

ISBN 979-979-8559-99-0



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

**8 - 10**  
**September 2016**

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

“Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond”

BOOK 1



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

**8 - 10**

**September 2016**

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

“Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond”

# ABOUT UTS:INSEARCH

UTS:INSEARCH is the premium pathway provider to the University of Technology Sydney (UTS), one of Australia's leading universities. We offer leading Academic English programs, UTS Foundation Studies (on behalf of UTS) and a broad choice of higher education diplomas. As one of the top English Language providers we have been teaching English to international students for more than 25 years.

UTS:INSEARCH is committed to bringing university success to more students around the world. In Indonesia, students can study our **Pathway to UTS - Business** and **Pathway to UTS - Engineering** programs through UIC College. These programs are equivalent to the corresponding UTS:INSEARCH Diploma.

## OUR ENGLISH PROGRAMS

With our **Academic English (AE) program**, students can improve their ability to communicate in English and gain the skills they need for further academic study. Not only will students become more confident in social situations they will learn how to prepare for their future career.

UIG English is a joint partnership between UTS:INSEARCH and Indonesia's Kompas Gramedia Group to deliver the UTS:INSEARCH Academic English program in Indonesia. UIG English is the exclusive provider of the UTS:INSEARCH Academic English program in Indonesia and is supported by highly professional and experienced teachers with international certification to deliver the program.

Students can choose to study at UIG English centres at one of the following locations: Jakarta Selatan, Jakarta Barat, Serpong, Yogyakarta and Bintaro.

 **UTS | INSEARCH**



[insearch.edu.au/english](http://insearch.edu.au/english)

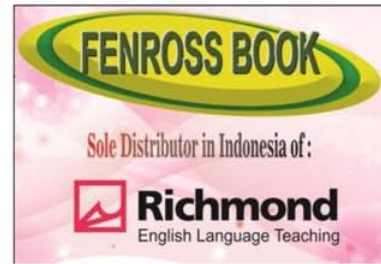
# We would like to Thank the Main Sponsors of the Event



**CAMBRIDGE**  
UNIVERSITY PRESS



Indonesia Foundation



**SOLUSI**  
EDUCATIONAL TECHNOLOGY



Indonesian  
International  
Education  
Foundation



**IELTS**<sup>TM</sup>

## FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63<sup>rd</sup> TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond.*" Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

The Committee

## LIST OF INTERNAL AND EXTERNAL REVIEWERS

### INTERNAL REVIEWERS

1. Endang Mastuti Rahayu (Adi Buana University)
2. Ferra Dian Andanty (Adi Buana University)
3. Nunung Nurjati (Adi Buana University)
4. Dyah Rochmawati (Adi Buana University)
5. Wahyu Bandjarjani (Adi Buana University)
6. Siyaswati (Adi Buana University)
7. Salim Nabhan (Adi Buana University)
8. Irfan Rifai (Adi Buana University)
9. Hertiki (Adi Buana University)
10. Fajar Susanto (Adi Buana University)
11. Nukmatus Syahria (Adi Buana University)
12. Joesasono Oediarti (Adi Buana University)
13. Lambang Erwanto Suyyajid (Adi Buana University)
14. Rikat Eka Prasetyawan (Adi Buana University)
15. Rahmad Hidayat (Adi Buana University)
16. Titah Kinasih (Adi Buana University)
17. Endah Yulia Rahayu (Adi Buana University)
18. Maslakhatin (Adi Buana University)

### EXTERNAL REVIEWERS

1. Abdul Ghani Abu (University Pendidikan Sultan Idris Malaysia)
2. Mohamad Razak Abdul Karim (Open University Malaysia)
3. Aslam Khan Bin Samahs Khan (Institute of Teacher Education  
International Languages Campus Kuala Lumpur, Malaysia)
4. Noriah Talib (Institute of Teacher Education  
International Languages Campus Kuala Lumpur, Malaysia)
5. Fazlinah Binti Said (Institute of Teacher Education  
International Languages Campus Kuala Lumpur, Malaysia)
6. Rozanna Noraini Amiruddin Albakri (Institute of Teacher Education  
International Languages Campus Kuala Lumpur, Malaysia)
7. Handoyo Puji Widodo (Shantou University, China)
8. Ahmad Idris Asmaradhani (Graduate School of English Education,  
IKIP Mataram, NTB)
9. Herri Mulyono (University of Muhammadiyah Prof. DR.  
HAMKA)
10. Mukrim Thamrin (Tadulako University Palu)
11. E. Sadtono (Ma Chung University, Malang)
12. Gunadi Harry Sulistyono (Universitas Negeri Malang)
13. Suparmi (Maulana Malik Ibrahim State Islamic  
University, Malang)

- |                               |  |
|-------------------------------|--|
| 14. Rina Sari                 | (Maulana Malik Ibrahim State Islamic University, Malang) |
| 15. Achmad Farid              | (Universitas Pesantren Tinggi Darul Ulum Jombang)        |
| 16. Veronica L Diptoadi       | (Universitas Katolik Widya Mandala)                      |
| 17. Anita Lie                 | (Universitas Katolik Widya Mandala)                      |
| 18. Agustinus Ngadiman        | (Universitas Katolik Widya Mandala)                      |
| 19. Harto Pramono             | (Universitas Katolik Widya Mandala)                      |
| 20. Siti Mina Tamah           | (Universitas Katolik Widya Mandala)                      |
| 21. Ruruh Mindari             | (Universitas Katolik Widya Mandala)                      |
| 22. Luluk Prijambodo          | (Universitas Katolik Widya Mandala)                      |
| 23. Mateus Yumarnamto         | (Universitas Katolik Widya Mandala)                      |
| 24. Yohanes Nugroho Widiyanto | (Universitas Katolik Widya Mandala)                      |
| 25. Agnes Santi Widiati       | (Universitas Katolik Widya Mandala)                      |
| 26. Fabiola D Kurnia          | (Universitas Negeri Surabaya)                            |
| 27. Flora Debora Floris       | (Universitas Kristen Petra)                              |
| 28. Salimah                   | (Universitas Airlangga)                                  |
| 29. Yerly A Datu              | (Universitas Surabaya)                                   |
| 30. Rida Wahyuningrum         | (Universitas Wijaya Kusuma)                              |
| 31. Rica Sih Wuryaningrum     | (Universitas Wijaya Kusuma)                              |

