THE 6th INTERNATIONAL SEMINAR 2012
SATYA WACANA CHRISTIAN UNIVERSITY

PROGRAM BOOK

Research in Teacher Education: What, How, and Why?

Wednesday - Thursday, November 21 - 22, 2012
Satya Wacana Christian University
Salatiga, Indonesia
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ACKNOWLEDGEMENTS

The 6th International Seminar 2012 committee would like to extend its gratitude and high appreciation to the following individuals and institutes whose assistance and contributions have made the conference possible:

Pimpinan Universitas Kristen Satya Wacana
Prof. Anne Burns
Dr. Willy Renandya
Mentari Books
Grand Wahid Hotel Salatiga
Indocafé
And all of our other sponsors
Welcome to the 6th FBS-LTC International Seminar 2012!
It is my great pleasure to welcome you to Salatiga to attend our 6th FBS-LTC International Seminar. The conference is co-organized by the Faculty of Language and Literature and Language Training Centre of Satya Wacana Christian University.
This year's conference adopts the theme Research in Teacher Education: What, Why, and How? It is dedicated to innovative studies of language teaching and language learning in educational settings worldwide. It provides a forum for work that improves the quality and professionalism of language teachers. This conference also promotes critical ideas and methods of research that is close to the life and work of language teachers.
By bringing many professionals, language teachers, and future teacher students together we hope to gain remarkable potential from this forum in facilitating language teachers to always develop their quality of work by sharing research-based innovations.
I believe that this conference provides exclusive opportunity to language professionals, teachers, and future teacher students who are interested in sharing knowledge, discussing, and collaborating with fellow professionals and teachers working with teacher education.
Many thanks to Prof. Anne Burns and Dr. Willy Renandya for their eagerness to share their experiences and studies, which, I believe, are valuable for educating language teachers. Once again, welcome all the brilliant minds here to the conference. Your positive contribution will make this conference fruitful and rewarding.

Christian Rudianto, M.Appling
Conference Chair
Indonesia, the

Prof. Anne Burns

Anne Burns holds positions as Professor of Language Education at Aston University, Birmingham, where she is Director of the Centre for Language Education Research at Aston (CLERA), and Professor of TESOL in the School of Education at the University of New South Wales, Sydney. She was formerly Dean of Linguistics and Psychology and Professor of Linguistics at Macquarie University, Sydney. She is well known for her work in action research and her most recent publication, Doing Action Research in English language Teaching: A Guide for Practitioners, was published by Routledge in 2010. She is also the co-editor (with Professor Jack C. Richards) of The Cambridge Guide to Second Language Education (2009), shortlisted for the Ben Warren Prize, and The Cambridge Guide to Pedagogy and Practice (2012). She recently published Teaching speaking: A holistic approach (CUP, 2012, with Christine Goh). She is the Academic Advisor for the Applied Linguistics Series published by Oxford University Press and is a Member of The British Councils' English Language Advisory Group.

Dr. Willy Renandya

Dr. Willy A Renandya is a Senior Lecturer at the ELL Department, National Institute of Education, Singapore. Prior to his current position, he taught at SEAMEO RELC, Singapore, where he also served as Head of the Department of Language Education and Research. He has taught in many parts of Asia, including Singapore, Malaysia, Indonesia, the Philippines, and Vietnam. He is a frequent speaker at language conferences in the Asian region. He holds an MA in TESL and a PhD in Educational Psychology. His teaching and research interests include second and foreign language pedagogy, extensive reading, language testing and curriculum development. He has published research articles in various journals, authored an ESL textbook, and edited numerous books and anthologies. His most recent publication is Teacher, the tape is too fast: Extensive listening in ELT (ELT Journal, 2011), co-authored with Thomas S.C. Farrell and Teacher Roles in EIL (European Journal of Applied Linguistics and TEFL, 2012).
USING MODIFIED RUMMY GAME METHOD TO IMPROVE STUDENTS' LEARNING ACTIVITIES AND ENGLISH DIALOG SKILL IN THE STATE SENIOR HIGH SCHOOL 3 SALATIGA GRADE XI NATURAL SCIENCE 2 EVEN SEMESTER YEAR 2011/2012
Supriyanto

Abstract
This classroom action research was aimed at improving students' learning activities and students' English dialog skill in the state senior high school 3 Salatiga grade XI natural science 2 even semester year 2011/2012.

