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*English Language Curriculum Development:
Implications for Innovations in Language Policy and Planning,
Pedagogical Practices, and Teacher Professional Development*



ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY

BOOK 3

TABLE OF CONTENTS

Cover	i
Foreword	v
Table Of Contents	vi
 I. Language Policy and Language Planning	
1. Exploring Innovative Framework to Observe ESP Curriculum in Higher Education Context <i>Adriadi Novawan</i>	1
2. Which One is Better; <i>KTSP</i> (School-based Curriculum) or 2013 English Curriculum? <i>Alma Prisilya</i>	6
3. Teachers' Responses toward 2013 Curriculum: After a Year of Implementation <i>Arina Shofiya</i>	10
4. Standardizing Core Competence in the Curriculum of Academic Education for Prospective English Teachers in Indonesia <i>Budi Setyono</i>	14
5. English as Medium of Instruction and Students' Language Attitude (A Case of Ex-RSBI Senior Secondary Schools in Pekanbaru) <i>Bukhori</i>	19
6. Implementing KKNi in Developing English Curriculum for Shipbuilding Polytechnic <i>Desi Tri Cahyaningati</i>	23
7. The Emergence of Interference in Students Foreign Language Acquisition <i>Dyah Kusumastuti</i>	27
8. Sole Use of English in EFL Classroom: Pragmatism or Belief <i>Eka Afrida Ermawati and Wahyu Kartika Wienanda</i>	29
9. Teachers' Beliefs in Teaching Reading towards National Examination Challenge in Indonesia <i>Intan Kusumawardhani and Erwin Suhendra</i>	33
10. The Impacts of Integrated Curriculum <i>Maya Defianty and Ummi Kultsum</i>	37
11. Nuclear Stress: A Candidate of Factors Determining Global Intelligibility of EFL Speakers' Speech <i>Moedjito</i>	41
12. Back to Basics: Improving Pre-service Teachers' Quality by Designing Sound Curriculum for Teaching Practicum Program <i>Nurrahma Sutisna Putri</i>	45
13. Restructuring English Curriculum: The Implementation of English Corner (EC) in SD Muhammadiyah 8 DAU Malang <i>Puji Sumarsono</i>	48
14. The Relevance of the Competence Based Curriculum with the Units of Standard Competencies for the ESP Courses of Tourism Students <i>Ratnah and Faradillah Saputri</i>	52
15. Media Literacy: A Salient Concept for English Language Curricula Planning <i>Riani Inkirawang Winter, Laksmi Mayesti Wijayanti, Sandra Sembel, and Alfred Inkirawang</i>	56
16. The Contributions of Anthropological Studies to the Usage of Genres in TEFL <i>Saiful Anwar Matondang</i>	60
17. The English Teachers' Perceptions toward School-based Curriculum (SBC) and 2013 Curriculum; Complaints, Comparisons and Contrasts (An Investigation on English Teachers' Perceptions in Pekalongan) <i>Sarita Dewi Matra</i>	63
18. The 2013 English Curriculum: Prospects and Challenges <i>Shirly Rizki Kusumaningrum</i>	67
19. Challenges and Recommendations on the Implementation of 2013 Curriculum <i>Siti Muniroh</i>	71
20. A Cognitive Linguistic Analysis of "Dream" Metaphors in Basic Reading I Course <i>Truly Almendo Pasaribu</i>	76
 II. Needs Analysis	
21. Needs Analysis for Developing Supplementary Reading Materials of Automotive Students of Vocational High School <i>Alfiyati, Tety Mariana</i>	80

22. Designing the English Textbook with Cultural Based Activities Used for Teaching “Bahasa Inggris I” at IAIN Raden Fatah Palembang <i>Annisa Astrid</i>	84
23. Designing an ESP Course: English for Law <i>Ayu Fatmawati</i>	88
24. Needs Analysis for Pre-departure Training Program <i>B. Yuniar Diyanti</i>	91
25. The Effect of Slang Language on The Indonesian Teen Manners Ethical (study on student in IKIP PGRI Madiun, school year 2013/2014) <i>Ervan Johan Wicaksana</i>	94
26. The Students’ Ability and Problems in Writing a Descriptive Essay across Different Levels (A case study in One University in Karawang) <i>Fikri Asih Wigati</i>	99
27. Teaching Academic Writing based on Need Analysis for Indonesian EFL Learners at University <i>Hari Prastyo</i>	104
28. Designing Needs Analysis-Based English Training Materials for Tourist Drivers as a Means of Transportation Service in Yogyakarta <i>Hermayawati</i>	108
29. ESP Syllabus: Compromising Needs and Wants in Higher Education <i>Ismail Petrus</i>	112
30. Needs Analysis of Indonesian Freshmen’s Writing at University of Indonesia: Problems and Solutions <i>Istianah Ramadani</i>	117
31. A Needs Analysis of Deaf and Hard-of-hearing Students in Learning English as a Foreign Language at Inclusive Higher Education <i>Iswahyuni and Dian Inayati</i>	121
32. Assessing the Needs of the College Students of the Hotel and Restaurant Department in English Competences for International Careers within ASEAN Countries <i>Kun Aniroh Muhrofi and Gunadi</i>	125
33. The Role of Need Analysis in Teaching ESP for Nursing <i>M. Mujtaba Mitra Z.</i>	130
34. The Importance of Needs Analysis in ESP Materials Design for Hotels and Restaurants Training Program <i>Made Budiarsa</i>	135
35. Native-like Accent: A Myth or a Goal? A Study on Learner Preferences for English Accents <i>Monica Ella Harendita</i>	138
36. The Effect of Students’ Speaking learning Techniques (Role Play and Group Discussion) and Cognitive Styles (Field Independent and Field Dependent) Towards the students’ Speaking Ability <i>Rachmi and Destiani Rahmawati</i>	142
37. Investigating the Listening Needs of English Education Department Students at Universitas Ahmad Dahlan <i>Rahmi Munfangati</i>	145
38. Incorporating Students’ Needs into a Course Design: An Example for Designing a Course of English Correspondence for Economics and Business Students <i>Rini Intansari Meilani</i>	149
39. Need Analysis in Learning English for Non English Native Speakers Students in Learning English at SMP Muhammadiyah 2 Surabaya <i>Rizka Safriyani</i>	153
40. Planning an ESP Course: Analyzing the Needs of Students in an IT Company <i>Rohaniatul Makniyah</i>	157
41. Rational Persuasiveness of Arguments in Debate <i>Ryan Marina</i>	161
42. Needs Analysis for Operators of Petrochemical Companies Studying at English Training Center, Bontang, East Kalimantan <i>Yulia Hapsari</i>	165
III. Language Syllabus and Lesson Planning	
43. A Proposed Multicultural English Curriculum Towards AEC for Young Learners <i>Agnes Widyaningrum</i>	169