#### **SETTING AND TYPESET**

1. Irfan Rifai
2. Catherine Sitompul
3. Salim Nabhan
4. Hertiki
5. Maslakhatin
6. Aryo Wibowo
7. Samsul Khabib
8. Armelia Nungki Nurbani
9. Lutfi Prahara
10. Abdul Ghoni
11. Ratna D Wiranti
12. Desi Priskawati
13. Dinda Dwiki Prasista
14. Ahmad Azzam Ridhoi
15. M. Ndaru Purwaning Laduni
16. Triana Mey Linda

#### **COVER**

Tantra Sakre

## LIST OF INVITED SPEAKERS

No.	Name	Affiliation
1	Prof. Lesley Harbon	University of Technology, Sydney
2	Dr. Lindsay Miller	City University of Hongkong
3	Christine C.M. Goh, PhD	Nanyang Technological University, Singapore)
4	William Little	Regional English Language Officer, US Embassy
5	Dr. Willy A Renandya	Nanyang Technological University, National Institute of Education, Singapore
6	Joseph Ernest Mambu, PhD	Satya Wacana Christian University, Salatiga, Indonesia
7	Made Hery Santosa, PhD	Ganesha University of Education, Bali, Indonesia

## LIST OF FEATURED SPEAKERS

No.	Name	Affiliation
1.	Dr Chan Yue Weng	RELC
2.	Payupol Suthathothon	Thai TESOL
3.	Ted O'Neill	JALT
4.	Colm Downes	British Council
5.	Lai-Mei Leong	MELTA
6.	Nicholas Millward	CamTESOL
7.	Sothearak Norng	CamTESOL
8.	Brad Hughes	University of Technology Sydney
9.	Dr. Aurora Murphy	University of Technology Sydney
10.	Dr. Neil England	University of Technology Sydney
11.	David Akast	British Council
12.	Ann Eastlake	British Council
13.	Michael Little	British Council
14.	Itje Chodidjah	British Council
15.	Aslam Khan Bin Samahs Khan	Institute of Teacher Education International Languages Campus Kuala Lumpur, Malaysia
16.	Zoe Kenny	IALF Surabaya, Indonesia
17.	Wendy George	Aliansi Lembaga Bahasa Asing



**UNIVERSITY PRESS  
ADIBUANA SURABAYA**

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means: electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without prior written permission from the writers.



## TABLE OF CONTENTS

<b>FOREWORD</b> .....	<b>iii</b>
<b>LIST OF INTERNAL AND EXTERNAL REVIEWERS</b> .....	<b>iv</b>
<b>LIST OF INVITED SPEAKERS AND FEATURED SPEAKERS</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>vii</b>
<b>THE EFFECT OF THE DELAYED CORRECTION ON THE ACQUISITION OF PAST MORPHOLOGICAL INFLECTIONS BY L1-INDONESIAN-SPEAKING LEARNERS OF ENGLISH</b> .....	<b>1</b>
Achmad Farid .....	1
Afifa S. Zulfikar .....	1
<b>DEVELOPING “THE MYSTIQUE” GAME AS A MEDIUM FOR ENCOURAGING STUDENTS TO SPEAK ENGLISH</b> .....	<b>9</b>
Adi Sasongko Romadhon .....	9
Lies Amin Lestari .....	9
<b>IMPROVED VOCABULARY COMPLEXITY OF THE SPOKEN UTTERANCES BY USING STRATEGY-BASED INSTRUCTIONS IN ENGLISH SPEAKING CLASS</b> ....	<b>17</b>
Adityo .....	17
Teguh Hadi Saputro .....	17
Amalia Ayu Wardhany .....	17
<b>DEALING WITH LINGUISTIC PROBLEMS FACED BY MASTER’S STUDENTS IN THEIR THESIS WRITING</b> .....	<b>25</b>
Adnan Zaid .....	25
<b>EXPLORING POSTMETHOD FRAMEWORKS FOR POWERFUL ENGLISH LANGUAGE PEDAGOGICAL PRACTICES</b> .....	<b>30</b>
Adriadi Novawan .....	30
<b>GAMIFYING DIGITAL ENGLISH GRAMMAR MATERIALS FOR THE SENIOR HIGH SCHOOL STUDENTS</b> .....	<b>35</b>
Agnes Santi Widiati .....	35
Y.G. Harto Pramono .....	35
Hady Sutris Winarlim .....	35
<b>MEDIATING THE STUDENTS’ ENGLISH ACQUISITION THROUGH TASKS AND INTERACTIONS: ANALYSIS ON “THINK GLOBALLY ACT LOCALLY”, ATEXTBOOKFORTHENINTHGRADERS</b> .....	<b>43</b>
Ahmad Abdul Aziz Muslim .....	43
<b>IMPROVING SPEAKING FLUENCY OF INDONESIAN ENGLISH FOR SPECIFIC PURPOSE STUDENTS BY USING SELF-VIDEO RECORDING</b> .....	<b>53</b>
Ahza Lina Haririn .....	53
<b>DESIGNING WEBSITE-BASED MATERIALS FOR SUPPLEMENTARY WRITING RESOURCES FOR JUNIOR HIGH SCHOOL STUDENTS</b> .....	<b>59</b>
Alfima Azmi Imananda .....	59
Sri Rachmajanti .....	59
<b>THE CORRELATION BETWEEN READING COMPREHENSION ABILITY AND READING HABIT OF THE SEVENTHSEMESTER STUDENTS OF STIENAS SAMARINDA</b> .....	<b>68</b>
Alfrida Pane Talebong .....	68

