

ISSN: 0854-5014

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PROCEEDING

Teaching and Learning Innovation:
Theory and Practice

THE 6th NATIONAL JETA SEMINAR CONFERENCE
AND WORKSHOP

(JOGJA ENGLISH TEACHERS ASSOCIATION)



AT
SARJANAWIYATA TAMANSISWA UNIVERSITY
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The Speech of the Chairperson of JETA

Assalamu'alaikum wr.wb

Honorable Guests, Ladies and Gentlemen,
Welcome to the 6th National JETA Conference on 'Teaching and Learning Innovation Theory and Practice' conducted by Jogja English Teachers Association in collaboration with Sarjanawiyata University of Yogyakarta.

Let us thank God for blessing and granting us with good condition and opportunity to gather in this venue to attend this seminar.

200 participants from throughout Yogyakarta province even from Central Java, attend the seminar.

First of all, we'd like to extend our gratitude to :

- Prof. Suwarsih Madya, Ph.D, the Head of Provincial Office of Education, Youth, and Sport of Yogyakarta Special Territory, and all the Heads of Dinas Pendidikan of Yogyakarta, Bantul, Sleman, Kulon Progo and Gunungkidul regency,
- Our invited speakers : Prof. Suwarsih Madya, Ph.D , Dra. Iche Chodidjah, M.A. from British Council, Prof. Abbas A.B., Dip.TEFL, M.A, Ph.D from UNESA, and Drs. I Putu Sukmaantara, M.Ed from UNEJ
- British Council
- RELO (Regional English Language Office)
- All JETA Supervisors
- The Heads and the Lecturers of English Departement of Ahmad Dahlan University, State University of Yogyakarta, and Sanata Dharma University.
- All participants who attend this seminar
- All sponsors who have supported this program.
- The Committee that has worked hard to prepare this conference,

Distinguished guests, Ladies and gentlemen,

School Based Curriculum has been implemented in every level of schools for almost 5 years. Hopefully, some innovations in teaching and learning have been developed by teachers. The reason is that the implementation of the curriculum has given them more freedom and opportunities to be more creative and innovative. In fact, however, many English teachers still find it difficult to develop their creative and innovative teaching learning activities. Therefore, today JETA invites lecturers, teachers and practitioners to share relevant information, ideas, and experience concerning what really happens or what teachers really do in the classroom practice.

In relation to that, we have special programs in this conference. Beside paper presentation, we also have workshop and teaching demonstration. The purpose is that we all here can share not only theories, but also practice. We are free to choose which one is suitable with our needs. Hopefully, such activities will give us more benefits since everything presented here is related to our duties as teachers.

Ladies and gentlemen,

The government's policy about teacher certification also has given impact on the increasing demand for teachers to be more innovative. This conference, therefore, becomes an alternative for teachers to build ideas and broader view toward innovative teaching. Joining this conference, it is hoped that participants will get higher motivation, more information and ideas, in order to develop their creativity and innovations in teaching.

Ladies and gentlemen,

On this occasion, I should express my happiness to you all, because at this conference most of the presenters are teachers. This shows that teachers today are greater and more wonderful. They are not only speakers in the classroom but also writers as well as speakers in a national seminar. So, congratulations and give applause to all teachers here. However, because of the limited time, JETA committee could not invite all the writers of the papers to be the presenters. But we are really proud of you all.

Finally we hope that this seminar conference will give benefits to all of us and will run successfully. We also hope that you all will join this conference from the beginning till the end. Last but not least, we would apologize for any inconvenience which might possibly occur during this conference. May God bless us and enlighten our visions. Let's start thinking globally and act locally, together with JETA, Jogja English Teachers Association.

Have a nice conference. Thank you.

Wasalamu'alaikum wr.wb.

