tend to pronounce the sounds /e/ and /n/ in the same way. The principle in contrastive analysis is that the similarity will enhance learning while the difference will interfere learning.

2. Revise the Indonesian language program for the overseas lecturers.

The program will be divided into two. The first sixty meetings will focus on the Indonesian language for survival, mainly to socialize with people around. Then the second sixty meetings will be spent on the formal Indonesian, especially sentence patterns and idea organizations used in teaching such as definition, classification, comparisons, etc. followed by practice teaching.

CONCLUSIONS

To conclude, I would like to make the following points. Using TOEFL (Paper-Based) to assess the English proficiency of the students taking the international program and dual degree program is practical but not adequate since it measures only the students' receptive skills (listening and reading), the productive skills (speaking and writing). Therefore, it should be completed with TSE and TWE. Another consuming. Another proficiency compared to IELTS.

The status of Academic Purposes in the international into the curriculum with 3014 subjects, the first semester intensively will have mastered the academic classes.

The lecturers for the first term should be well selected with not the lecturers in one class should make the interaction more effective.

Contrastive analysis is an overseas students. Therefore, the level of Indonesian language about the L-1 of the students.

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with TSE and TWE. Another alternative is to use IELTS though it is time-consuming. Another proficiency test like iBT is more complicated to administer compared to IELTS.

The status of Academic English or EAP (English for Academic Purposes) in the international program should be compulsory and integrated into the curriculum with 3 ot 4 credits/semester. This subject should taught in the first semester intensively so that by the end of first semester the student will have mastered the academic skills they need for their study.

The lecturers for the international program and dual degree program should be well-selected with respect to their English proficiency and ideally the lecturers in one class should be from the same faculty/department to make the interaction more effective.

Contrasting analysis is still relevant in teaching Indonesian language to overseas students. Therefore, the lecturer assigned to teach the elementary level of Indonesian language should be someone who has some knowledge about the L-1 of the students.

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