<b>COMPREHENSIVE ENGLISH LEARNING THROUGH SPEECH COMMUNITY-BASED LEARNING METHOD.....</b>	<b>76</b>
Ambar Pujiyatno .....	76
<b>CONTRIBUTION OF MOTIVATION, LANGUAGE INPUT, AND MILIEU TO SECOND LANGUAGE ACQUISITION IN ENGLISH AS A FOREIGN LANGUAGE CONTEXT: AN EXPLORATORY PRELIMINARY CASE STUDY.....</b>	<b>82</b>
Andri Puspita Sari .....	82
Gunadi Harry Sulisty.....	82
<b>TEACHER’S CREATIVITY TO PROMOTE SECOND LANGUAGE ACQUISITION TO MATCH INEVITABLE FIRST LANGUAGE ACQUISITION SUCCESS .....</b>	<b>87</b>
Andy .....	87
<b>LEVERAGING TEACHER EXPERIENCE AND AUTONOMY IN BLENDED, IN-SERVICE TEACHER TRAINING.....</b>	<b>92</b>
Angga Kramadibrata .....	92
Hannah Hainsworth.....	92
<b>EFL WRITING CURRICULUM IN A PRIVATE UNIVERSITY:AN EVALUATIVE STUDY USING A SYSTEMATIC APPROACH.....</b>	<b>101</b>
Ani Fiani.....	101
<b>TEACHING ACADEMIC WRITING USING AUTHENTIC MATERIALS: A CASE OF WRITING A RESEARCH ARTICLE ABSTRACT .....</b>	<b>108</b>
Anisa Pinatih .....	108
<b>THE EFFECTIVENESS OF FLIPPED CLASSROOM SUPPORTED BY COOPERATIVE LEARNING TO IMPROVE STUDENTS’ READING SKILL: A STUDY IN BRINGIN 1 SENIOR HIGH SCHOOL CENTRAL JAVA INDONESIA ..</b>	<b>123</b>
Anjas Karuniawan.....	123
<b>DESIGNING ESP MATERIALS FOR BIOLOGY STUDENTS BASED ON NEED ANALYSIS.....</b>	<b>135</b>
Annisa Maisaroh .....	135
<b>ENERGIZING FOREIGN LANGUAGE STUDENTS IN ENGLISH SPEAKING CLASS THROUGH THE USE OF TED-ED.....</b>	<b>143</b>
Annisa Rahmatika .....	143
Rahayu Meliasari .....	143
Shelia Anjarani.....	143
<b>ENHANCING STUDENTS’ SKILL IN ORGANIZING IDEA THROUGH GRAPHIC ORGANIZERS.....</b>	<b>151</b>
Aprin Wahyu Wijayanti .....	151
<b>EMPLOYING WRITING PROCESS APPROACH IN DEVELOPING E-MODULE OF THE ENGLISH WRITTEN REPORT .....</b>	<b>160</b>
Areta Puspa .....	160
<b>THE COMMON CLASSROOM TECHNIQUES USED TO TEACH ENGLISH IN JUNIOR HIGH SCHOOL .....</b>	<b>165</b>
Aries Utomo .....	165
<b>TEACHING ENGLISH FOR HEARING-IMPAIRED STUDENTS: AN EXPERIENCE AT SEKOLAH LUAR BIASA NEGERI TIPE B BLITAR, EAST JAVA.....</b>	<b>171</b>
Arina Shofiya .....	171
<b>EXPLOITING STUDENTS WRITINGSKILL: A BLENDED LEARNING IN ACADEMIC WRITING COURSE .....</b>	<b>176</b>
Armeria Wijaya.....	176

<b>INTERPRETIVE ITEMS OF ENGLISH SEMESTER TEST COMPOSED BY JUNIOR HIGH SCHOOL TEACHERS IN PADANG IN 2014/2015 ACADEMIC YEAR</b> .....	<b>181</b>
Armilia Riza .....	181
Rika Afriyanti .....	181
<b>FACTORS IN ENGLISH COMMUNICATIVE COMPETENCE FOR MATH AND SCIENCE TEACHERS</b> .....	<b>190</b>
Arwemi.....	190
Luli Sari Yustina .....	190
Yuhardi .....	190
<b>AUTHENTIC MATERIAL: HOW DO I MOTIVATE MY STUDENTS IN ESP CLASSROOM?</b> .....	<b>196</b>
Asri Siti Fatimah .....	196
Fera Sulastri.....	196
<b>STORYTELLING VS. SPEAKING COMPETENCE: CONTEXTUALIZATION ON SPEAKING SKILL BY APPRECIATING LITERARY WORKS</b> .....	<b>201</b>
Aulia Nisa Khusnia .....	201
Dyah Kusumastuti .....	201
<b>HELPING STUDENTS WRITE NARRATIVE TEXTS USING SMS (STORY MODIFICATION STRATEGY)</b> .....	<b>209</b>
Bambang Yulianto .....	209
<b>STUDENTS' PORTFOLIOS THROUGH WINDOWS MOVIE MAKER IN EVALUATING ORAL PERFORMANCE IN SPEECH CLASS</b> .....	<b>219</b>
Belinda Analido .....	219
Dona Alicia .....	219
<b>EMPLOYING SELF-REFLECTIVE VIDEO IN FOSTERING STUDENTS' ACCURACY AND FLUENCY IN SPEAKING</b> .....	<b>227</b>
Benni Satria .....	227
<b>AN ANALYSIS OF TEACHERS' BELIEFS TOWARD AUTHENTIC MATERIALS IN TEACHING LISTENING</b> .....	<b>233</b>
Berlinda Mandasari .....	233
<b>MICROSOFT ONE NOTE IN EDUCATION AS A TECHNOLOGICAL TOOL TO FACILITATE ENGLISH LEARNING</b> .....	<b>240</b>
Betty Sekarasih Hadi Yani .....	240
<b>DEVELOPING PICTURE-BOOKS BASED LOCAL FABLE FOR EIGHT GRADE STUDENTS</b> .....	<b>247</b>
Bella Nastiti Tasaufi .....	247
<b>CONTRIBUTING FACTORS FOR L2 GRAMMAR DEVELOPMENT ON EFL LEARNERS</b> .....	<b>256</b>
Boniesta Zulandha Melani .....	256
<b>HOW TO USE 3H (HERE, HIDDEN, IN MY HEAD) IN TEACHING NARRATIVE TEXT READING?</b> .....	<b>262</b>
Brigitta Septarini Rahmasari .....	262
<b>MICRO-EVALUATION OF WRITING MATERIALS DESIGNED BY STUDENT TEACHERS OF LANGUAGE EDUCATION: THE PERSPECTIVE OF GENRE PEDAGOGY</b> .....	<b>266</b>
Budi Setyono .....	266
<b>THE PATTERN OF TEACHER INSTRUCTION AND FUNCTION OF STUDENT RESPONSES IN EFL CLASSROOM</b> .....	<b>274</b>
BuyungAlfianNorisSudrajat .....	274
Rahma Sinta .....	274

