

Proceedings



INTERNATIONAL CONFERENCE ICEL 2013

The First International Conference on
Education and Language (ICEL)

28,29,30 January 2013

Bandar Lampung University (UBL)
Indonesia



Faculty of Teacher Training and Education (FKIP)

English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

**THE FIRST INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE**

ICEL 2013

28 -30 January 2013



Organized by:

**Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
Bandar Lampung, Indonesia**

Phone: +62 721 36 666 25, Fax: +62 721 701 467

www.ubl.ac.id

PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
ICEL 2013 Chairman

PROCEEDINGS

The First International Conference on Education and Language
(ICEL 2013)

BANDAR LAMPUNG UNIVERSITY

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

Steering Committee

Executive Advisors

M. Yusuf S. Barusman
Andala Rama Putra Barusman

Chairman

Mustofa Usman

Co-Chairman

Harpain
Baginda Simaibang

Secretary

Yanuar Dwi Prasetyo

Treasurer

Tissa Zadya

Technical Committee Team

Tissa Zadya
Nadia Dalimunthe
Yanuar Dwi Prasetyo
Bery Salatar
Zainal Abidin

International Advisory Board

Mustofa Usman, Indonesia
Garry Hoban, NSW Australia
S. Mohanraj, India
Ken Cruickshank, NSW Australia
Beverly Derewianka, NSW Australia
Ahmad F. Ismail, Malaysia
Hery Yufrizal, Indonesia

M. Yusuf S. Barusman, Indonesia
Jan Wright, NSW Australia
Harpain, Indonesia
Hon Wie Leong, Singapore
Raihan B. Othman, Malaysia
Andala R. P. Barusman, Indonesia
Khomsahrial Romli, Indonesia
Mohamad Sahari Nordin, Malaysia

Jayashree Mohanraj, India
Ujang Suparman, Indonesia
Ahmad HP, Indonesia
Baginda Simaibang, Indonesia
Nuraihan Mat Daud, Malaysia
Udin Syarifuddin W, Indonesia
Undang Rosyidin, Indonesia

Organizing Committee

Chair Person

Tissa Zadya

Vice Chair Person

Baginda Simaibang

Secretary

Yanuar Dwi Prasetyo

Treasure

Samsul Bahri

Dian Agustina

Special Events

Bery Salatar

Nadia Dalimunthe

Siti Rahma Wati

Dina Ika Wahyuningsih

Kefas Ajie

Fajar Ryantika

Transportation and Accommodation

Irawati

Publication and Documentation

Indriarti Gultom, MM.

Dina Ika Wahyuningsih

Noning Verawati

Masitoh

Rifandy Ritonga

Consumption

Yulfriwini

Ni Sayu Kade Lena Widyawati

Miryanti Feralia

Novita

Cornellius Vilarde

M. Agusman Ajjaya

I Gede Ryan Ekki .P.

Qory Fahrnisah ,F.

