Semarang, 6 May 2017

ELLiC

1st English Language & Literature International Conference
Universitas Muhammadiyah Semarang (Unimus)

“Innovation, Trends, and Challenges in English Language Learning in the 21st Century”

Faculty of Foreign Language and Culture
Universitas Muhammadiyah Semarang
Table of Contents

Cover Page i
Editors ii
Welcome from the Committee Chairperson iii
Dean’s Remark iv
Table of Contents v

Keynote Speaker
21st Century English Language Education: Revisiting Idealism and Realism in Enhancing Pedagogical Skills
Aslam Khan Bin Samahs Khan 2

Invited Speakers
Cooperative Learning for Undergraduate Translation and Interpreting Classes Issy Yulisri 4

Featured Speakers
To Ask or Not to Ask! That Is the Question!: Scaffolding Thinking through Questioning Fazhuda Abd. Aziz 6
Using Facebook to Teach and Learn English Lawren Yong Hon Chong 7
Google Docs: Enhancing Collaborative and Cooperative Learning in the 21st Century Ooi Choon Meng 8
The Embodiment of the Black Feminist Spirit in Iola Leroy, the Female Mulatto Protagonist, in Frances Harper’s Iola Leroy Ratna Asmarani 9

Language Teaching
Teachers’ Perceptions Towards Social Media Use to Improve Professional Development and Integration in English Language Teaching Agustrianita 17
The Use of Communicative Approach in Foreign Language Learning through Listening Activity by using Whatsapp Application Anggia Tendiami 23
Why Not Their Way Ani Purjayanti 30
Teaching English Grammar To Young Learners Through Nursery Rhymes Applications Annisaa Paradisa 35
Explore EFL Learners’ Vocabulary Learning Strategy Annisa Rahmatika, Dian Pertwi, Estiana Tri Karmala, Intan Aulia Nastiti 40
An Analysis of Writing Problems of PGSD Unnes Students  
Arif Widagdo  

Designing "Let's Listen" Multimedia CD for Listening Comprehension  
Arum Nisma Wulanjani  

The Problem of Electrical Engineering Students in Learning Business English Speaking  
Atsani Wulansari  

Students’ Perspectives toward the Use of Instagram in Writing Class  
Candradewi Wahyu Anggraeni  

The Use of Facebook to Improve Students’ Skill and Increase Their Motivation in Writing Recount Text  
Dafi Khusnita  

The Implementation of Authentic Assessment in Vocational High School 1 Kuala Cenaku  
Dian Ekawati  

The Analysis of Students’ Listening Proficiency and Their Motivation in (Meta) –Cognitive Collaboration Strategy Instruction  
Dodi Mulyadi  

Indonesian EFL Secondary School Teacher’s Perception and Preferences on Authentic Speaking Performance Assessment  
Erna Hamidah  

The Politeness Principles of Teachers and Students in English as a Foreign Language Classroom Interaction  
Eva Anis Shofi’ah, Dodi Mulyadi, Siti Aimah  

Developing Paragraph Writing Material using Skill and Entrepreneurship-based Learning Model  
Farikah  

Speaking Habit as a Strategy to Improve the Students' Speaking Skill  
Fria Bintang Listiawati, Rinta Aryani  

Stimulating Students’ Vocabulary and Grammar in Speaking Using Audio-video and Picture  
Herdinatara Febria, Muhimatul Ifadah, Siti Aimah  

The Effect of Communication Apprehension and Communication Competence to Students’ Speaking Skill Performance  
Hesti Eka Wardani  

The Effect of Inside Outside Circle and Numbered Heads Together Methods on High And Low-Interest Students Reading Comprehension  
Ida Ubaidah Hidayati
The Use of Numbered Head Together Technique on Students’ Reading Ability in Narrative Text (An Experimental Studies at the Eleventh Grade Students of SMK N 11 Semarang)  
Isna Nur Adhini  
124

The Consistency of Essay Texts Found in Grade Eleven English E-Book “Interlanguage” to The English Context of Culture  
Juita Triana  
129

Using Assessment of Reading Test: Analysis of Reading Comprehension Problems toward the Ninth Graders  
Khotimah Mahmudah  
134

Breaking Classroom Silence: Can Spider Web Help Novice Teacher?  
Lilia Indriani  
137

The Relation among Syntactic Units, Tenses and Meanings in Students’ Writing  
Maya Lisa Aryanti  
141

Exploring Subjective Difficulty as L2 Explicit Knowledge in Advanced Grammar Exams  
Muhammad Dhika Arif Rizqan  
145

Bridging Students and Lectures’ Expectation in Learning Process through Self-Assessment  
Muhimatul Ifadah, Siti Aimah  
152

Becoming the Effective English Teachers in the 21st Century: What Should Know and What Should Do?  
Nastiti Handayani  
156

Sharpen the Saw” Teachers! Proposing a Model of Teacher Professional Development Program  
Paulus Widiatmoko  
165