<b>FLIPPED CLASSROOM IN TEACHING SPEAKING TO YOUNG LEARNER</b> .....	<b>285</b>
Choiril Anwar .....	285
Aswan Pratama .....	285
<b>COMPARING THE EFFICACY OF VIDEO LISTENING TEST VERSUS AUDIO LISTENING TEST FOR EFL STUDENTS</b> .....	<b>290</b>
Clara Herlina Karjo .....	
<b>COLLABORATIVE ELT LEARNING THROUGH SOCIAL NETWORK</b> .....	<b>295</b>
Claudius Bona .....	295
<b>THE LANGUAGE APPROACH TO WRITING LANGUAGE TEACHING MATERIALS THROUGHOUT THE WORLD</b> .....	<b>302</b>
Damatius Wagiman Adisutrisno .....	302
<b>EXTENSIVE READING ACTIVITIES IN TEACHING READING FOR FOREIGN LANGUAGE</b> .....	<b>310</b>
Dani Safitri .....	310
Leo Candra Wahyu Utami .....	310
<b>PROTOTYPING MULTI-TRAIT SCORING RUBRICS AND CAN-DO STATEMENTS ON WRITING COMPETENCE: ANCHORING GRASS ROOTS' VOICE TO THEORETICAL GROUNDS AND GLOBAL FRAMEWORK</b> .....	<b>316</b>
David Imamyartha .....	316
Gunadi Harry Sulistyio .....	316
<b>REVISITING THE USE OF GENRE-BASED INSTRUCTION FOR TEACHING WRITING: FROM TEACHING EVALUATION TO MATERIAL DEVELOPMENT</b> .....	<b>331</b>
Debora Tri Ragawanti .....	331
<b>STUDENTS' NEEDS OF ENGLISH SPEAKING MATERIAL AT FPBS IKIP MATARAM</b> .....	<b>341</b>
Dedi Sumarsono .....	341
Abdul Kadir Bagis .....	341
Moh. Arsyad Arrafii .....	341
<b>AN ANALYSIS ON ERRORS IN PASSIVE SENTENCES</b> .....	<b>347</b>
Deny Kuswahono .....	347
<b>HOW GRAMMAR TEACHING ENHANCES ACCURACY AND FLUENCY: REVEALING PERSPECTIVES OF INDONESIAN GRADUATE STUDENTS</b> .....	<b>353</b>
Desak Made Indah Dewanti .....	353
<b>IMPLEMENTING BACKWARD DESIGN IN ENGLISH FOR SPECIFIC PURPOSES (ESP) SYLLABUS FOR SHIPBUILDING POLYTECHNIC</b> .....	<b>358</b>
Desi Tri Cahyaningati .....	358
<b>WRITING PERSONAL LETTER USING IRREGULAR VERBS APP FOR HIGH SCHOOL STUDENTS</b> .....	<b>367</b>
Desrin Lebagi .....	367
Rini Aji M .....	367
<b>THE USE OF LANGUAGE ARTS IN ENGLISH TEACHING AND LEARNING</b> .....	<b>372</b>
Dessy Dwi Yudha Santhi .....	372