44. The Use of Modern Drama on the Curriculum Framework in Teaching English as a Foreign Language Context <i>Astri Hapsari</i>	173
45. 21st Century Learning Design Project Based Learning: School Campaign for Better Future <i>Betty Sekarasih Hadi Yani</i>	176
46. Integrating Concept of Entrepreneurship as a Life Skill in the Teaching Media Syllabus in Universitas Brawijaya <i>Devinta Puspita Ratri</i>	181
47. Redesigning the course of Morphosyntax for English Language Education Students <i>Intan Pradita</i>	185
48. English Teacher's Difficulties in Designing Lesson Plan Based on 2013 Curriculum (A Case Study in a Senior High School in Cipatat, West Java) <i>Jasmi</i>	189
49. Active Learning Strategies: A Model of Teaching Academic Writing <i>Listyani</i>	192
50. Designing Need-Based Syllabus for Engineering Students of Banjarmasin State Polytechnic <i>Nurfitriah and Ninit Krisdyawati</i>	196
51. Added Values in the Topics and Materials for Certain English Subjects <i>Peter Angkasa</i>	199
52. Developing a Speaking Class Syllabus for the Intensive English Course for the First-Year Students at IAIN Antasari Banjarmasin <i>Raida Asfihana</i>	203
53. Writing Critical Reviews in a Content-Based Language Curriculum <i>Roger Palmer</i>	208
54. Analyzing Advertisement as an Alternative Way to Teach Semiotics: A Lesson Plan <i>Susi Herti Afriani</i>	212
IV. Language Materials Evaluation and Design	
55. Developing English Teaching Materials for 4 th Grade Students of SDIT Al-Kautsar Sukoharjo <i>Ahmad Dadang Pramusinta</i>	218
56. A Proposed English Syllabus and Instructional Materials for the Seventh Grade Students of SMP Negeri 2 Tarakan <i>Aries Utomo and Winarno</i>	222
57. An Updated Framework of ESP Program Evaluation <i>Arnis Silvia</i>	226
58. Using Series Pictures to Develop the Students' Ideas in English Narrative Writing <i>Aschawir Ali and Uswatun Hasanah</i>	233
59. An Evaluation of an ESP Textbook From Lecturers' Perspectives: The Case of <i>English for Islamic Studies</i> Book <i>Burhanudin Syaifulloh</i>	237
60. EFL Teachers' Perceptions on Designing and Evaluating Language Materials : A Case Study <i>Dony Alfaruqy</i>	241
61. Enriching Vocabulary Intake through Book Flood Project <i>Dwi Wulandari</i>	246
62. The Comparison between EFL Textbook Evaluations in 2013 Curriculum and KTSP Curriculum <i>Eka Herdiana Susanto</i>	250
63. Designing an ESP Speaking for Journalism Class – A Case Study <i>Erlin Estiana Yuanti</i>	254
64. Designing a Model of English Learning Materials for Eleventh Grade Vocational High School Students of Visual Communication Design Department based-on School Based Curriculum <i>Evi Puspitasari</i>	258
65. The Analysis of Appropriate Texts in <i>Reading Comprehension Skills and Strategies 4</i> Textbook for Use by the Students of the English Department of UNESA <i>Fauris Zuhri</i>	262
66. Developing Model for Teaching Paragraph Writing Using Thematic Progression Patterns with Jingle Button Technique <i>Farikah</i>	266
67. Bringing Englishes in Language Classrooms <i>Flora Debora Floris</i>	271

68. Challenges and Opportunities in Developing Blended Culture ELT Materials for Vocational High School <i>Hesti Wijaya</i>	274
69. Material Development and Collaborative Teaching for English for Agriculture (ESP) <i>I Gusti Ayu Gde Sosiowati</i>	278
70. Exploring Students' Ability and Problems in Writing Academic Paper <i>Ilham</i>	282
71. The Analysis of Teachers' Preparation in Using English Textbook <i>Intan Satriani</i>	288
72. Language Learning Activities in the Scientific-Method-Step-Based Classroom <i>Joko Priyana</i>	291
73. Native English Teacher Examining Bilingual Essays Written by Students of Indonesian-English Translation Class: The Case of English Education Department of Purworejo Muhammadiyah University <i>Junaedi Setiyono</i>	295
74. Challenges in Material Development <i>Kusumarasdyati</i>	299
75. The Analysis of Thematic Progression in Evaluating EFL Writing <i>Linda</i>	303
76. Developing Supplementary Reading Materials for the Seventh Grade Students of SMP Negeri Surakarta based on Curriculum 2013 <i>Makmun Syaifudin</i>	307
77. Mini Saga as a Tool to Improve Students' Ability in Writing and Editing <i>Maria Zakia Rahmawati</i>	311
78. English Literature in Indonesian High School Curriculum: Are We Ready Yet? <i>Maulidia Rahmi</i>	315
79. Developing Listening Supplementary Materials for the Seventh Grade Students based on Curriculum 2013 <i>Mokhamad Sabil Abdul Aziz</i>	321
80. Evaluating and Adapting Reading Materials to Develop Vocabulary and Reading Skills of Engineering Students at Politeknik Negeri Bandung <i>MV. Joyce Merawati, Sri Dewiyanti</i>	325
81. Silver Linings Textbook: An Appraisal of 2013 Curriculum-Based Commercial English Course Books for Senior Secondary School Students <i>Ni Wayan Sukraini and I Gusti Agung Paramitha Eka Putri</i>	329
82. Developing Short Video-Based Materials for Teaching English for General Purposes (EGPs) in College and University <i>Nur Saptaningsih</i>	333
83. Picture Story Books for Extensive Reading in Madrasah Tsanawiyah <i>Nur Taslimah</i>	338
84. Manga Comics as Appealing Extensive Reading Materials for the Tenth Graders of Senior High School <i>Paramita Anggraini</i>	343
85. Adjusting Language Teaching in Polytechnic to Requirements of Industry <i>Perwi Darmajanti</i>	347
86. Developing Song-based Materials to Teach English for Grade VII Based on Curriculum 2013 <i>Primanda Dewanti</i>	351
87. Semi-structured Speaking Games and Materials to Develop Young Learners' Automaticity and Fluency <i>Rani Yusnita</i>	355
88. The Use of Textbook in Teaching and Learning Process (A Case Study of Two EYL Teachers) <i>Riana Herlinda</i>	359
89. Critical Analysis of a Unit of a Textbook Using Critical Applied Linguistics and Critical Discourse Analysis <i>Rina Agustina</i>	363
90. The Realization of Collocation in EFL Students' Written Texts across Three Proficiency Levels <i>Saudin</i>	367
91. Increasing Students' Cultural Awareness by Using Film in Teaching Cross Cultural Understanding <i>Serliah Nur</i>	371

92. The Linguistic Factors for Readability (A Discourse Analysis of English Student Book for Senior High Schools of Surakarta) <i>Sri Handayani</i>	374
93. An Evaluation Study: The Effectiveness of English Language Coursebook Entitled When English Rings the Bell <i>Teguh Ariebowo</i>	377
94. Grammatical Problems Encountered by Students in Translating English into Indonesian and Indonesian into English <i>Thathit Manon Andini</i>	382
95. A Prototype for EFL Learners: How to Use Discourse Markers in Various Writing Genres <i>Titik Rahayu</i>	387
96. Writing to 'Negotiate' Versus for Writing to 'Report' <i>Widhiyanto</i>	391
97. Incorporating Culture in Developing English Textbook through Theme-based Approach <i>Winarti</i>	396
98. Reflective Pedagogy: A Strategical Response toward Current Curriculum in Indonesia <i>Yohanes Heri Pranoto</i>	399
99. Evaluating English Textbooks in Three Different Senior High Schools for Grade X: A Case Study in School A, School B, School C Tangerang <i>Christine Carolina and Yonathan winardi</i>	404
100. The Importance of Indonesian Realistic Picturebooks for the Teaching of English Language and Indonesian Culture to Young Learners <i>Yosep Bambang Margono Slamet</i>	408
101. Investing in Academic Speaking through Guided Extensive Reading: A Case Study in Extensive Reading Class at English Department Mataram University Indonesia <i>Yuni Budi Lestari and Kamaludin Yusra</i>	412
102. The Cultural Content of Globally-designed English Course Books and Their Implication in ELT <i>Martono</i>	416
103. Problematising Culture Content in ELT Textbooks: A Case of Indonesia <i>Syahara Dina Amalia</i>	421
V. Instructional Design and Language Teaching Methodology	
104. Application of Reactive Incidental Focus on Form to English Learning <i>A.A. Raka Sitawati, I Wayan Dana Ardika, and Ni Ketut Suciani</i>	427
105. Teaching Sociolinguistic Competence to English Learners in Indonesia <i>Adnan Zaid</i>	431
106. Incorporating Cross-Cultural Speech Acts into EFL Teaching: A Specific Case of Apologizing in Bahasa Indonesia and Australian English <i>Adrefiza</i>	434
107. Scientific Approach in Language Teaching <i>Agus Widiantoro</i>	437
108. Interactive Approaches to Literature: Some Strategies in Literary Teaching <i>Ali Mustofa</i>	441
109. Error Analysis to Compositions with Legal Topics <i>Amriyati</i>	446
110. Improving Student's Translation Skill by Using Interactive Method for the Sixth Semester Students of English Department in 2013 – 2014 Academic Year <i>Anam Sutopo</i>	450
111. Scaffolding for Peer Feedback Session: What, Why, and How? <i>Anita Kurniawati</i>	455
112. Yogyakarta (Indonesia) EFL Teachers' Conceptualization of Pedagogical Content Knowledge in Their Instructional Curriculum Design and Practices <i>Anita Triastuti</i>	459
113. A Phonological Outlook on the Difficulties of Learning English and Its Implication on the Teaching English as a Foreign Language <i>Annur Rofiq</i>	467
114. The Effectiveness of Process Approach in Teaching Writing Viewed from Students' Level of Creativity and Its Implication towards Writing Assessment <i>Arina Rohmatika</i>	470