The research was carried out in the state senior high school 3 Salatiga from January to June 2012. The subject of the research was 38 students of grade XI natural science 2 consisting of 29 female and 9 male students. While the objects of research were modified rummy game method, students' learning activities and students' English dialog skill.

This action research was conducted in two cycles. Each consisted of planning, acting, observing, and reflecting. In the first cycle, the researcher implemented modified rummy game method with big groups and ready made cards while in the second cycle, the researcher applied modified rummy game method with small groups and student designed cards. To collect the data the researcher gave questioner and performance test before the first cycle, after the first cycle, and after the second cycle. Analyzing data was done by descriptive comparative namely by comparing scores in the previous condition with those of the first cycle and the second cycle.

The research findings, in which modified rummy game method with big groups and ready made cards was applied in the first cycle and modified rummy game method with small groups and student designed cards was implemented in the second cycle, revealed that there was significant improvement of average score percentage in students' learning activities namely 10.6% from 56.8% in the previous condition to 67.4% in the first cycle, and 3.2% from 67.4% in the first cycle to 70.6% in the second cycle. Besides, there was also significant improvement of average score in students' English dialog skill namely 3.9 from 72.7 in the previous condition to 76.6 in the first cycle, and 1.9 from 76.6 in the first cycle to 78.5 in the second cycle. Hence, hypothesis stating that using modified rummy game method was able to improve students' learning activities and English dialog skill in the state senior high school 3 Salatiga grade XI natural science 2 even semester year 2011/2012 proved right. Furthermore, it was suggested that the teachers should use modified rummy game in teaching English dialog and the state senior high school 3 Salatiga should provide facilities needed for applying modified rummy game method.

PARALLEL SESSION
Parallel Session 4
Thursday, 22 November 2012
13.40-14.10
Room: F208

USING STANDARDS TO PROMOTE PROFESSIONAL DEVELOPMENT FOR TEACHERS
Leonardi Lucky Kurniawan

Abstract
English is the primary language of international communication and there is a growing need for professional teachers of EFL. Research shows above all that a good teacher, manager of learning, is what is needed. The outcome of the teaching of English depends to a great extent on teachers, and thereby making teacher professional development especially important. consisting of various processes of ongoing growth.
The paper reports on the findings of a study involving high school teachers in Surabaya and the neighboring regions. The paper illustrates the EFL teachers' perception of their needs for professional development, what they seek in Professional Development Programs and the challenges that they encounter in their teaching career. The main purpose of the paper is to propose the use of standards as strategies to help EFL teachers in Indonesia promote their personal and professional development and improve instructional practices and outcomes.

**VOCABULARY LEARNING STRATEGIES USED BY ENGLISH DEPARTMENT STUDENTS AT SATYA WACANA CHRISTIAN UNIVERSITY, SALATIGA**

Devi Irnasari & Febria Vinka Kristie

**Abstract**

This paper reports on vocabulary learning strategies of EFL learners in English Department. The participants of this study were four groups from different academic years: 2011, 2010, 2009, and 2008. The total participants were 96 students; 75 females, and 21 males and their age ranged from 18 to 22 years old. The instrument for data collection was a questionnaire adapted from Wei (2007) using Likert Scale with five options: always, often, sometimes, rarely, and never. The data were analyzed using Microsoft Excel program. The finding shows that guessing meaning strategy is the highest rate among the other (mean = 3.7), while management is the lowest (mean = 2.6). The report ends with some recommendation for teaching vocabulary to learners of English at a university level.

**STUDENTS' RESEARCH INSTRUMENT IN CONDUCTING LANGUAGE RESEARCH AT ENGLISH DEPARTMENT STUDENTS OF FKIP UNTIRTA**

Yudi Juniardi

**Abstract**

Instrument is one of research component to collect data. Good instruments, at least, has two requirements; valid and reliable. Valid means it measures what should be measured and reliability tends to stability of an instrument.

In conducting a research, surely, students use instruments however, it still be found that instrument is not appropriate for his or her research, such as invalid and unreliable instruments. Thus, if an instrument is not valid and reliable, the data will be bias. Finally, the result of the research is doubtable. This research is tended to analyze (1) how is the validity and the reliability of student research instrument? And (2) do they make good instrument for conducting their research.

The research method is qualitative method. The researcher will describe briefly those phenomenon based on the data taken from students' research paper report. Ten students research paper will be as subjects of this research.

Based on the result of the research it can be remarked: (1) students' instruments have lack of reliability and validity. Some students do not do trying out the instruments. (2) Students research instrument still has some weaknesses as some do not make instruments but only take from English exercises text books.