Endang Triningsih
Chairperson of JETA

Sambutan
Kepala Dinas Pendidikan, Pemuda, dan Olahraga
Provinsi Daerah Istimewa Yogyakarta
6th JETA Conference, 20-20 Juni 2009

Assalamu'alaikum ww

Yth. Rektor UST

Yth. Ketua JETA

Yth. Para Pembicara

Segenap Peserta Konferensi JETA yang saya hormati

Dan para tamu undangan yang saya muliakan

Marilah kita senantiasa memanjatkan puja dan puji syukur kepada Tuhan Yang Maha Esa, Allah swt, atas limpahan segala nikmat sehingga kita semua masih diberi kesempatan untuk berkumpul di sini guna mengikuti upacara pembukaan Konferensi JETA VI pada pagi hari yang cerah ini.

Bapak-bapak, Ibu-ibu dan Saudara-saudara sekalian yang berbahagia,
Kita semua menyaksikan perubahan-perubahan yang makin cepat terjadi di lingkungan kita, mulai dari lingkungan terdekat di daerah kita masing-masing sampai ke lingkungan terjauh, yaitu lingkungan global. Kemajuan teknologi informasi dan komunikasi telah memungkinkan terjadinya percepatan perubahan-perubahan tersebut, yang menyiratkan dinamika kehidupan masyarakat dengan segala macam tuntutan kebutuhannya. Oleh sebab itu, tidaklah berlebihan jika saya mengatakan bahwa hanya seseorang yang pandai menyesuaikan diri dari segala segi—cara berpikir, cara merasakan atau menghayati, dan cara bertindak—yang akan berhasil meniti hidup dan kehidupannya, termasuk di dalamnya kita yang bergerak dalam dunia pendidikan, dengan guru sebagai ujung tombaknya.

Dalam dunia pendidikan di Indonesia, sebagaimana telah diamanatkan oleh UU No. 20/2003 tentang Sisdiknas, kita mempunyai tugas untuk secara sadar menciptakan suasana dan proses pembelajaran agar anak didik kita dapat secara aktif mengembangkan potensi dirinya menjadi manusia utuh yang memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan Negara. Di samping itu, kita wajib menyupayakan agar segala upaya pembelajaran tetap berakar pada nilai-nilai agama, kebudayaan nasional Indonesia, dan tanggap terhadap tuntutan perubahan zaman. Semua ini menyiratkan bahwa kita wajib memperlakukan anak didik kita sebagai subjek belajar, dan membantu mereka dalam mengembangkan seluruh potensi kecerdasannya—intelektual, estetis, etis/moral, kinestetis, agar tumbuh kembang menjadi manusia yang mampu menjawab tantangan zaman yang selalu berubah. Tantangan zaman yang demikian hanya akan dapat dijawab oleh orang yang

cerdas dan berbudaya—kritis, kreatif, adaptif kontekstual, sekaligus efektif-*etc.* Kreativitas, adaptabilitas, dan efektivitas serta etika/moralitas/akhlak mulia akan berkembang lebih cepat melalui proses pembelajaran yang inovatif-efektif, di mana guru mahir dalam berinovasi, selalu mengenalkan cara baru dan mendorong anak didik untuk mencari cara baru untuk mempelajari sesuatu dalam konteks yang ada, yang memerlukan daya adaptif karena dinamika tuntutan keadaan.