Facility and Decoration

Zainal Abidin

Sudarto

Tri Suhartono

Sukamto

Suprpto

Table Of Content

Preface.....	ii
Steering Committee	iii
International Advisory Board	iii
Organizing Committee.....	iv
Table of Content	v
Keynote Speaker :	
1. The Adoption of E-Learning in Teaching and Learning Processes; an Option for Life-Long Education – Baginda Simaibang.....	1-9
2. Engaging with Content and Language Using Student-created Blended Media – Garry Hoban.....	10-14
3. Duckling? No, Swan! Non-native Teachers Teaching Spoken English to Non- native Learners - Jayashree Mohanraj	15-22
4. The Development Of Guidelines For The Arrangement Of Character-Based English Language Lesson Plan For The Teachers Of Junior Secondary Schools In Surakarta City: A Preliminary Study - Joko Nurkamto.....	23-28
5. Assessment For Learning: Charting A Future In The Malaysian Higher Education - Mohamad Sahari Nordin	29-37
6. Knowledge Construction And Sharing In A Networked Collaborative Environment - Nuraihan Mat Daud	38-43
7. Teaching English In Today’s World - S Mohanraj.....	44-47
8. Curriculum Improvement For Better Indonesian Education: A Reconstructed Philosophy Of Education Revisited - Udin Saripudin Winataputra	48-56
9. The Implementation Of The ICT-Based Thesis Supervision At One Of Postgraduate Programs In Indonesia - Ujang Suparman	57-62
10. The Development Strategy Of Sustainable Competitive Advantage At Indonesian PHEIs - M Yusuf S Barusman	63-71
Paper Presenter :	
11. Employing Experiential Learning To Teach Writing For English As A Foreign Language Learners Through A Reflection Project - Adesti Komalasari	72-78
12. Facebook Base Writing Learning For Teaching English As A Foreign Language – A. Alfian Cahyo Budiardi	79-83
13. The Effect Of Curriculum In Building Creative Nation - Azizah Husin.....	84-89
14. Communicative Approach In Teaching English As A Foreign Language – Bertaria Sohnata Hutaaruk.....	90-96
15. Mispronounced Consonants Of Basic Listening And Speaking Students Of Universitas Klabat - Billy Melvin Sakul	97-104
16. Teaching English Conversation Through Portfolios – Budiawan	105-108
17. The Power Of Concept Mapping To Improve Reading Comprehension - Candra Jaya.....	109-115
18. Theory Of Mind - Della Raymena Jovanka	116-121

19. Science Learning Model for Kindergarten - Denny Setiawan.....	122-129
20. The Effectiveness Of Using Dialogue And Prose Passage Techniques Improving Speaking Ability Of The Students At Muhammadiyah University Tangerang - Destiani Rahmawati	130-142
21. Characters Of William Shakespeare In Translation On Shakespeare In Love Subtitling: A Systemic Functional Linguistic Approach - Diah Supatmiwati.....	143-156
22. An Analysis Of Language Learning Strategies Use - Dina Rachmawati.	157-165
23. Development Of Web-Based Instructional Model – Fadli	166-173
24. Project-Based Instruction Guided Lesson Study Improve the Achievement of Learning Outcomes on Educational Research Methodology Course at Department of Biology - Hadi Suwono	174-181
25. Elimination Of Misconceptions On English And Motivation - Himpun Panggabean	182-186
26. Improving Class X. 2 Students’ Speaking Achievement Under Round Robin Technique - Istiqomah Nur Rahmawati	187 – 194
27. Greek And Latin Affixes And The Generation Effect - Joseph Scott Oliphant	195-201
28. The familiarizing of Roby’s Model in Teaching Listening Skill For 8th Grade Students of Junior High School - Jumbuh Prabowo	202-205
29. Infix {-Um-} As Verbal Former In Muna Language: Morphology, Semantic, And Syntax Analysis - La Ode	206-213
30. The Patterns Of Sasak Code Choicee - Lalu Abd. Khalik.....	214-223
31. EFL Writing Strategies of the Second Year Students of SMPIT Daarul ‘Ilmi Kemiling Bandar Lampung - Muhammad Rudy	224-229

TEACHING ENGLISH CONVERSATION THROUGH PORTFOLIOS

Budiawan

STBA Teknokrat, Lampung, Indonesia

budiawan_teknokrat@yahoo.com

Abstract

This plain class action research explores the application of portfolio in English classroom setting, particularly advanced conversation. Students created portfolios about their friends' presentations, which cover the contents of the presentations, grammatical errors, mispronunciations, and fluencies. In short, they assessed their friends' performances. It shows that it can raise students' critical thinking, motivations, as well as makes the class more lively, particularly in questions and answers session. In addition, it can be one of lecturer's records in giving students final assessment.