115. Blended Learning in Teaching Reading: A Pedagogical Practice to Teaching English as a Foreign Language in an Indonesian University Context <i>Asih Wahyuni, Lestari Sukartiningsih, and Ati Herawati</i>	474
116. Implementing KWL Strategy in Teaching Reading for Non-English Department Students <i>Atiqah Nurul Asri</i>	477
117.. The Use of Videos to Improve Young Learners' Speaking Ability <i>Atri Nadia Astarina</i>	481
118. Designing The ICTs-Based Blended Learning of English Phonology with Assure Model <i>Badaruddin, Irvan Al Rajab, St. Hajar</i>	485
119. The New Literacy of the Digital Age: Using Electronic Books in the Classroom as a Teaching Strategy for Young Learners <i>Brigitta Septarini Rahmasari</i>	489
120. Teaching Politeness Norms in English Classes at a Tourism College <i>Budi Purnomo</i>	493
121. The Effect of Using Mind Mapping Technique on the Students' Grammar Achievement <i>Chrisna Irmawan Suseno and Sunoko Setyawan</i>	497
122. The Debate on Written Corrective Feedback: Its Importance and Implication for Academic Writing Instruction in EFL Settings <i>Dang Arif Hartono</i>	501
123. Inquiry-Based Teaching (IBT) to Teach Reading for English for Academic Purposes (EAP): Its Strengths, Limitations, and Students' Achievements (A Case Study on Teaching Reading for EAP for UNS Graduate Students) <i>Desy Khrisdiyanti</i>	505
124. Designing Communication Strategy in the English Speaking Class at University <i>Dewi Kencanawati</i>	509
125. Promoting Students' Reading Comprehension Using Question to Author (QtA) to the Eleventh Grade Students of MA Darrussyafaat <i>Dewi Sartika and Ana Susilawati</i>	513
126. Integrating Traditional Games into the EYL Classroom <i>Dian Maya Kurnia</i>	516
127. Developing Teaching and Learning Instrument of English for Nursing 'Daily Communication in Nursing' through Contextual Approach based on Character Education <i>Dodi Mulyadi</i>	519
128. Fishbowl Strategy: An Effective Way to Improve Students' Speaking Ability <i>Dominicus Yabarmase</i>	524
129. The Use of Cell Phone in the Teaching of Integrated English Course: A Technique to Cultivate Autonomy Learning <i>Dwi Fita Heriyawati</i>	527
130. Reading Tree in Paragraph Writing Class: A CAR Experience with LEP (Limited English Proficient) Students <i>Ekaning Dewanti Luksmi</i>	530
131. Developing a Skopos-based Translation Activity: From an Offer of Information with a Translation Brief to a Translatum <i>Eko Setyo Humanika</i>	533
132. Process of Teaching English Practice at Islamic School in Banten Based on Culture and Religion Values to Developing Student Character <i>Eulis Rahmawati and Encep Supriatna</i>	537
133. The Implementation of Theory-Based Practice Method to Teach ESP Course for Students of English Education of <i>IAIN Tulungagung</i> : Students' Responses <i>Erna Ifianti</i>	541
134. Improving Students' Writing Skill by Using Think-Pair-Think-Share <i>Ernadewi Kartikasari</i>	544
135. Translation Strategies Adopted by English Department Students in Coping with Non Equivalence Problems <i>Esti Junining</i>	548
136. Integrating Reading and Writing in Academic Writing Class <i>Fernandita Gusweni Jayanti</i>	552
137. The Effectiveness of Integrated Cooperative Learning Method for Reading and Writing to Improve the Competence of Writing News Exposition among Students of Madrasah Tsanawiyah <i>Firman</i>	556

138. Implementing 3D Animation Film as a Device to Enhance Students' Speaking Skill for 1A Grade Students of IKIP PGRI Madiun <i>Fitra Pinandhita</i>	560
139. The Use of the Inductive Teaching Approach with Videoed Teaching Models to Improve Students' Understanding on Language and Language Learning Concepts <i>Gunarso Susilohadi</i>	564
140. Do University Students Need Games? <i>Ida Zuraida Supri</i>	567
141. The Implementation of Teaching English Writing to Young Learners with Visual Impairments <i>Indah Okitasari</i>	571
142. Peer Response: Making It Work in an EFL Classroom <i>Indrawati</i>	575
143. Jazz Chants for Young Learners (A Case Study in TK Bina Insani Semarang) <i>Indri Kustantinah and RR Festi Himatu Karima</i>	579
144. Cyber Pal Project (CPP): Building A Cross-cultural Communication through Facebook <i>Inggrit O. Tanasale</i>	582
145. Culture Studies Technique to Raise the Students' Speaking Ability <i>Irene Trisisca Rusdiyanti</i>	587
146. An Instructional Design Model for Classroom Discourse Acquisition: Helping Pre-service Non-native English Teachers Acquire Classroom Language <i>Irma Windy Astuti</i>	590
147. Note-Taking in Interpreting Class <i>Issy Yuliasri</i>	595
148. Teaching through Examples: A Meaningful Way to Teach Academic Writing <i>Istiqlaliah Nurul Hidayati</i>	598
149. The Implementation of Role Play: Classroom Practice and Students' Perception <i>Ivonne Susan</i>	602
150. The Global Village – A School of Motivation <i>Ria Fitriersya and Jennifer Zirbes</i>	606
151. Genre-Based Approach in Teaching Writing Islamic History Text <i>Jhems Richard Hasan</i>	611
152. The Students' Perception of The Teacher's Tasks and Their Accomplishment in the Speaking Class <i>Isnaini Nur Safitri, Joko Nurkamto, and Simardi</i>	615
153. Teaching Reading and Writing to English Department Students of Low Proficiency <i>Julia Eka Rini</i>	621
154. The Effectiveness of Direct and Indirect Written Corrective Feedback in Improving EFL Learners' Hortatory Exposition Writing <i>Katharina Rustipa</i>	625
155. Show, Tell, and Demonstrate: Tapping into Students' Multiple Intelligences (MI) in the Teaching of English <i>Khoiriyah and Fathur Rohman</i>	629
156. The Use of Pedagogical Humor as a Motivational Teaching Strategy in an Indonesian Institute of Information and Technolgy <i>Kisno</i>	633
157. Finding Non-native English Literatures' Place in English for Young Learners (EYL) Classes <i>Kornellie Lorenzo Raquitico</i>	637
158. Inserting Technology on Performing Drama: Improving Students' Motivation on Learning English as Foreign Language <i>Lia Agustina</i>	641
159. The Non-English Students' Responses Toward The Use of Reading-while-Listening in Listening Class of TOEFL Preparation Course <i>Lukman Hakim</i>	645
160. Utilizing Project-based Learning to Raise Pre-service English Teachers' Critical Thinking <i>Lulus Irawati</i>	650
161. The Implementation of Whole Brain Writing Game in Teaching Writing <i>Lusiana Dewi Kusumayati</i>	654
162. A Collaborative Writing Technique to Improve Students' Skill in Writing Argumentative Essay (A Classroom Action Research at the Fourth Semeseter Students of English Education Department of IKIP PGRI Bojonegoro in the Academic Year of 2013 2014) <i>M. Ali Ghufron</i>	658