Dalam konteks inilah, Konferensi JETA VI ini benar-benar memiliki makna yang besar dengan memusatkan seluruh pembicaraan dan pembahasan pada pembelajaran yang inovatif. Lewat keikutsertaannya dalam konferensi ini, para guru dapat berbagi pengalaman dan inspirasi dan saling menstimulasi kreativitas pedagogis, sosial, dan pribadi untuk menjaga dan meningkatkan kualitas dan relevansi pembelajaran bahasa Inggris dengan tuntutan kebutuhan yang ada. Dengan demikian, para guru bahasa Inggris peserta konferensi ini akan menjadi makin mandiri profesional dengan keberanian mencari cara-cara baru melayani kebutuhan belajar anak didiknya secara kreatif sekaligus mendorong anak didiknya untuk lebih kreatif dalam pembelajarannya. Upaya JETA untuk mengangkat persoalan inovasi yang di dalamnya sarat dengan kemandirian dan kreativitas perlu memperoleh penghargaan yang tinggi. Saya mengharapkan konferensi JETA kali ini akan banyak melibatkan para peserta dalam proses lokakarya dengan hasil yang lebih praktis sehingga langsung bermanfaat dalam peningkatan keberhasilan mengajarnya. Semoga untuk selanjutnya, MGMP Bahasa Inggris menindaklanjuti hasil konferensi ini dengan serangkaian kegiatan yang memfasilitasi berkembangnya kemandirian guru dalam meningkatkan profesionalisme mereka.

Akhirnya, saya mengucapkan selamat mengikuti konferensi. Semoga Tuhan Yang Maha Esa memberkahi kegiatan ini beserta seluruh pendukungnya sehingga konferensi ini memiliki manfaat ganda secara berkelanjutan.

Ada kurangnya saya mohon maaf, terima kasih atas perhatian Bapak/Ibu/Saudara semua.

Wassalamu'alaikum ww

Suwarsih Madya

Material Development for Teachers' Development

I Putu Sukmaantara

*Give a man a fish, and you will feed him for one day;
teach a man how to fish, and you will feed him for a lifetime.*

Rationale

Since the implementation of the 1994 Curriculum, there was actually a clear sign for English teachers that autonomy was granted for the implementers - the teachers - to develop their own teaching materials, and they were given chances to participate in various training programs dealing with teaching methodologies and materials development. PKG Approach (Tomlinson 1990) was claimed by the English teachers in Indonesia as their democratic approach, from the teachers, by the teachers, and for the teachers. The temporary absence of English textbooks recommended by the 1994 Curriculum led to confusion among the English teachers in Bali (Sukmaantara, 1996) concerning what books should be used then. The confusion could have been avoided if they had applied all skills given during the PKG training. The teachers' skill development was further exacerbated when more and more commercially published English textbooks were available at the bookstores, all claiming that they were based on the latest curriculum. As a result, the teachers who were in their 'comfort zone' - and there were so many of them - did not want to waste their time by developing their own materials.

Teaching Materials

Every teacher has his or her own ideas about the use of teaching materials in conducting everyday work, teaching. Concerning teaching materials, generally, there are two kinds of teachers. First, some teachers may feel really comfortable to use the ready-to-use commercially published textbooks. To them, textbooks are very important and have many advantages, and textbooks do have many advantages. These teachers usually think that developing own materials can be time- and energy-consuming. They also think that developing own materials is a kind of wasting time, because there are abundant of textbooks available at the market. They do not make preparation, such as writing lesson plans, because there are lesson plans available for them; they never care about preparing teaching materials, because the materials are ready for them; and they never prepare the instruments for their students' assessment, because the instruments are always ready as a compliment after the teaching materials. What they do is that they choose what they THINK appropriate to be used in classroom, and ask their students to own one or two books at their own costs. This kind of teachers enjoys lives very much, and it is very likely that they are the solid supporters of commercial textbooks, and they do not like the Internet as the sources of unlimited teaching resources and ideas. What they do is, usually, *adopting* ideas, materials and everything else, including assessment instruments, even though the term adoption itself maybe rejected by others, or *tissue rejection* (Holliday, 1994: 134-137), or may contain potential danger to certain groups of people (Ryan & Cooper, 1998: 252).