<b>STUDENTS' PERCEPTIONS ON THE USE OF SCHOOLGY IN PRESENTATION CLASS</b> .....	<b>380</b>
Desy Indriana .....	380
Refrilia Ulfah .....	380
<b>ACTIVATING STUDENTS' MOTIVATION IN SPEAKING CLASS THROUGH THE USE OF BOARD GAME AT ENGLISH DEPARTMENT OF MULAWARMAN UNIVERSITY SAMARINDA</b> .....	<b>385</b>
Desy Rusmawaty .....	385
Dian Anggriyani .....	385
<b>METHOD, STRATEGY AND PROBLEMS IN TRANSLATION FOR THE BEGINNER AT DIPLOMA' S CLASS IN SBC MENGANTI, GRESIK</b> .....	<b>391</b>
Dewanto .....	391
<b>MAXIMIZING AUTHENTIC ASSESSMENT FOR TEACHING SPEAKING</b> .....	<b>397</b>
Dewi Kencanawati .....	397
<b>MASTERCHEF" VIDEO SERIES AS A MEDIUM TO TEACH SPEAKING FOR VOCATIONAL STUDENTS</b> .....	<b>403</b>
Dian Pratiwi .....	403
Miftachul Rohmah .....	403
<b>LEARNING COMMUNITY BETWEEN ENGLISH TEACHER-LECTURER TO DEVELOP INSTRUCTIONAL MATERIALS FOR JUNIOR HIGH SCHOOL STUDENTS</b> .....	<b>410</b>
Diani Nurhajati .....	410
<b>DIRECTING DIVERGENT THINKING APPROACH FOR PRE-SERVICE ENGLISH TEACHERS' INTEGRATED LEARNIN</b> .....	<b>415</b>
Didik Rinan Sumekto .....	415
<b>HOW DO PROFESSIONAL EFL TEACHERS DEVELOP THEIR TEACHING MATERIALS?</b> .....	<b>420</b>
Dini Kurnia Irmawati .....	420
Utami Widiati .....	420
<b>PRACTICING THE STUDENTS' PRONUNCIATION AND ADDING VOCABULARY IN INTENSIVE ENGLISH CLASSES BY PLAYING THE TABOO GAME</b> .....	<b>426</b>
Dini Noor Arini .....	426
<b>THE COLLABORATION OF TEACHER – STUDENTS ASKING GOOD QUESTION IN REDUCING CODE SWITCHING AND CODE MIXING OF EFL CLASS</b> .....	<b>433</b>
Diyah Atiek Mustikawati .....	433
<b>DESIGNING MATERIALS AND THE IMPLEMENTATION OF METHODOLOGY FOR BUSINESS ENGLISH FOR MAGISTER MANAJEMEN STUDENTS IN ENGLISH FOR ACADEMIC PURPOSES CONTEXT</b> .....	<b>438</b>
Djasminar Anwar .....	438
<b>INTEGRATING E-LECTURES BLENDED WITH PROBLEM BASED LEARNING ACTIVITIES</b> .....	<b>445</b>
Djoko Sutrisno .....	445
<b>USING STORY DIFFERENT ENDING CHOICES TO ENRICH STUDENTS 'LITERATURE OVERVIEW IN EXTENSIVE READING CLASS</b> .....	<b>451</b>
Dwi Astuti Wahyu Nurhayati .....	451

<b>THE USE OF INFORMATION TECHNOLOGY AS THE MEDIA TO BOOST THE STUDENTS' READING COMPREHENSION .....</b>	<b>457</b>
Dwi Fita Heriyawati .....	457
Uun Muhaji .....	457
Agus Sholeh .....	457
<b>TRANSLATION QUALITY OF ENGLISH INTO INDONESIA SIMPLE SENTENCE AND TEACHING TRANSLATION PRACTICE .....</b>	<b>462</b>
Dwi Haryanti .....	462
Siti Fatimah .....	462
<b>TEACHING VOCABULARY BY USING MEDIA WORDWALL OF PROJECTOR IN THE THEME "PEOPLE AND THEIR PHYSICAL APPEARANCES" TO THE SEVENTH GRADE STUDENTS OF MTSN MODEL 2 PALEMBANG .....</b>	<b>467</b>
Dwi Rara Saraswaty .....	467
Tri Rositasari .....	467
<b>THE PHILOSOPHY OF SH TERATE AS LOCAL WISDOM IN TEACHING SPEAKING FOR VOCATIONAL SCHOOL STUDENTS .....</b>	<b>473</b>
Dwi Rosita Sari .....	473
Rosita Ambarwati .....	473
<b>SELF- REGULATED LEARNING AND SELF EFFICACY BELIEFS OF PRE-SERVICE TEACHER PROFESSIONAL DEVELOPMENT .....</b>	<b>477</b>
Dwi Winarsih .....	477
<b>INTERNET-BASED MATERIALS IN TEACHING WRITING: HOW DOES IT WORK? .....</b>	<b>482</b>
Dwiana Binti Yulianti .....	482
<b>AUTOMATIC WRITING ASSESSMENT PROGRAM .....</b>	<b>489</b>
B.B.Dwijatmoko .....	489
<b>VIDEO RECORDING-BASED PEER FEEDBACK IN MICROTEACHING COURSE .....</b>	<b>495</b>
Dwiyani Pratiwi.....	495
<b>WHY SHOULD I DO SUMMARIZING?: THE VOICE OF UNDERGRADUATE STUDENTS .....</b>	<b>501</b>
Dyah Sunggingwati .....	501
<b>DESIGNING AND DEVELOPING SUPPLEMENTAL TECHNOLOGY-INTEGRATED TEACHING, LEARNING AND MATERIALS OF POWERPOINT, AUDACITY, CAMTASIA AND INTERNET (PACI) MODEL THROUGH BLENDED LEARNING METHODS.....</b>	<b>507</b>
Effendi Limbong .....	507
<b>MOBILE-ASSISTED LANGUAGE LEARNING AS A DIGITAL MEDIA IN A FOREIGN LANGUAGE TEACHING: FOSTERING STUDENTS' LISTENING.....</b>	<b>523</b>
Eka Wahjuningsih .....	523
<b>THE EFFECT OF COGNITIVE STYLES AND VOCABULARY MASTERY TO READING COMPREHENSION (AN EXPOST FACT RESEARCH AT UNIVERSITY OF RIAU KEPULAUAN).....</b>	<b>531</b>
Eka Wilany .....	531
<b>SMALL CLASSES OF ENGLISH LANGUAGE LEARNING IN UNIVERSITY LEVEL: TEACHERS' VIEWS.....</b>	<b>538</b>
Elfirahmi Thamrin.....	538
Uning Musthofiyah .....	538