163. Frame Variations of a Discussion for Teachers' Alternatives in a Classroom Presentation <i>Malikatul Laila</i>	663
164. The Effectiveness of Using Numbered Heads Together Technique in Teaching Reading Comprehension to the Eighth Grade Students of Junior High School <i>Martriwati and Muhamad Hagi Firdaus</i>	666
165. Fostering Students' Wisdom in an Interactively Argumentative Writing Project <i>Marwito Wihadi</i>	669
166. Instructional Model of English Speed Reading (Research and Development at Christian University of Indonesia) <i>Masda Surti Simatupang</i>	674
167. Content Based Instruction and Study Skills for English Teaching at Tarbiyah Faculty of IAIN Raden Intan Lampung <i>Melinda Roza</i>	677
168. Developing Video-based Supplementary Materials to Teach Speaking Skill Based on Curriculum 2013 for the Seventh Grade Students <i>Monika Widyastuti Surtikanti</i>	681
169. Roles of Feedback to Overcome Grammatical Problems of Academic Writing in EFL Class <i>Muchlas Suseno</i>	685
170. The Effect of Process-product Approach to Writing on EFL Learners' Writing Accuracy <i>Mujiono</i>	689
171. Utilizing Video to Promote Students Expressions Skill in Speaking <i>Nanik Mariyati</i>	693
172. Improving the Students' Reading Skill Using Interactive Model of Reading and Group Work <i>Ngadiso</i>	697
173. Picture Mapping Method and Storytelling: A Way to Promote 21st Century Skills <i>Novi Yanthi, Winti Ananthia, and Margaretha Sri Yuliariatiningsih</i>	701
174. Genre-based Creative Writing for High School Students, Why Not? <i>Nur Arifah Drajati</i>	705
175. The Efficacy of Workshop Model in Teaching Reading Comprehension <i>Paldy</i>	709
176. Facilitating Relevance of Classroom Pedagogy and Professional Needs in an EFL Medical English <i>Paulus Widiatmoko</i>	713
177. The Implementation of Content-based Instruction in Mathematics' Teaching and Learning Process at an International School <i>Puput Arianto</i>	718
178. Reflective Learning Journal (Theory and Empirical Studies in EFL Classroom) <i>Rasuna Talib</i>	722
179. Improving X IIS 3 of SMAN 7 Malang Students' Ability in Listening Comprehension through Fun Activities: All Ears; Listen and Stand Up <i>Ratna Nur'aini</i>	726
180. Teaching Intensive Reading through Different Scaffolding Strategies in the Bilingual Classroom Context <i>Refi Ranto Rozak</i>	730
181. A Case Study of Enhancing Inference Skills in Reading Comprehension through Directed Reading-Thinking Activity <i>Reisa Dewita Prima and Lanny Hidajat</i>	736
182. The Effectiveness of Graphic Organizer in Teaching Listening Viewed from Students' Motivation <i>Rengganis Siwi Amumpuni</i>	740
183. Effecting Change in Language Classroom Dynamics through Discourse <i>Rick Arruda</i>	744
184. Does the Magic of Cooperative Learning Still Work? <i>Risa Leynes Pangilinan</i>	748
185. Active Learning: The Elaboration of Experiences and Knowledges Inquiry-Based Teaching in Enriching Students' Reading Skill <i>Risqi Ekanti Ayuningtyas Palupi</i>	752
186. The Efficacy of Role-play in Speaking Class: An Experimental Research <i>Rizki Febriansyah</i>	756
187. A Self Narrative of an EFL Learner's Experience about Learner Beliefs and Language Learning <i>Rudi Haryono</i>	760

188. The Effectiveness of Self-monitoring Approach to Reading and Thinking (SMART) to Teach Reading Viewed from Students' Reading Anxiety <i>Ruliq Suryaningsih</i>	763
189. The Influence of Team-based Learning on the Students' Learning <i>Rusiana</i>	767
190. The Development of Tudassipulung Cooperative Learning Model in Improving Students Motivation to Succeed <i>Rustan Santaria and Rusdiana Junaid</i>	771
191. Incorporating Characters into English Language Teaching: A Lesson Planning <i>Sajidin</i>	776
192. Cooperative Learning: Promoting the Four Pillars of Education in English Foreign Language Classroom of Higher Education <i>Sari Karmina</i>	780
193. Improving Speaking Achievement Using Sharing Time at the Sixth Semester Students of English Department of Almuslim University <i>Silvi Listia Dewi</i>	784
194. Postcards to Java Encourages Students to Write <i>Siti Aisyah and Matthew Borden</i>	789
195. Encouraging ESP Students' Activeness by Point Reward <i>Siti Asiyah</i>	792
196. Teacher's Code-Switching to L1 in an English as a Foreign Language Classroom in a Senior High School in Banten <i>Siti Rosmalina Nurhayati</i>	795
197. Triple Coaching Method for English Business Class <i>Somariah Fitriani</i>	799
198. Enhancing Students' Paragraph Writing Ability through Cooperative Learning : A Classroom Action Research at The English Education Department, Ahmad Dahlan University Yogyakarta <i>Soviyah</i>	803
199. Peer-Tutorial Project in Increasing Students' Achievement in Speaking Skill <i>Sri Damayanti</i>	807
200. The Effectiveness of Using Carousel Brainstorming Technique to Teach Writing Viewed from Students' Self-Actualization <i>Sri Lestari</i>	810
201. Developing Rural EFL Students' Writing Skill by Using Cooperative Learning to Promote Character Building <i>Sri Sarwanti</i>	815
202. "What Happen Next?" Strategy to Improve Students Skill on Writing Narrative Text (A Classroom Action Research at the Eleventh Grade Students of MA Muhammadiyah Malang in Academic Year of 2013/ 2014) <i>Sri Wahyuni</i>	818
203. The Strategies Employed by the Students of Manado State College for Islamic Studies (Sekolah Tinggi Agama Islam Negeri Manado, STAIN Manado) <i>Srifani Simbuka</i>	822
204. Developing Character Values in the Teaching of Narrative Texts Using Genre Based Approach (A Case Study at a Senior High School in Bandung) <i>Susanti Retno Hardini</i>	826
205. Movie Making: A More Effective and Fun Method in Teaching Speaking (An Empirical Study) <i>Susiati</i>	830
206. The Use of Songs for Promoting Student Participation in the Teaching of English Structure <i>Suwartono and Dewi Puji Rahadiyanti</i>	834
207. The Effect of Task-supported Teaching on Students' Accuracy in Using Particular Grammatical Forms during Communicative Task <i>Sya'baningrum Prihartini</i>	838
208. De-Fossilizing and Fragmenting Students's Stand-Still TOEFL Score Attainments <i>Tedi Rohadi</i>	842
209. Students' Attitudes towards Cooperative Learning in Enhancing Their Motivation to Speak <i>Tina Priyantin</i>	846
210. Is It a Necessity to Teach Summary Writing as an Attempt to Improve English Proficiency in ESP Class? <i>Titten Indrianti</i>	850