preparation, material development, or assessment for their students. These teachers, however, never feel satisfied with what is available. When asked why, they usually answer "Mmm. Something is not quite right" (Tomlinson & Masuhara, 2004: 12). These teachers always explore, innovate, and meet other teachers because they feel that by doing so they will learn the latest ideas, the newest concepts, and the newest trends; and they will never stop learning. When there is something new, they will learn about it, discuss, and decide whether or not it is suitable for their students and their environment. When there are seminars, they will go for them. They will discuss with their colleagues from other schools about what is going on around them. From the experience they have had, there is no single idea, or material which they get from the Internet or other resources is 100% suitable for their students. What the teachers can do here is *adapting* the materials so that they are more suitable for their students and, to a wider extent, to their environment, or their culture. In other words, these teachers think that textbooks are not always appropriate for any situation they have in the classroom. It can also be tentatively concluded that teachers who belong to the second group realize that there are unlimited resources for ideas and teaching materials, and these are usually renewed periodically. These teachers then *update* their knowledge every time. They choose (1) NOT to buy any book and develop their own materials from other resources, and (2) BUY as many books as possible, and they select some particular units or chapters which they think appropriate for their students. They have a 'sense' of creativity (Feher, 2007a), in the way that they try to make conducive environment by providing their students relevant and contextual materials.

From this point, there are two questions to be answered. *First*, can teachers teach without textbooks? *Second*, if they can, how can they develop their own materials?

Goodman (2005) states that there is nothing wrong with textbooks, and teaching without textbooks can be very difficult for beginner teachers and still can be a bit difficult for experienced teachers. Furthermore, Goodman states that using materials other than textbooks can provide stimulus for language learning in realistic context. However, Crawford (in Richards and Renandya, 2002: 66-67) presents a comparison between the strengths and weaknesses of textbooks. According to Crawford, textbooks are advantageous because they (1) give structure and syllabus for a program, (2) have standardized instruction, (3) can maintain quality, (4) usually provide various learning resources, (5) are usually efficient, (6) can provide effective language models and input, (7) can train teachers, and (8) are visually interesting. On the other hand, textbooks do have disadvantages because they (1) may contain inauthentic materials, (2) may distort content, (3) may not reflect students' needs, (4) may discourage teachers' skill development, and (5) are not cheap.

Seeing the advantages and disadvantages of textbooks above, Crawford (2002: 84-88) states that if we want to have effective teaching materials, we must consider the following statements:

1. Language is functional and must be contextualized.
2. Language development requires learners' engagement in purposeful use of language.
3. Language should be realistic and authentic.

4. Classroom materials will usually seek to include an audiovisual component.
5. Learners need to develop the ability to deal with written as well as spoken genres.
6. Effective teaching materials foster learner autonomy.
7. Materials need to be flexible enough to allow for individual and contextual differences.
8. Learning needs to engage learners both affectively and cognitively.

Material Adaptation

With regard to the first question, the answer will be most likely, 'YES, WE CAN!'. And then, the second question, *How?* We can teach without textbooks on the condition that we should be able to *adapt* here and there, until we have what is considered to be suitable for our students. Why materials adaptation is needed? It was stated earlier that we do not to have *tissue rejection* (Holliday, 1994), or we do not want to have ideas or materials which are potentially dangerous to our students (Ryan and Cooper, 1998). In other words, teachers need to adapt the EFL materials when they want to use only a part of the materials; when they want to add more materials or activities; or when they want to give supplements from some other resources (Tomlinson & Masuhara, 2004). In material adaptation, according to Tomlinson & Masuhara, there are some factors that must be considered, including *teaching environment* (national, regional, institutional, cultural); *learners* (age, language level, learning background, preferences); *purposes* (teaching grammar, developing communication strategy); *materials* (texts, tasks, activities).

Adapting means changing to a certain extent, and 'changes' are needed as long as teaching materials are concerned. In relation to 'change' in education, Rogers (in Finney, 2002: 69) states that the educated person is the person who has learned to learn, who has learned how to adapt and change, who has realized that no knowledge is secure. It can be seen from this idea that 'change' is inevitable. People change, so do their needs. What we needed ten years ago was absolutely different from what we need today, and it will be different in five years time.