Keywords: Portfolio, teaching English, teaching conversation

1. INTRODUCTION

Common assessments that educators are currently using are conventional ways, namely the use of multiple choice and other structured format tests for assessing many important student outcomes and progress. Ideally, the goals of assessment are to see students' competences and what they can do more than is possible to assess with multiple choice tests. According to Wiggins (2000) assessment is authentic when it is used to examine the performance of students on tasks that are both intellectual and worthy. Current goals (Arter and Spandel 1992) for students go beyond knowledge of facts and include such things as problem solving, critical thinking, lifelong learning of new information, and thinking independently. Goals also include disposition such as persistence, flexibility, motivation, and self confidence. In short, it shows educators how students' soft skills are. Consequently, we can see if students give effective feedback to their friends' presentation.

However, in reality, what is supposed to happen in the class, as portrayed above, is not as expected, particularly if it is implemented in conversation class. One of the obstacles of teaching English conversation is that the class is heterogeneous. In other words, some students are good but others are not. In addition, from the external aspect, they have different social background and from internal aspect they have different motivation and psychology of learning. Therefore, it becomes one of barriers in teaching them.

Such conditions above were experienced by the writer in his class, conversation V class. In this class, students have to present their paper about social issues, economic issues, and technological issues. The problem faced is when a student is having a presentation, others who have already had a basic speaking and understanding English tend to be disruptive and busy with themselves instead of paying attention to their friend's presentation. They even tend to distract their friends particularly for those whose abilities are mediocre, moreover low. It, therefore, led the writer to find strategies that make the students focus, pay attention, and be respectful to their friends. One of which is by getting them to do an activity in the class, so-called composing portfolio of their own of every meeting. The objective of this plain writing is to elaborate the application of portfolios to the students in class as well as its effectiveness, particularly in conversation class.

2. DISCUSSION

Portfolios were originally associated with artists and fashion designers, who would gather examples of their work in a large folder or box and take them to galleries or fashion houses to market them. School portfolios have been around for years, and from the beginning they have been a collection of each student's work. (Kuhlman 2006). A student portfolio is defined as a purposeful collection of student work that tells the story of the student's effort, progress, or achievement in (a) given area(s). This collection must include student participation in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student self-reflection. Such definition implies that assessment should be done continuously, communicate students and what are valued.

A major purpose of classroom portfolios is to provide a profile of where a student began and how he or she has developed. In other words, portfolios provide an ideal tool to manage formative assessment. The collection

should demonstrate progress in the development of knowledge, skills, values and/or attitudes in a given area over time (Arter and Spandel 1992).

This portfolio emphasizes the important role of formative assessment in the teaching of conversation classes. When we collect information about students' learning progress, we can see how students are progressing, then plan future teaching strategies and learning activities based on this information. The following figure (Davis and Mackin 2007) describes how lecturers collect, organize, analyze and act on assessment information about their students.