211. Using Personal Blog as Learning Log in Project Based Learning <i>Titis Agunging Tyas</i>	854
212. The Effectiveness of Process-Oriented Approach toward Students' Achievement in Learning Argumentative Paragraph : A Study at the English Department of IKIP Mataram in the Academic Year of 2009/2010 - The Third Semester <i>Udin</i>	857
213. Developing EFL Speaking Materials for the Second Semester Students of STAIN Samarinda <i>Umar Fauzan</i>	861
214. Implementing Audio Diaries as a Daily Speaking Task <i>Yulia Pasca Ispri Parmatasari</i>	865
215. Using Video Games in EFL Classrooms to Enhance Students' 21 st Century Skills <i>Yuliani Kusuma Putri</i>	868
216. The Importance of IBT to Teach Writing in Indonesian Junior High School <i>Yusi Rahmawati</i>	872
217. The Development Process of Students' Metacognitive Skill in Listening during the Implementation of Intralingual Subtitling Project <i>Zainal 'Arifin</i>	874
218. Improving Effective Study Groups in Speaking Class through Inside-Outside Circle <i>Ellisa Indriyani P.H., Teguh Sarosa, and Martono</i>	878
219. SFL Genre-Based Pedagogy and Student Empowerment <i>Emi Emilia</i>	882
220. Preparing the Students to be the Champion in Speech Contest <i>Lanjar Utami</i>	887
221. Yarsi University Program to Meet the Demand of Student's English Fluency with TOEIC as the Assessment Tool <i>Nanda Octavia</i>	891
VI. Instructional Media and Technology	
222. The Effectiveness of Teaching Reading Comprehension Recount Text by Using Facebook <i>Abdul Hanip and Lailatus Sa'adah</i>	895
223. Puppet and Pop up Pictures as the Story Telling Media to Build Students' Motivation in English Competition <i>Ratih Yulianti and Mohammad Adnan Latief</i>	900
224. Improving Students TOEFL Scores Using TOEFL iBT PRACTICE Android Application <i>Ajif Ikhwani Muslimin</i>	906
225. Using Films as Media to Teach Literature <i>Amalia Hasanah</i>	911
226. Improving Vocabulary Achievement of the XI Grades of SMKN 1 Pakong-Pamekasan through Interactive Crossword Puzzle <i>Andik Tohari</i>	915
227. Students' Perceptual Beliefs about the Information Technology for Language Learning <i>Antonius Suratno, Cecicila T. Murniati, and Emilia Ninik Aydawati</i>	919
228. The Use of Smartphone to Develop English Skills <i>Claudius Bona</i>	923
229. Redesigning Instructional Media in Teaching English of Elementary Schools' Students: Developing Minimum Curriculum <i>Dwi Astuti Wahyu Nurhayati</i>	927
230. Prezi: An Online to Offline 'Zooming' Presentation Software in Oral English for Academic Speaking Students <i>Dwi Rosita Sari</i>	932
231. A Strength-Weakness-Opportunity (SWO) Analysis of Three Implementation Models for Integrating 'The Knowledge Age' Information and Communication Technologies (ICTs) into School <i>Ferry Hidayat</i>	935
232. The Effectiveness of Using <i>Tell Me More</i> to Assist Teaching Pronunciation of English Viewed from Students' Self Confidence <i>Hasan Zainnuri</i>	942
233. Blended Classroom in English Writing Class: A Pilot Project <i>I Made Rajeg and Ida Bagus Putra Yudhya</i>	946

234. Integrating Video in the Corrective Feedback Practice: Voices from Indonesia <i>I Putu Ngurah Wage Myartawan and Luh Diah Surya Adnyani</i>	951
235. A New Face of Teaching Technique by Making Use of a Popular Social Medium Facebook: Effective or Not? <i>Karunia Purna Kusciati and Ardianna Nuraeni</i>	955
236. Analysis of Multimodality on L2 Learners as Reflected in Their CAF of the Spoken Performance <i>Lasim Muzammil</i>	960
237. Moodle and Reading Comprehension Materials for the EFL Students <i>Lilik Ulfiati, Dedy Kurniawan, and Failasofah</i>	964
238. Developing Multi-media Speaking Material for University Students by Integrating Local Tourism Attractions <i>Melania Wiannastiti, Wiwik Andreani, and Baubang Gunawan Santoso</i>	968
239. Blog and Culture Integration to Teach English for SMK Learners <i>Melati, Radiatan Mardiah, Lilik Ulfiati</i>	972
240. Developing an Audio Media with Scripted Songs and Its Effect: A Way Out for Fun Learning for TEYL <i>Ni Made Ratminingsih</i>	976
241. An Accordion Book Project for Reluctant Writers <i>Nurul Hasanah Fajaria</i>	980
242. The Utilization of Online Learning for English Classes based on Need Analysis <i>Rizki Farani</i>	984
243. Listening to Write: Writing Narrative Using Narrative Learning Multimedia (NLM) <i>Setyo Prasiyanto Cahyono</i>	987
244. Improving EFL Learner Speaking Ability by Using Digital Series Pictures <i>Siti Umasitah</i>	992
245. IT, Knowledge and Practice: Blending Together in Facilitating Teaching and Learning Listening in EFL Setting <i>Stella Prancisca</i>	995
246. Students' Perception of the Use of Search Engine (ICT) as Teaching Media in Reading Course <i>Sudiran</i>	999
247. Students' Attitudes to Podcast as a Supporting Media for Enhancing Listening Skill: A Study of Tanjungpura University Students <i>Suparjan</i>	1003
248. Utilizing Different Kinds of Technology and Genre-based Approach for Teaching Writing in an ESP Class <i>Suparmi</i>	1007
249. Children's Literature: The Relationship between Literary Text and Media Used in Young Learners' Class <i>Tri Wahyuni Chasanatun</i>	1013
250. Motivating Students through EDMODO (A Blended Learning in Grammar Class) <i>U. Komara and Junjun Muhamad Ramdani</i>	1016
251. The Implementation of Three Techniques for Teaching Literal Reading and English for Young Learners <i>Yansyah</i>	1020
252. 'Mobile Comics' as a Media to Enhance Literature's Sense to Young Learners <i>Yulis Setyowati</i>	1024
VII. Language Classroom Management	
253. An Introduction to Peer Assessment of Oral Presentations <i>David James Townsend</i>	1027
254. Cultivating Pre-service Teachers' Classroom Management Skills through Teaching Practicum: A Reflective Practice <i>Debora Tri ragawati</i>	1031
255. Teaching English to Large Multilevel Classes Majoring in Math, Biology and Chemistry by Using 'Burst the Balloon' and 'Talking Chips' Techniques <i>Elvina Arapah</i>	1034
256. English Classroom Management: A Case Study of Islamic International Primary School <i>Elys Rahayu Rohandia Misrohmuwati</i>	1039