<b>THE IMPLEMENTATION OF QUIPPER SCHOOL AS EXTENDED ENGLISH LEARNINGIN SMA NEGERI 1 SOOKO, MOJOKERTO .....</b>	<b>545</b>
Eliasanti Agustina.....	545
Ayunda Azalea Arham .....	545
<b>AN ESP PROJECT WORK FOR ENGINEERING FACULTY: BOOSTING STUDENTS' AUTONOMY LEARNING .....</b>	<b>553</b>
Elok Putri Nimasari.....	553
<b>DEVELOPING INSTRUCTIONAL DESIGN TEACHING MATERIAL BASED MULTIMEDIA .....</b>	<b>558</b>
Eltina Maromon.....	558
<b>AN OBSERVATION OF APPLYING ACTIVE LEARNING IN AN EFL CLASS: A CASE STUDY OF TEACHER OF STUDENT VIEWS ON LEARNING ENGLISH AT SAO PEDRO SCHOOL DILLI, TIMOR LESTE .....</b>	<b>562</b>
Elvis Fernandes Brites da Cruz .....	562
<b>DESIGNING ACADEMIC WRITING FOR ESP STUDENTS .....</b>	<b>573</b>
Emilia Ninik Aydawati.....	573
<b>THE USE OF GLOSSING TECHNIQUE TO ENHANCE THE ESP LEARNERS' MOTIVATION IN COMPREHENDING ENGLISH TEXT .....</b>	<b>579</b>
Endang Sulistianingsih .....	579
Sumartono .....	579
<b>THE IMPLEMENTATION OF JEOPARDY STRATEGY OF EFL STUDENTS OF STKIP YPUP.....</b>	<b>587</b>
Eny Syatriana .....	587
<b>THE EFFECT OF EXPERIENTIAL LEARNING IN ESSAY WRITING TOWARDS THE STUDENTS' WRITING QUALITY .....</b>	<b>593</b>
Erlik Widiyani Styati.....	593
<b>IMPROVING STUDENTS' READING COMPREHENSION BY USING QUESTIONS TOURNAMENT AT THE SECOND GRADE OF SMP .....</b>	<b>598</b>
Eroh Muniroh .....	598
<b>IMPROVING STUDENTS' READING COMPREHENSION THROUGH RECIPROCAL TEACHING.....</b>	<b>604</b>
Ersy Laksita Rini.....	604
<b>DOCUMENTARY VIDEO PRESENTATION: AN EFFECTIVE WAY OF FOSTERING STUDENTS' ORAL SKILL.....</b>	<b>612</b>
Eugenie Mainake.....	612
<b>PROJECT-BASED LEARNING IN PRACTICE: THE PRODUCTION OF EXPLANATORY FOOTAGE BY STUDENTS .....</b>	<b>615</b>
Evi Yuniarisda Hutagalung .....	615
Eliasanti Agustina .....	615
Ayunda Azalea Arham .....	615
<b>DIGITAL STORYTELLING IN WRITING: PRACTICE AND PERCEPTION TOWARD TEACHING WITH TECHNOLOGY .....</b>	<b>626</b>
Faiqotur Rizkiyah .....	626
<b>IMPROVING PRE-SERVICES ENGLISH TEACHERS' PEDAGOGICAL COMPETENCIES IN INTERNSHIP PROGRAM.....</b>	<b>635</b>
Faishol Hadi .....	635
<b>MOBILE ASSISTED LANGUAGE LEARNING: THE RECENT APPLICATIONS OF EMERGING MOBILE TECHNOLOGIES.....</b>	<b>641</b>
Fauris Zuhri.....	641
Aswandi.....	641

<b>TOWARDS LEARNING DIFFICULTIES RECOVERY.....</b>	<b>649</b>
Fazri Nur Yusuf.....	649
<b>DEVELOPING INTERPERSONAL INTELLIGENCES IN SPEAKING CLASS THROUGH THEMATIC BASED LEARNING.....</b>	<b>657</b>
Fibriani Endah Widyasari.....	657
<b>ANDROID BASED EDUCATIONAL GAME IN INDONESIAN TEYL.....</b>	<b>662</b>
Fika Megawati .....	662
Sultoni .....	662
<b>IMPROVING STUDENTS' ABILITY IN ACADEMIC WRITING THROUGH EXPLICIT TEACHING .....</b>	<b>669</b>
Fikri Asih wigati.....	669
Nina Puspitaloka .....	669
<b>THE INFLUENCE OF IMAGINE, ELABORATE, PREDICT, AND CONFIRM STRATEGY AND READING INTEREST ON READING COMPREHEN- SION ACHIEVEMENT OF THE SECOND SEMESTER STUDENTS OF BIOLOGY EDUCATION STUDY PROGRAM, MUHAMMADIYAH UNIVERSITY OF PALEMBANG.....</b>	<b>673</b>
Finza Larasati .....	673
Ismail.....	673
Petrus .....	673
<b>STUDENTS' VOICE TOWARD TEAMS-GAMES-TOURNAMENTS TECHNIQUE.....</b>	<b>683</b>
Firman Wicaksono.....	683
<b>BUILDING LANGUAGE AND CULTURAL AWARENESS: MOVIES AS POETRY AND CREATIVE PEDAGOGY DISCUSSION RESOURCE .....</b>	<b>689</b>
Fitri Wijayanti.....	689
Avilanofa Bagus Budi .....	689
<b>STUDENT-TEACHER PARTNER DESIGN: ENRICHING TEACHER CREATIVITY AND CHALLENGING STUDENTS' INVOLVEMENT .....</b>	<b>695</b>
Fitrotul Mufaridah.....	695
<b>MUSEUM AS MEDIA AND SOURCE OF HISTORY LEARNING OF UNIVERSITY STUDENTS .....</b>	<b>700</b>
Franciscus Xaverius Wartoyo .....	700
<b>IS BACKGROUND KNOWLEDGE IMPORTANT IN ASSESSING READING COMPREHENSION?.....</b>	<b>707</b>
Fransisca Endang Lestariningsih .....	707
<b>THE USE OF ORAL CORRECTIVE FEEDBACK FOR STUDENTS OF DIFFERENT PROFICIENCY LEVELS .....</b>	<b>712</b>
Gartika Pandu Bhuana .....	712
<b>A SET OF ENGLISH INSTRUCTIONAL MATERIALSUSING TASK-BASED LEARNINGFOR NEWS PRODUCTION MANAGEMENT STUDY PROGRAM IN STMM "MMTC" YOGYAKARTA.....</b>	<b>721</b>
Giovanna Gistha Wicita.....	721