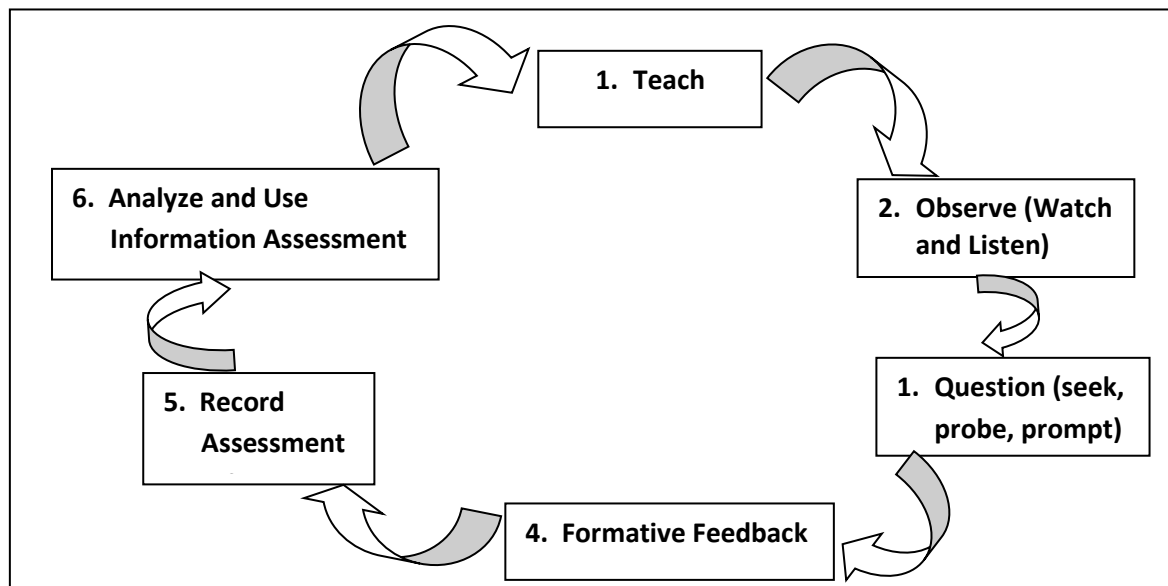


Fig.1 above can be divided into three (with modification adjusted to speaking class):

Assessment package 1: observing and identifying students' needs (with a focus on in-class strategies). It provides ideas for teachers on how to collect and record assessment information and give feedback, about students' learning in speaking (see diagram boxes 1-5 above). Emphasis is on classroom management, teacher language and teaching strategies.

Assessment package 2: using portfolios to assess (speaking); making an assessment plan. It focuses on what to do with assessment data that has been gathered and recorded in student portfolios and profiles (see diagram boxes 5, 6 and 1 above).

Assessment package 3: using profiles to assess (speaking); assessment for guided (speaking). It describes practical and successful portfolio and profile strategies.

I introduced the project to my classes in the following sequence:

The most important thing before applying portfolio is determining the objective. Without purpose, a portfolio is just a folder of students work. Different purpose could result in different portfolios. The objective of the portfolio in my conversation V class is to lead students to focus on the class, to pay attention to the presenters (no matter how their capabilities are), to gain information being presented and to give feedback to the presenters both in form of questions and comments about their performances or peer assessment, grammar, fluency, pronunciation, and other aspects of language.

The first step is providing students information the goals of conversation V subject, what they have to do within the ongoing semester, how I assesses them and the outcome after accomplishing the subject. I then drew students to decide their turns for presentation. For the first presentation, I just let the class flow. The students did their presentations followed by question and answer session. I observed not all audience paid attention to their friends' presentation and less gave feedback. Then at the end of the class, I motivated the audience to more actively speak in the class, because the main goal of conversation class is to give their ideas. Then, I ask them to make their own portfolio to record how the class goes, started from the following meeting and next. I provided them the example of conversation assessment format. The following is the format of conversation assessment that they had to complete every meeting.

Table 1: speaking score sheet

**PORTFOLIO
SPEAKING SCORE SHEET**

Criteria	Points Allowed	Points Earned	Total
CONTENT	40		
1. Being excellent to generate ideas and to communicate it clearly and with good organization of ideas (introduction, content and conclusion)	36-40		
2. Being able to generate ideas and to communicate occasionally and with enough organization of ideas (introduction, content and conclusion)	31-35		
3. Being able to generate ideas, and to communicate and to provide organization of ideas	26-30		
4. Having enough ideas and provides few organization of ideas (introduction and content only)	21-25		
5. Does not provide organization of ideas	16-20		
PRONUNCIATION, INTONATION, ACCENT	20		
1. Minimal pronunciation errors	17-20		
2. Occasional pronunciation errors	13-16		
3. May include frequent pronunciation errors but does not require special listener effort.	9-12		
4. Pronunciation is comprehensible but may require frequent listener effort.	5-8		
5. Pronunciation is comprehensible but may require constant listener effort.	1-4		
FLUENCY	15		
1. Excellent fluency; smooth and continuous pace; virtually no repetition or hesitancy	13-15		
2. Very good fluency; smooth and continuous pace; occasional repetition or hesitancy	10-12		
3. Satisfactory fluency; inconsistent pace; intermittent repetition, and hesitation that interfere with comprehension	7-9		
4. Minimal fluency, inconsistent pace, intermittent repetition, and hesitation that interfere with comprehension	4-6		
5. Labored expression, frequent repetition, hesitation or long gaps.	1-3		
GRAMMAR	10		
1. Free of grammar errors	10		
2. 1-5 grammar errors	8 – 9		
3. 6-10 grammar errors	6 – 7		
4. 11-15 grammar errors	4 – 5		
5. 16-20 grammar errors	1 - 3		
BODY LANGUAGE	5		
1. Excellent body language by moving body frequently and having much expression	5		
2. Very good body language by moving body occasionally and having expression	4		
3. Minimal body language by moving body and expression	3		
4. Little body language and expression	2		
5. No body language and expression	1		
SLIDE/VIDEO	5		
1. Good, well arranged, video	5		
2. Good, well arranged, real world, animated slide	4		
3. Good, well arranged, real world, animated slide	3		
4. Good, well arranged, real world, animated slide	2		
5. Good, well arranged, real world, animated slide	1		