257. The Transactional Expressions of the Teachers and the Students in Target Language Class <i>Fatimah Hidayahni Amin</i>	1043
258. A Study of Foreign Language Anxiety of ESNE Students at Informatics and Computer Science Department <i>Fatimah and Agus Gozali</i>	1046
259. The Impact of Learning Style on Language Learning Strategies of L2 learners <i>Fauziah and Rasi Yugafati</i>	1050
260. Classroom Management Talk: From Theory to Practice <i>Maemuna Muhayyand and Muhammad Amin Rasyid</i>	1055
261. Framing In-class Debate: Reflection of Academic Debate Practices to the Principles of Language Pedagogy <i>Guk Sueb</i>	1059
262. The Application of Students Centered Learning through Presentation in Public Speaking Class of English Department Student <i>Gusti Nur Hafifah</i>	1064
263. Bringing Additional Values into Translation Class for English Department Students: A Teacher's Idea <i>I Gusti Agung Sri Rwa Jayantini and Desak Putu Eka Pratiwi</i>	1068
264. Student Talk Encountered in Intensive Course Classes of an English Department in a University in Surabaya <i>Welly Adi Nata and Johanes Leonardi Taloko</i>	1072
265. Fostering Students' Good Character Values through Peer Teaching <i>Listyaning Sumardiyani</i>	1076
266. An Analysis of Code-mixing and Code-switching in EFL Teaching of Cross Cultural Communication Context <i>Martin Kustati</i>	1079
267. The Use of Web-Based Resources Technique to Improve Students' Reading Skill of Expository Text (A Classroom Action Research of the Second Semester Students of IKIP PGRI Bojonegoro, in the Academic Year 2012/2013) <i>Meiga Ratih</i>	1083
268. The Students' Experience on Group Work in the Conversational English Class <i>Muamaroh</i>	1088
269. The Implementation of Curriculum 2013 in English Class: Integrating Competencies in English Class (A Case Study Conducted at Class 9A of SMP IT Ibnu Abbas Klaten in the Academic Year of 2013/2014) <i>Nur Eka Yulia Ngestia</i>	1092
270. The Poster Presentation: An Exercise for High School Students in Emerging Creativity, Leadership and Teamwork in English and Arts Class <i>Saffa Inayati and Nur Arifah Drajiati</i>	1096
271. Politeness Inclination of Teacher and Students in an EFL Classrooms Interaction <i>Senowarsito</i>	1100
272. Students' Perceptions on ORSA (Orderly Rows Seating Arrangement) in EFL Classroom <i>Slamet Wahyudi Yulianto</i>	1105
273. Regulative and Instructional registers of an EFL Lecture in Indonesian University Context <i>Sunardi</i>	1109
274. Maximum English in Minimum Classes: Teaching English with Limited Facilities in Remote Area <i>Titis Sulistyowati</i>	1114
275. Communication Strategies Used by Indonesian Teachers in Teaching English for Libyan Kids <i>Zurriat Nyndia Rahmawati and Nastiti Primadyastuti</i>	1118

VIII. Language Testing and Assessment

276. The Impacts of National Testing on English Teachers' Pedagogy and Professionalism	1123
<i>Abdul Kamaruddin</i>	
277. Teacher's Corrective Feedback on Students' Spoken Errors in an EFL Classroom <i>Anit Pranita Devi</i>	1127
278. Gender Identity of Male and Female Indonesian EFL College Students' Academic Essays: A Critical Discourse Analysis (CDA) <i>Cintya Oktaviani and Dadan Jauhara</i>	1131

279. Higher Education Students' Perception about Peer Assessment Practice <i>Didik Rinan Sumekto</i>	1137
280. Implementing Authentic Assessment on Students' English Writing (A Case Study in One of Senior High Schools in Tasikmalaya) <i>Erwin Rahayu Saputra and Rahmat</i>	1142
281. Students' Oral Presentation as Multimodal and Formative Assessment <i>Fauzul Aufa</i>	1146
282. The Challenges in Implementing Authentic Assessment in Curriculum 2013 <i>Fitriani</i>	1151
283. Authentic Assessment and the Implication to Students' Self-Esteem in Teaching English at Senior High School <i>Hanifatul Hijriati</i>	1155
284. Language Assessment for Deaf and or Hard of Hearing (D/HH) Students in Inclusive Class <i>Ika Puspitasari and Iswahyuni</i>	1159
285. A Preliminary Research to Develop a Customized Set of Vocabulary Size Test <i>Laurentia Sumarni</i>	1162
286. Corrective Feedback in Writing Class <i>Ni Luh Nyoman Seri Malin and Ni Luh Ketut Mas Indrawati</i>	1166
287. The Use of Paper-based TOEFL as a Gate Keeper for Graduation: A Case Study at English Department Universitas Mataram <i>Ni Wayan Mira Susanti</i>	1169
288. English Teacher's Perspective on Authentic Assessment Implementation of Curriculum 2013 <i>Novia Trisanti</i>	1173
289. The Effects of Time Constraints on Students' Writing Performance <i>Nur Ainani Fitria, Feny Martina, and Sadiatul Khairiyani</i>	1176
290. Translation Techniques Applied by Students in Translating Explanation Text <i>Rahmanti Asmarani and Dyah Nugrahani</i>	1179
291. Redefining Criteria and Standards for Composition Classes <i>Richard Manuputty</i>	1183
292. Anxiety on the Presentation or Oral Examination in Learning ESL <i>Singgih Widodo Limantoro</i>	1187
293. Some Effective Ways to Give Feedback to the Students in Their Writing <i>Sri Sarjiyati</i>	1192
294. A Measure of Attitude toward Peer Assessment: Reliability and Validity <i>Venny Karolina</i>	1195
295. Leveled-integrated English Learning at LTC UMY <i>Noor Qomaria Agustina</i>	1200
IX. Language Program Evaluation	
296. Implementation of Policy of SMA School-based Curriculum of Public Senior High Schools in Banyu Asin District of South Sumatra Province <i>Bambang A. Loeneto and Mardianto</i>	1205
297. Internally Driven Program Evaluation Research in Enhancing Curriculum Development in Teaching Grammar <i>Indah Winarni</i>	1208
298. Evaluation of English Foundation Course in the Output Character Building Program <i>Ista Maharsi</i>	1212
299. The Implementation of Character Education in English Language Teaching (ELT) in Indonesia <i>Muhalim</i>	1216
300. Evaluation and Development in English Language Teaching Programs (A Survey Study) <i>Muhamad Ahsanu and Agus Sapto Nugroho</i>	1220
X. Teacher Professional Development	
301. Reformation in Teachers' Recruitment in the Effort of Developing Teachers' Professionalism <i>Abdul Muth'im</i>	1226
302. Teacher Empowerment through MGMP <i>Agustin Hartati</i>	1231
303. Strategies of Learning Listening Skill Employed by Indonesian EFL Learners in Relation with Gender and Proficiency <i>Alfan Zuhairi and Ika Hidayanti</i>	1236