Bridging the Gap between the Students and Teacher’s Perspective on the Learner’s Needs to Prepare the English Course Material  
Pikir Wisnu Wijayanto  
172

Visualization Strategy to Encourage Young Learners to be Creative in Learning English  
Puspa Dewi  
178

Promoting Blended Learning as an Alternative Way to Teach English: From Theory to Practice  
Puspa Fortuna Zulfa, Yuniasih Tri Hastuti  
183

The Influence of Brebes Javanese Dialect toward Students’ Pronunciation of English Speech Sounds (A Case Study in SMA N 1 Brebes)  
Rahmatika Dewi, Januarius Mujiyanto, Alim Sukrisno  
189
Boosting the Students’ English Language Skill through Smartphones  
Retno Budi Wahyuni, Naniek Kuswardhani  

Video Educative Learning to Improve Listening and Speaking Skills of English by Imitate the Native Speaker  
Rinta Aryani, Fifit Rizkiyani  

What Makes Effective Teaching in the 21st Century  
Selli Hernawati S.  

The Effectiveness of Strategy-based Reading Instruction (SBRI) and Reciprocal Teaching (RT) For Teaching Reading Comprehension in EFL Context  
Semi Sukarni  

Secret to Finland’s Education Success: A Reflection for Education in Indonesia  
Moch. Said Mardjuki, Sihab Lapoto Ade Potradinata, Anggi Ari Gusman  

Reflection on Implementing Blended Learning in the Translation Classroom Via Edmodo  
Singgih Widodo Limantoro  

Cartoon Story Maker: Linking Technology and ELT for Young Learners  
Sri Dewi Anggraini  

Fostering Students’ Motivation through Talking Stick and Snowball Throwing  
Susilowati, Testiana Deni Wijayatiningsih, Siti Aimah  

Think Pair Share vs Team Pair Solo on Students’ Writing Procedure Text  
Syuroya Ayu Fitriani, Testiana Deni Wijayatiningsih, Siti Aimah  

Teachers’ Assessment of Young Learners’ English Productive Skills  
Suci Nugrah Amalia  

Problem Based Learning: Supporting Active Student Responding in Writing  
Testiana Deni Wijayatiningsih, Enny Dwi Lestariningisih  

Writing Reflective Journals Influences Students’ Vocabulary Mastery  
Umi Farisiyah  

German Language Learning through Video to Improve Student Motivation and Introduce German Culture  
Vini Risma Khairani Tjakrawadhana  

Student Centered Learning in English Study  
Winarsih, Yatno  

A Proposed Syllabu for Teaching Literacy to Deaf Students  
Yanti Suryanti
REFLECTION ON IMPLEMENTING BLENDED LEARNING IN THE TRANSLATION CLASSROOM VIA EDMODO

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Abstract

To face the challenges of 21st century education, schools have to reform their traditional classroom by using online learning to enhance and transform teaching and learning. Blended learning is a mixture of face-to-face learning and online learning. In translation classroom, students may use their ways for translation. They may use electronic device for translation, dictionary, or other ways to gain the desired quality of the translation output. They usually expect their translation would meet at least three quality aspects, such as accurate, natural, and communicative. To gain the quality of translation, students have to make sure that the input of the source language and the process of translation are semantically and structurally correct because it would be hard to translate the sentences which have problems. In this paper, the writer would like to share some feedbacks from the students of the Business English Study Program of Politeknik Ubaya Surabaya Indonesia in his translation classroom by reflecting on the student learning experience in Translation. These feedbacks would help guide the students to improve the output of translation. This classroom action research findings would help the teacher encourage the students learn how to translate in better ways. In other words, the teacher would facilitate the students to become smart translators by using reflective ways to raise their awareness to gain the desired output of translation.

Keywords: reflective ways, translation input, desired output, blended learning

Introduction

The vast development of digital technology has given a great impact to the 21st Century challenges faced by teachers and schools/educational institutions. Today technological applications seem to be the first language for students. They use a fast increasing various web-tools, such as WA, facebook, Twitter, and even Edmodo apps. They live and learn by using technology. On the other hand, teachers are the learning facilitators today that also have opportunities to learn the vast development of digital technology for better learning and teaching. Therefore, the Business English study program of Politeknik Ubaya Surabaya would try to use the blended learning in teaching translation as a new approach to face the 21st Century education challenges today.

In this paper, the writer would like to reflect on the drawbacks and benefits in implementing translation subject by using blended learning via Edmodo. These feedbacks are necessary to improve the translation classroom and the virtual classroom in blended learning. Therefore, the writer would like to find out the challenges/difficulties/drawbacks in learning Translation by using blended learning, the successful factors for Translation classroom by using blended learning, and the reflective ways to raise the awareness to gain the desired output of translation and to learn how to be smart translators.

In this paper, the writer would like to discuss about blended learning via Edmodo. What is blended learning? Blended learning is not about replacing teachers with technology or about technology integration. Blended learning here means a personalized student-centered learning that combines face-to-face learning and online learning.

In blended learning, the students could optimize their face-to-face learning to learn how to learn in class and then they