<b>THE USE OF TECHNOLOGY (BLOG) AS TEACHING MEDIA TO ENCOURAGE STUDENTS CHARACTERS TOWARD LEARNING .....</b>	<b>730</b>
Gusti Nur Hafifah.....	730
<b>USING STORYTELLING VIDEO FOR ASSESSING STUDENT’S CREATIVITY IN SPEAKING .....</b>	<b>561</b>
Chyntia Heru Woro Prastiwi .....	561
Hardono .....	561
<b>THE ROLE OF "MAGIC BOX" IN INNOVATING MEDIA IN TEACHING GRAMMAR .....</b>	<b>744</b>
Haris Dibdyaningsih.....	744
Hendra Sudarso .....	744
<b>RESPONDING THE PRESENCE OF WORLD ENGLISHES IN TEACHING EIL WITH BAKHTIN’S DIALOGISM .....</b>	<b>750</b>
Hariyono.....	750
Ima Masofa.....	750
<b>COMPARING THE USE OF 2 INTERNET BASED PLATFORMS TO SUPPORT FLIPPED CLASSROOM STRATEGY AT HIGHER EDUCATION INSTITUTES IN AMBON, MALUKU .....</b>	<b>756</b>
Helena Magdalena Rijoly.....	756
<b>TEACHER’S EFFORT TO DEVELOP THEIR STUDENTS’ EQUAL PARTICIPATION IN ENGLISH SPEAKING CLASS.....</b>	<b>764</b>
Herlina Daddi .....	764
<b>THE USE OF MOTIVATIONAL STRATEGIES BY EFL PRIMARY TEACHERS .....</b>	<b>771</b>
Herlina Sitorus .....	771
<b>LEARNING STYLES’ IMPLICATIONS TO LEARNING AND TEACHING ENGLISH IN ITS.....</b>	<b>785</b>
Hermanto.....	785
Kartika Nuswantara.....	785
<b>BLENDED LEARNING IN ELT FOR TEACHERS’ CONTINUING PROFESSIONAL DEVELOPMENT .....</b>	<b>790</b>
Hernawati Kusumaningrum .....	790
<b>PROMOTING TECHNOLOGY-ENHANCED LEARNING THROUGH FANFICTION WRITING.....</b>	<b>794</b>
Hernina Dewi Lestari .....	794
<b>ACTION RESPONSE THROUGH THE USE OF TRANSLATED VERSION OF LOCAL INDONESIAN CHILDREN SONGS.....</b>	<b>802</b>
Hertiki .....	802
<b>THE PROSPECT OF ENGLISH FOR SPECIFIC PURPOSES MATERIALS DEVELOPMENT FOR EIGHT MAIN DISCIPLINES AHEAD OF ASEAN INTEGRATION:</b>	
<b>CRITICAL EVIDENCE ACROSS ASEAN MEMBER COUNTRIES.....</b>	<b>805</b>
Hesti Wijaya.....	805
Helti Maisyarah.....	805
<b>TEACHERS’ MEDIA IN TEACHING ENGLISH AT JUNIOR HIGH SCHOOL IN PADANG .....</b>	<b>814</b>
Hevriani Sevrika.....	814

<b>A NEEDS ANALYSIS FOR DESIGNING AN ESP-BASED SYLLABUS IN AN ISLAMIC STUDIES EDUCATION PROGRAM .....</b>	<b>820</b>
Hilmansyah Saefullah .....	820
<b>THE EFFECT OF EXTRA-CURRICULAR ACTIVITY ON THE STUDENTS' ACHIEVEMENT IN WRITING .....</b>	<b>829</b>
Darmawati .....	829
YesiIrianti .....	829
Erlindawaty .....	829
<b>FOLKLORE TO ENHANCE THE STUDENTS' MOTIVATION (INNOVATION IN LANGUAGE MATERIAL DEVELOPMENT).....</b>	<b>837</b>
Honest Ummi Kaltsum.....	837
<b>THE PROFICIENCY OF TEACHERS IN TEACHING BIOLOGY BY USING ENGLISH .....</b>	<b>842</b>
Humaira.....	842

# AUTOMATIC WRITING ASSESSMENT PROGRAM

**B.B.Dwijatmoko**

b.b.dwijatmoko@gmail.com

Sanata Dharma University – Yogyakarta, Indonesia

## ABSTRACT

*The Automatic Writing Assessment Program (AWAP) is a web-based program to assess an academic writing work. As a part of a system of eltgallery.com, a website developed for mainly teaching vocabulary and writing, AWAP checks the grammar of the students' writing assignments and score the grammar, development, and coherence of the work. Throughout the course, the students are engaged in a series of activities of paragraph writing, commenting, and revising. Meanwhile, the tasks of the lecturer are explaining the material briefly and helping the students solve their language and paragraph organization problem in class and running the grammar checking and paragraph development and coherence checking applications to help the students see their language and organization problem outside class. With such learning and teaching interaction, it is hoped that the students can to become autonomous and well-motivated learners to develop in their writing skill.*

**Keywords:** *automatic, assessment, writing, web-based application*

## INTRODUCTION

Writing is an essential skill which university students have to master. University students have to write a short passage or essay to show their mastery of the content of the subject they are taking. They have to construct sentences and organize their ideas in paragraphs to express their understanding of the subject.