304. English Literacy Education in Primary Schools: Opportunities and Challenges in Global Competitiveness <i>Chuzaimah Dahlan Diem</i>	1241
305. TEFL Students' Language Learning Strategies: A Study at State Islamic College of Kerinci, Indonesia <i>Dairabi Kamil, Suhaimi, Rodi Hartono, and Aridem Vintoni</i>	1245
306. Students' Perceptions of English Teachers' Performances in English Language Courses in Indonesia <i>Dian Kustiyasari</i>	1250
307. Models of EFL Teachers' Professional Development <i>Dini Kurnia Irmawati</i>	1254
308. Translation Accuracy, Acceptability, and Readability of Harry Potter Novel Series into Indonesian (Appropriate Example for Teaching Translation Subject) <i>Dwi Harjanti</i>	1258
309. The Interactive Relationship between Pedagogical Practices and Professional Development of EFL Teachers in Written Cycle <i>Dwi Winarsih</i>	1261
310. The Implementation of Curriculum 2013: What The Teachers-educators Voice <i>Dwiyani Pratiwi</i>	1265
311. Pre-service Teachers' Perception on Teaching Features: A Case Study at Mulawarman University <i>Dyah Sunggingwati</i>	1268
312. The Profile of Students' Critical Thinking through Their Argumentative Essay Writing <i>Esti Kurniasih</i>	1273
313. Challenge(s) Encountered by Novice English Teachers to Develop Their Professionalism; A Preliminary Research Report for Further Research in Lampung Province <i>Feni Munifatullah</i>	1278
314. Analysis of PPG Students' Peer Teaching in Applying Their Lesson Plans based on Kurikulum 2013 <i>Frimadhona Syafri and Galuh Kirana Dwi Areni</i>	1282
315. Optimizing the Use of EDMODO Based Questioning Technique to Improve Students' Creativity and Writing Achievement <i>Giyatno</i>	1286
316. Integrating Technology in EFL Curriculum: Determining EFL Teachers' Level of Technology Literacy <i>Karmila Machnud</i>	1290
317. Boosters and Hedges in Abstract Research Paper <i>Lilia Indriani</i>	1294
318. Learning Figurative Expressions Collaboratively to Support UNS BIPPA Program in the Natural Setting <i>M. Sri Samiati Tarjana</i>	1298
319. Experimenting Jermiadie Approach as an Alternative for TEFL in Meeting the Demand of the 2013 Curriculum <i>Mister Gidion Maru</i>	1301
320. EFL Pre-Service Teachers: A Study on Student Teachers' Teaching Competence <i>Muhammad Handi Gunawan and Retno Wiyati</i>	1305
321. How are Non Native Teachers of English! <i>Nining Ismiyani</i>	1309
322. Targeting Learning Focus Under the Trees <i>Nisa Aulia Azam and Riza Weganofa</i>	1312
323. Teachers' Professional Empowerment Through Team Teaching <i>Nur Endah Sulistyorini</i>	1315
324. Equipping English Education Graduates with the Core Competency of English Teachers for Young Learners through an Optional Package of Courses <i>Nury Supriyanti</i>	1319
325. A Case Study of English Articles Acquisition of Two Indonesian English Teachers <i>Parawati Siti Sondari</i>	1322
326. English Teachers' Professional Development at Hulu Sungai Selatan, South Kalimantan <i>Puji Sri Rahayu and Nani Hizriani</i>	1328

327. Students' Noticing of Corrective Feedback on Writing (Case Study for Low Learners)	
<i>Restu Mufanti</i>	1332
328. Indonesian Argument Style: An Analysis on the Ways Indonesian Writers Argue for Their Research Project in Their Research Article Introductions	
<i>Safnil Arsyad and Dian Eka Chandra Wardhana</i>	1336
329. The Learning of English as a Foreign Language: What EFL Teachers Should Know	
<i>Santi Chairani Djonhar</i>	1341
330. A Vignette on Reflective Teaching: Potential Challenges Faced by Future ESP Practitioners	
<i>Sari Hidayati</i>	1344
331. A Study of the English Reading Habits of EFL Students of Baturaja University	
<i>Silfi Sanda</i>	1347
332. Professional Development in Integrating Technology into Teaching and Learning: EFL Teachers' Perspectives and Experiences	
<i>Siti Kustini and Evidoyanti</i>	1351
333. Professional Teacher: What, Who and How	
<i>Siti Mafulah</i>	1355
334. Presenting ESP Using Authentic Materials	
<i>Slamet Wiyono</i>	1358
335. The Relationships among Teacher Effectiveness, Self-Efficacy and Academic Achievement of English Education Study Program Students in Three Universities in Palembang	
<i>Sri Endah Kusmartini</i>	1360
336. An Inappropriate Use of Linguistic Components Found in the Composition of the Students at the Master Level	
<i>Susanto</i>	1364
337. Teachers' Cognitive Coaching on Students' Reading Comprehension	
<i>Yayu Heryatun</i>	1368
338. The Roles of English Teacher Working Group (MGMP) to Support Teacher Professional Development	
<i>Yusawinur Barella</i>	1371
339. Exploring Professional Development of English Teachers on Writing and Its Instruction	
<i>Eun-Ju Kim</i>	1374
340. Improving Reading Comprehension of XI Social Science 2 Students of SMAN 7 Malang through Two Stay Two Stray Technique	
<i>Nur Henik Sukriowati</i>	1377

Native-like Accent: A Myth or a Goal? A Study on Learner Preferences for English Accents

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ABSTRACT

The issue of English as an International Language (EIL) has been a long debate in contemporary English language teaching (Holliday, 2005). As an international language, a wide variety of Englishes is developed in different parts of the world. This concept challenges the widely-accepted view on Native-speakerism and offers learners with alternative models in their English language practices (Lippi-Green, 2003; Golombek & Jordan, 2005). Thus, this study intends to take a closer look at learners' view on English accents that often become a site of struggle for adult learners of English. Open-ended questionnaires were distributed to students of Pronunciation classes in Universitas Sanata Dharma to dig out their perspectives and opinions about their preferred accents. The data suggest that while the participants disclosed their awareness of some varieties of accents, they were still in favour of the *so-called* British and American accents, which are widely considered as native English accents. Their preference was mostly based on their familiarity of both accents. Furthermore, the difficulties they faced in getting those accents suggest that getting a native-like accent is actually problematic yet desirable at the same time.

Keywords: World Englishes, Accent, Learner preference

1. INTRODUCTION

In Indonesia, where English is a foreign language, learners of English often struggle with both English sounds, such as consonants and diphthongs, and English suprasegmental features, such as intonation, stress, and accents. While dealing with sounds is indeed problematic for Indonesian learners as some sounds in English do not exist in their mother tongues, e.g. /v/ and /θ/, coping with the suprasegmental features might make English pronunciation more challenging.

Of suprasegmental features, accent –defined as one's way of speaking– may be one of the most complex issues. In the case of Indonesia, English language learners may have developed their accents as they have acquired their mother tongue. Their accents, of course, influence their English language learning. Therefore, speaking a native-like accent seems impractical. Although changing one's way of speaking might seem unrealistic for some people, getting a particular English accent might be a goal for some English language learners.

In regard to the trend in English language learning, the issue of English as an International Language has been a long debate (Holliday, 2005). As an international language, a wide variety of Englishes is developed in different parts of the world. This concept challenges the widely-accepted view on Native-speakerism and offers learners with alternative models in their English language practices (Lippi-Green, 2003; Golombek & Jordan, 2005).

The next question is then: which accent should students learn? This question may get intricate answers especially due to the vast development of World Englishes. This question, however, may be answered if teachers understand which accents are preferred by the students. Thus, this study aims at answering these two questions: 1) what varieties of English accents are preferred by students?, 2) what difficulties do they find in getting their preferred accents?

2. REVIEW OF RELATED LITERATURE

Accents in an English as a Foreign Language (EFL) class, particularly a Pronunciation class, may be a problematic issue raised by English teachers. Dauer (2005) addresses a significant issue within this matter. She states that English consists of many varieties and Standard English taught in schools is basically a written language, not an accent. Thus, “the first question any pronunciation teacher must address is, what accent should I teach?” (Dauer, 2005, p. 543).

While Dauer (2005) underlines the issue of which accent to teach, Golombek and Jordan (2005) assert that today’s Pronunciation class should aim for intelligibility instead of native English accents. They maintain that “pronunciation pedagogy has made strides toward creating a more realistic definition of intelligibility--one that reflects the belief that sounding like a native speaker is neither possible nor desirable” (Golombek & Jordan, 2005, p. 513). Thus, one – particularly an EFL learner - should not aim for having a native-like accent.