Creativity in Developing Teaching Materials

'Changes' need creativity, and according to Feher (2007a), creativity in language classroom is very important for some reasons:

1. Language use is a creative art. Unlike other 'serious' subjects, language is used to transform what we think so that it can be seen or heard. Creative teachers usually transform this sense of creativity to their students, and students can learn and think creatively.
2. Creative and imaginative ways of expression is required when the students have not mastered the language yet, so that they can apply compensation strategies (strategies used for making up because of lack of language).
3. Some teachers cannot teach if they are not creative. Most teachers become more motivated, inspired, or challenged if they create something of value. In some way, what they do and how they do it reflect who they are. In other words, it can be said that creativity improves self esteem.
4. Creative work in language classroom can lead to genuine communication and co-operation.

more enjoyable.

- 6 Creative thinking is an important skill in real life. It is a part of our life as survival strategy, and as a force behind our personal growth and the development of culture and society.

The essence of creativity, according to Feher (2007b), can be seen if teachers think *double-minded*, and having a good sense of humor is the easiest way to see this. Using humor in English language teaching is strongly suggested so that students can have a more relaxing atmosphere in their learning. Below is an example of humorous conversations among three old men:

Old man A: *It's windy today, isn't it?*

Old man B: *Not, it's not! It's Thursday.*

Old man C: *Me too.*

Or, a reply from a doctor when there is an emergency call from a patient:

Patient: *Doctor, doctor! What can I do? My little boy has swallowed my pen!*

Doctor: *Use a pencil until I get there!*

Or a cartoon picture like this:

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"IF I DO MY HOMEWORK, I'LL GET GOOD GRADES.
IF I GET GOOD GRADES, YOU'LL SEND ME TO COLLEGE.
IF I GO TO COLLEGE, I'LL GRADUATE AND GET A JOB.
IF I GET A JOB, I MIGHT GET FIRED. IF I GET FIRED,
I COULD GO BANKRUPT AND LOSE EVERYTHING.
THAT'S WHY I DIDN'T DO MY HOMEWORK!"

Taken from

Adding creativity to learning activities may include:

- 1 Transforming personality. For example, ask students perform one of these:
 - a) You are a waiter serving complaining diners. What would you do?
 - b) You are a mechanic and a client comes back to express gratitude because you have done best to his car. How would you react?
 - c) You are walking downtown and suddenly a foreigner asks you where to get marijuana. What would you do?
- 2 Shifting points of view. For example, the students are asked:

- a) To list the five most important things for a mechanic to fix a motorbike.
 - b) To work in pair and find a strong opinion which can be the topic of a debate, such as 'Smoking should be banned' or 'Students are not allowed to ride motorbike to school'
- 3 Changing the degree of freedom. For example, a group of students are asked:
- a) To prepare a cuisine with all money needed available. Then, tell them that the budget is cut into half, and ask them to rethink about the cuisine.
 - b) To solve a list of problems which they think they cannot solve.
- 4 Shifting from the known to the unknown. For example, the students are asked to describe how they are similar to something, like, 'I am like a firefighter in the way that I usually cool down fights between my parents'; or 'I am like an elephant that there is only five kilograms difference between me and it'.
- 5 Shifting the type of media. For example, students are asked to change a procedure text into paragraph; prose into drama; a letter to an interview.
- 6 Shifting between the whole and its parts. For example, students are asked to guess the content of an article from the headline; a whole picture from a part of it.

Developing Teaching Materials

Dudley-Evan and St. John (in Richards, 2001: 262) say that 'only a small proportion of good teachers are also good designers of course materials'. Preparing effective teaching materials is similar to the processes involved in planning and teaching a lesson, which aims at creating materials that can be used as the source of effective learning. Shulman (in Richards, 2001: 262) sees teaching materials development is a process of transformation, which include:

- a) *Preparation*: critical interpretation and analysis of texts, structuring and segmentation, development of curricular repertoire, and clarification of purposes;
- b) *Representation*: use of representational repertoire that includes analogy, metaphors, examples, demonstration, explanations and so forth;
- c) *Selection*: choice from among an instructional repertoire that includes modes of teaching, organizing, managing, and arranging;
- d) *Adapting and tailoring to students' characteristics*: consideration of conception, preconception, misconception, and difficulties; language, culture and motivation; and social class, gender, age, ability, aptitude, interests, self-concepts, and attention.