TIME	5		
1. 10 – 14 min.	5		
2. 9 – 10 min.	4		
3. 8 – 9 min.	3		
4. 7 – 8 min.	2		
5. 6 – 7 min.	1		
NOTES AND RECOMENDATIONS			
TOTAL SCORE			

Corrector :

NAME: _____ SIGNATURE _____

As shown in the format above, the students had to complete all aspects based on their friends condition. However, they did not just fill in the score, but also give proof of such scores. In other words, they have to record whether the content of their friends' presentation is well correlated to the issues or not. In addition, they had to also give proof about their friends grammatical errors and mispronunciations. Furthermore, they were obliged to explain their friends' performance in terms of fluency, the manner of delivery, even the slides. They had to also give questions as their feedback as well as record their friends' questions and the answers. The portfolios of every meeting had to be submitted in students center learning environment (SCELE) in Teknokrat website. So, all the folders of their portfolios are kept in SCELE as one of class assessment.

After implementing this portfolio, based on my observation and analysis, students were more active and motivated to improve their speaking because they had to record and explain verbally how the class went. It raised their critical thinking by giving responds to their friends' presentations. Eventually, it made the class more lively. In addition, it also raised their awareness of the importance of giving respect and attention to their friends because with no attention, they had nothing to say or to comment even to record in their portfolios.

Everybody could also learned from their friends' weaknesses. Therefore, they could do better in their own presentation. They were more improved because their friends' mistakes were like drills for themselves. It is well correlated to Bishop's statement (1996) that portfolios are one of the best ways for students to analyze their strengths and weaknesses, to construct learning as they need it to create the portfolio, and to demonstrate their abilities in a variety ways".

REFERENCES

- [1] Bishop, P.A.. Promoting Student Self-Knowledge through Writing Portfolios. Middle School Journal, 27 (1).1996. 33 – 36.
- [2] Davis, Michele and Joan Mackin.. "Using Portfolio to Assess Reading and Making Assessment Plan". Education and manpower Bureau, Hong Kong Special Administrative Region. 2007. Pdf. Accessed on 26th December 2012.
- [3] Arter A. Judith and Vicki Spandel. "Using Portfolios of Students Work in Instruction and Assessment". Portland: Northwest Regional Educational Laboratory. 1992. Pdf.
- [4] Kuhlman, A. Natalie. Using Portofolios with English Language Learners. 2006. http://www.coursecrafters.com/ELL-Outlook/2006/jan_feb/ELLOutlookITIArticle7.htm. pdf. Accessed on 26th December 2012.
- [5] Wiggins, G. The Case for Authentic Assessment. Practical Assessment, Research, and Evaluation, 2 (2). 1990. Available Online: <http://ericae.net/pare/getvn.asp?v=2&n=2>.



Jl. Z.A. Pagar Alam No.26 Labuhan Ratu
Bandar Lampung 35142 Phone: +62 721 701463
www.ubl.ac.id
Lampung - Indonesia

copyright@2013