Yet, other studies have shown how accents and opportunities have an intricate interplay. In this case, one who does not speak a native-like accent might find it more difficult to get opportunities in a country in which English is the first language, e.g. the United States. Looking at accent-reduction among some immigrants in the United States, Newman (2002) contends that despite correct English grammar, unintelligible accents equal to fewer opportunities. He further states that “the distinction between accent and unintelligibility creates a zone of anxiety for foreigners, not just for poor immigrants but for techies, doctors, and college teachers who want nothing to hinder their chances here. The way they speak English- even grammatically perfect English - can shape the course of their lives”. Newman (2002) also underlines how accent can be a strong identity marker. It can show which race a person belongs to, as well as his national and regional origin, class, and education. Therefore, a stereotype may arise (Lippi-Green, 1997, as cited in Golombek & Jordan, 2005). Newman (2002, p. 62) also contends that an accent is “a conventional tool for quick judgment”. Thus, having an intelligible accent, a person may be considered speaking bad English.

The studies of EFL learners’ perceptions of accents can shed a light on how certain accents are perceived. A study by Scales, Wennerstrom, Richard, and Wu (2006) about English language learners’ perceptions of accents found that more than half of the participants’ goal was to sound like an English native speaker although the participants did not identify some English accents correctly. The study showed that this inconsistency was due to “an idealized conception of what the native accent aspired to actually sounds like” (Scales et al., 2006, p. 715). In short, the study suggests that English language students have some sort of preference for native English accents and have certain idea of how the native accents should sound.

Although accents may not interfere with comprehension, accents tend to be closely related to attitudes. In her study of the effects of Korean elementary school teachers' accents on

their students' listening comprehension, Butler (2007) finds that the teachers' accents do not result in the differences in comprehension. Yet, the study also finds significant difference in students' attitudes towards teachers with American-accented English and Korean-accented English. Students tend to prefer a teacher with an American accent because they think that she has better pronunciation. She also tends to be more confident in speaking English, focuses more on fluency than on accuracy, and speaks less Korean in English language classes. .

In line with the study by Butler (2007), Castro and Roh (2013) find that students might not prefer having teachers with non-native English accents. In their study on the exploration of Korean students' perceptions of variations from a standard variety of English, Castro and Roh (2013) have suggested that Korean students gave negative responses towards the idea of having teachers with a Philippine accent. However, despite the negative responses, "the number of Koreans coming to study in the Philippines continues to increase each year" (Castro & Roh, 2013).

The discussion around native and non-native accents cannot be separated from the Three Circles model proposed by Kachru (1985 as cited in Park and Wee, 2009). For years, Kachru's model on Englishes has been referred by English language practitioners. Kachru (1985) as cited in Park and Wee (2009) formed three circles in regard to the use of English across countries. The first circle is the Inner Circle countries consisting of the USA, the UK, New Zealand, Australia, and Canada. These countries are where "the traditional monolingual native speakers of English are located" (Kachru, 1985, as cited in Park and Wee, 2009, p. 389). The next circle, the Outer Circle, consists of countries that were colonized by English-speaking countries, such as Singapore, Malaysia, and India. In the post-colonial era, English maintains its official status in those countries. In addition, English has become the mother tongue of people born in those countries. Yes, varieties of English are spoken as a result of the contact of English with local languages (Kachru, 1986, as cited in Park & Wee, 2009). The last circle, the Expanding Circle countries, is where English does not retain official status and is used a medium of international communication. A number of countries in the world belong to this circle, such as Indonesia, South Korea, Japan, and China.

However, Kachru's model has been criticized for some underlying reasons. It does not adequately explain the "the heterogeneity and dynamics of English-using communities: it cannot accommodate hard-to-classify cases such as Egypt and South Africa; it does not allow for the possibility of countries moving from one classificatory circle to another; it is too oriented towards the nation-state; and (ironically) it perpetuates the very inequalities and dichotomies that it otherwise aims to combat, such as the distinction between native and non-native speakers" (Park & Wee, 2009, p. 390). In short, the use of the term 'native' and 'non-native' speakers might be political and cannot be seen as clear cut definition.

3. RESEARCH METHODOLOGY

To solve the research problems, a survey was conducted. Generally, survey research is done to collect information from participants by examining their responses to certain questions. The participants were 32 students in Pronunciation classes at the English Department and the English Extension Course of Universitas Sanata Dharma, Yogyakarta. In this study, open-ended questionnaires were distributed to the participants to collect the data. Afterwards, the data obtained were decoded. To code open questions involves "reading and rereading transcripts of respondents' replies and formulating distinct themes in their replies" (Bryman, 2012, p. 248).

Therefore, some significant themes that appear from the data are presented in the subsequent section.

4. FINDINGS AND DISCUSSION

From the questionnaires, it can be seen that there were a number of varieties of English accents that the participants were familiar with. American accent was the most mentioned (33.0%), followed by British accent (27.7%). In the third place was Australian accent (19.1%), followed by Indonesian (5.3%), Singaporean (3.2%) and Indian accents (3.2%). Other accents mentioned were African American, Japanese, Philippine, Javanese, Chinese, Northern American, Southern American, and Middle Eastern. Each of them was mentioned once (1.1%).

Although the participants disclosed their familiarity with the previously mentioned accents, when asked about the accent(s) that the participants preferred, there were limited answers. The most preferable accent to learn was American accent (54.76%), followed by British English accent (42.86%) and Australian (2.38%).

Their preference for the three accents undoubtedly was influenced by some factors. The biggest factor was their being familiar with the accents because they are commonly used in conversations and also in English movies (47.22%). The participants also claimed that their preference for certain accents was because those accents were easy to learn (33.33%) and those accents were the 'original accents' used as a standard (11.11%). Other responses include the opinions that those accents sounded more educated (2.78%) and suited 'the Indonesian's tongue' (2.78%). Although one of the common reasons to prefer for certain accents was because they were easy to learn, one participant uncovered a quite distinctive reason. She said that because her preferred accent (British accent) was difficult for her to get, she wanted to gain that accent.

Regarding the difficulties the participants may face in getting their preferred accents, the participants provided diverse responses. The major cause was the influence of their mother tongue (21.05%). Differentiating sounds (15.79%), limited resource and exposure (15.79%), and wrong pronunciation (15.79%) became the next difficulties. Some other participants stated that to get the accent was challenging rather than difficult (10.53%) and they mismatched American and British accents (10.53%). Other responses include their being afraid to make mistakes (5.26%) and their being new to British accent because they used to learn American accent (5.26%).

On the whole, in line with Scales et al. (2004), the data imply that the participants still opted for native-like accents, such as American, British, and Australian accents. However, the participants also realized that their mother tongue has somehow hindered them in getting their preferred accents. The difficulties they faced in getting those accents further suggest that getting a native-like accent is actually problematic yet desirable at the same time. Another implication from the data is that the participants may not be fully aware of the complexity of the dichotomy of native and non-native speakers. The words 'standard' and 'original' attached to their preferred accents revealed that they had not had a profound understanding of the EIL paradigm although they were aware that a wide variety of Englishes has been arising. In addition, the response from the participant stating that certain accents sounded more educated also reflects how people are sometimes judged from the accents they have (Newman, 2002).

5. CONCLUDING REMARKS

To sum up, this small scale study has shown that getting a native-like accent is still a goal for some EFL learners despite the growth of World Englishes. The data also suggest that the so-called native English accents are the most widely used models when they are learning English. Thus, it increases their familiarity with those accents and, as a result, those accents become the models in speaking English. It seems that the participants have not got enough exposure to other varieties of English than the ones coming from the Inner Circle countries. Thus, based on the findings of this study, further research may discuss how EFL learners can get wider exposure on different varieties of English, particularly in a Pronunciation or Speaking class. The findings of this study can also be a stepping stone to embark on a study in the field of EIL, e.g. to what extent the awareness of EIL paradigm affects learner preferences for certain English accents.

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