The goal in materials development is to develop a sequence of activities that leads teachers and learners through a learning route at an appropriate level of difficulty, engaging, and provides both motivating and useful practice.

materials development project, according to Richards (2001: 267-270), it is very important to address the following issues:

- 1 *Selecting the project team*, which usually includes *project director, writers, media specialist, editor, illustrator, and designer*;
- 2 *Planning the stages*, which typically include *first draft, comments on the first draft, second draft, further comments, tryouts of the materials and final revisions of the materials*;
- 3 *Identifying reviewers*, who will give crucial inputs and critical feedback on the materials;
- 4 *Planning the writing schedule*, which give dates and deadlines for each of the stages in the process;
- 5 *Piloting the materials*, which involves trying out materials with a representative group of learners and teachers before they are made available for a wider use;
- 6 *Design and production*, which refer to the layout of text and art on each page.

Monitoring the use of materials

Monitoring the use of materials in the learning process is very important because the materials only represent the *plans* for teaching. The purposes of monitoring, according to Richards (2001: 270) are:

- 1 to document effective ways of using materials
- 2 to provide feedback on how the materials work
- 3 to keep a record of addition, deletions, and supplementary materials
- 4 to assist other teachers in using the materials.

The process of monitoring itself can take many forms, including *observation, feedback sessions, written reports, teachers' reviews, and students' reviews*.

Conclusion

Developing effective teaching materials is not a simple process. There many things to consider and many steps to go through. What is also important is that the teaching material (1) should be compatible with the syllabus; (2) should be designed by a team of materials developers who are familiar with the educational system of the school; (3) should provide alternatives for teachers and learners in the form of learner tasks, learning styles, presentation techniques, expected outcomes, (4) should involve integrated skills, (5) should contain authentic texts, and (6) should be teachable and learnable.

Last but not least, and in addition to the above requirements, teaching materials must be *easy to offer, easy to access, and reusable*.

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LIST OF PRESENTERS

NO	NAME	TITLE OF PAPERS	INSTITUTION
1	Yusup Priyo S.	Workshop: The Joy of Writing Books for English Teachers: Easy steps to write books	ELTI
2	Supriyatmi	Workshop Designing Instructional Materials	SMP Bantul
3	Niken H.	Workshop Developing Listening Test for Learners	SMP 1 Kalasan
4	Endang Lis.	Teaching Demonstration "Improving Students Grammar Abilities Through Autonomy Learning Using SALL Program in Vocational School"	
5	Endang Triningsih.	Teaching Demonstration "Improving Students' Speaking Competence Through 'Dictoglos'"	SMP 4 Yogyakarta
6	Prihatini Yulia	Teaching Demonstration "Using mind manager for learning writing"	SMP 3 Sleman
7	Tumisih	Teaching Demonstration Teaching reading of Exposition text.	SMA 1 Playen
8	F.X. Mukarto	Instructional Material Design	USD
9	Tri S. Bambang	Optimizing the Use of Video in English Language Teaching	SMK 2 Depok
10	Dyah Murti	Developing Speaking Test for Learner	SMP 3 Depok
11	Siti Nurhayati	Developing Speaking Skill through Pictures	SMK YPKK Sleman YK
12	Ratri Eva	Story Telling for Young Learners	SMP Bantul
13	Estu Budi	Teaching Functional Texts (Shopping List)	SMP Rembang
14	Nurzaida	The use of comic strips in teaching writing of narrative text	SMP 8 Semarang

15	Rin Surtantini	The Construction of Understanding and Meaning in Language Learning: A Problem Based Learning Experience	PPPPTK s Seni dan Budaya YK
16	Siti Ulfiatul H.	Improving The Questioning skill of SMK 2 Depok Students through talk show	SMK 2 Depok Sleman YK
17	R. Agus Purnama	Ice breakers in the English learning and teaching: what and how?	SMP 3 Jetis Bantul
18	Sudadi	The use of media for improving the quality of English teaching and learning process	SMP 1 Wonosobo Jawa Tengah
19	Heriyati	Learning more and better through a study plan: A Technique of Learning How to Learn	LBPP LIA Yogyakarta
20	Nur Chotimah	Analyzing Test Items a practice guide for English Teachers	
21	A. Budi Susilo	Improving students' writing skill through picture-based Media Technique	SMP 2 Kendal
22	Otniel NJ.	Teaching A Narrative text through "Terka Perkara" article	SMA Stella Duce 2 Yogyakarta
23	Rima Wardiana	Teachers Motivation in teaching English by using instructional technology in the class room	SMK 5 Yogyakarta
24	Ami Samsiah Zaenal	Teaching good Pronunciation through Jazz Chants	MAN 3 Yogyakarta
25	Wiwi Parluki	Improving Students' writing Competence in English through WEM media at SMP N 9 Purwakerto	SMP N. 9 Purwokerto
26	Joko Purwanto	Using Card as an Aid in a Speaking Activity	MTsN Pudong Bantul
27	Kuswandono		USD
28	Ani Susanti		
29	Hasti Robiasih	The Implementation of Rintisan Sekolah Bertaraf Internasional (RSBI) in a Junior Secondary School in Yogyakarta	UST
30	Herin Ratnaningsih	Context Clue Helping Students in Improving Reading Comprehension	UAD
31	Muh Mukhroji	Language Teaching Models: Theory and	UNESA

		Practice	
32	Margana	Testing is Only a Part of Teaching, isn't It?	UNY
33	Priwanti Yudianti	MICELLENOUS TEACHING TECHNIQUES DEVELOPED FROM PICTURES; A PANACEA OF BOREDOM IN LANGUAGE LEARNING	SMK N 6 Yogyakarta
34	Reni Herawati	Using internet to improve learner autonomy in learning English	
35	Dyah Murti	Developing Speaking Test for Learners	
36	Itje Chodidjah	Teaching Young Learners	BRITISH COUNCIL
37	Abbas A. Badib	The success story of teaching English as a Second Language in PNG and Solomon Islands; Dutch and English as a Foreign Language in Indonesia; Indonesian as a Foreign Language in PNG and Australia and a Review of Linguistic Theories and Methods of Teaching English in Indonesia	UNESA
38	I Putu Sukmaantara	Material Development for Teachers' Development	UNEJ
39	Tumijo	Giving Instructions: Important Factors Influencing the Success of Teachers	SMP 2 Tanjungsari

PARALLEL SESSIONS

THE 6TH NATIONAL JETA CONFERENCE (29-30 June 2009)

Monday 29 th June	Room 1 (R.203) (30 org)	Room 2 (R. 201) (30 org)	Room 3 (R.202) (30 org)	Room 4 (Convention)	Room 5 (R.101)	Room 6 (R.102)	Room 7 (R.103)
Parallel 1 (14.00-16.00)	Workshop: The Joy of Writing Books for English Teachers: Easy steps to write books (YUSUP PRIYO S.)	Workshop Designing Reading Materials (SUPRIYATMI)	Workshop Developing Listening Test for Learners (NIKEN H)	Teaching Demonstration "Improving Students Grammar Abilities Through Autonomy Learning Using SALL Program in Vocational School" (ENDANG LIST.)	Teaching Demonstration "Improving Students' Speaking Competence Through 'Dictogloss'" (ENDANG TRI)	Teaching Demonstration "Using mind manager for learning writing" (P. YULIA)	Teaching Demonstration Teaching reading of Exposition text. (TUMISIH)
	Instructional Material Design FX. MUKARTO	Optimizing the Use of Video in English Language Teaching TRI SUKO BAMBANG	Developing Speaking Test for Learners DYAH MURTI	Developing Speaking Skill through Pictures NURHAYATI	Story Telling for Young Learners RATRI EVASARI	Teaching Functional Texts (Shopping List) ESTU BUDI	Teaching good Pronunciation through Jazz Chants AMI S.
	Moderator: Dera Esturso Sounding Board: Bp. Samsul Maarif (UNY)	Moderator: Hera Adi Sounding Board: Bp. Imam (UST)	Moderator: Nur Chotimah Sounding Board: Ibu Yuyun (UST)	Moderator: Priwanti Sounding Board: Bp. Margana (UNY)	Moderator: Munswir Sounding Board: Bp. Kuswandono (USD)	Moderator: Aris Sounding Board: Bp. Prasetya (USD)	Moderator: Nining D.A. Sounding Board: Ibu Umi (UAD)
Tuesday 30 th June	Room 1 (R. 203)	Room 2 (R. 201)	Room 3 (R.202)	Room 4 (Convention)	Room 5 (R.101)	Room 6 (R.102)	Room 7 (R.103)
Parallel 2 (12.30-14.30)	The use of comic strips in teaching writing of narrative text	The Construction of Understanding and Meaning in Language Learning: A Problem Based Learning	Improving The Questioning skill of SMK 2 Depok Students through talk show	Ice breakers in the English learning and teaching: what and how?	The use of media for improving the quality of English teaching and learning process	Learning more and better through a study plan: A Technique of Learning How to	Analyzing Test Items a practice guide for English Teachers

(BUREAZA)	Experientia (RIZ BURHANTIND)	(SITIUS PIATUL HURIYATI)	(R. ABRI PURNATA)	(SUDADI)	Laura (HERIYATI)	(NUR CHOTIMAH)
Improving students' writing skill through picture-based Media Technique	Teaching A Narrative text through "Teika Perkara" article	Teachers Motivation in teaching English by using instructional technology in the class room	Role Playing: An Alternative Way to Teach Narrative Texts	Improving Students' writing Competence in English through WEM media at SMP N 9 Purwakerto	Using internet to improve learner autonomy in learning English	Using Card as an Aid in a Speaking Activity
(BUDI SUSILO)	(OTNIEL N.J.)	(RIMA WARDIANA)	(WUOKONGKO)	(WIWI PARLUKI)	(RENI HERAWATI)	(JOKO PURWANTO)
(KUSWANDONO)	(ANI SUSANTI)	The Implementation of Rintisan Sekolah Bertaraf Internasional (RSBI) in a Junior Secondary School in Yogyakarta	Context Clue Helping Students in Improving Reading Comprehension	Language Teaching Models: Theory and Practice	Testing is Only a Part of Teaching, isn't it?	Micellenous Teaching Techniques Developed from Pictures; A Panacea of Boredom in Language Learning
Moderator: Dera Estarso	Moderator: Reni Kuswandari	Moderator: Waryono	(HERIN RATNANINGSIH)	(MUHAMAD MUKHROZI)	(MARGANA)	PREWANTI
Sounding Board: Ibu Hasti (UST)	Sounding Board: Ibu Umi (UAD)	Sounding Board: Bp.Prasetya (USD)	Moderator: Sysmsu	Moderator: Tri Suko Bambang	Moderator: Agnes Purwaningsih	Moderator: Putut Ardiyanto
			Sounding Board: Bp.Kuswandono (USD)	Sounding Board: Bp.Margana (UNY)	Sounding Board: Bp.Samsul Maarif (UNY)	Sounding Board: Ibu Yuyun (UST)

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Sahara