The task, however, is not easy to do for Indonesian students. Most Indonesian students or probably students from non-English speaking countries find it difficult to write a good academic work. They still have difficulties in writing grammatical correct sentences and in organizing their ideas in a good passage. They still need a lot of practice to be able to write well.

A great deal of practice, however, will not likely produce a good result if the practice is not accompanied with feedbacks from their writing lecturer. The students who write an English passage need have corrective feedbacks on their passage grammar and organization. The feedbacks enable them to know mistakes and the problem they still have in writing a good passage.

To give corrective feedbacks to students, however, is a hard task for an English lecturer. To give corrective feedbacks in a class of 10 - 20 students takes a long time. The use of a computer application or web-based application will be very useful for a writing teacher. Such an application can give feedbacks of correct grammar use and good passage organization in a few minutes or second for the work which probably needs more than 15 minutes to be completed manually by an English teacher.

Several studies on such an application has been done. Chen and Cheng (2008), for example, study the pedagogical practice and the effectiveness of automatic writing evaluation. Rich (2012) studies the impact of online automated writing evaluation. Yannakoudakis (2013) studies automated writing to score the students' language competence and discourse coherence and cohesion. Cotos (2015) studies the use of a novel-genre approach for automated analysis.

This paper is a temporary report on an on-going study on the development of a web-based application for teaching paragraph writing for English department students. The application is hoped to be able to help the students to develop both their macro- and micro-components in writing (Cumming, 2009).

## METHOD

This study is a research and development (R&D) study. A research and develop study is usually defined as follows.

Research and Development (R & D) is basically an industrial model which the result of the research aims to find the new design procedure and product, which then are systematically field-tested, evaluated, and refined until they meet specific criteria of effectiveness, quality or similar standards” (Gall et.al, 2003 p. 569).

This study aims at producing a web-based application for assessing the students' writing work.

To produce the application Czaja and Sharit's Instructional System Design or ISD model (2013) and Branch's Analysis, or ADDIE model (2010) are used. The ISD model consists of four phases, namely the *front-end analysis, design and development, full-scale development, and program evaluation* phases. As the name implies, the ADDIE model consists of six stages, namely *analysis, design, development, implement, and evaluation* stages. Although each phase has a different emphasis, the two models are basically similar. The design and development stages in the ADDIE model combine into the design and development phase.

Another model is given by Burkhardt (in Van Den Akker *et.al*, 2006). Burkhardt gives a three-phase model for a research and development project. The three phases are *design, systematic iterative development, and comparative in-depth evaluation*. Design is taken as the first phase with the assumption that the designer has possessed a clear goals of the project. He states that "it is the integration of research-based design principles and excellence in design with appropriate educational goals that produces really exceptional educational products" (Burkhardt, 2006, p. 136). In the model, development is a systematic process with a continuous evaluation. The important element in the development process are structured observation of the project, samples of student work, and informal but structured interviews with the persons involved. The evaluation process covers several aspects such as the available treatments, its variables (users, style of users, and level), outcome measures, and alternative products.

The three models shares three characteristics. The first is a good knowledge of the users' need. The final project has to meet the educational and personal needs of the users. The second is evaluation. The design and development of the product should be continuously evaluated to see that the product meets the needs. The last is final evaluation. Final evaluation is done to see if the product has met the criteria of product.

This study of AWAP adopts Burkhardt's model, namely the design, systematic iterative development, and comparative in-depth evaluation phases, for some reasons. Firstly, the researcher is the lecturer of Writing II for which the product (AWAP) is going to be used. He is assumed to know the educational and personal needs of the students. As a lecturer, the researcher also has access to his students. He can get feedbacks on the application from the students easily whenever he wants. The students may also do not hesitate to address their complaint if they have a problem from the application. Secondly, the researcher is also the designer and developer of the application. The researcher has managed the website *eltgallery.com* which he uses for conducting a web-based vocabulary and writing class for more than ten years. He will not likely have any problem to design and develop the project and make necessary changes to meet the educational and personal needs. Finally, as both the teacher and designer/developer of the project, the researcher can apply two kinds of assessment, manual and automatic, to see the validity of the project.

As AWAP is both an educational and technological project, Schoenfeld's scientific approach and Burkhardt's technological approach are also used. Schoenfeld (2002) states that a good research output has to meet the principle of generality, trustworthiness, and importance. It should be able to be applied to a wide range of audience, can be trusted, and is important for the target users, who, in this case, are both the writing teacher and the students. Burkhardt states that a good research output:

go beyond improved insights to direct practical impact – helping the world to work better by, not only understanding how it works, but developing robust solutions to recognized practical problems. It builds on science insights, insofar as they are available, but goes beyond them (2006, p. 129).

The application which this project produces can solve the writing teacher's problem in giving corrective feedbacks. It can give corrective feedbacks promptly and accurately to a wide audience.

This R&D study on the development of AWAP is conducted in Sanata Dharma University Yogyakarta. The setting is the web-based class of Writing II. The course lasts 18 weeks with a two-week break for the midterm test and two weeks for the final tests at the end of the semester.

## RESULT AND DISCUSSION

The result of the study is basically a web-based application which can be used to assess the work of the students who take the writing course. The application has eight features which are designed for the students to participate in the course and three features for the teacher to manage the course. Each of the features for the students is presented in a menu, and all the three features for the teacher is presented in one menu.

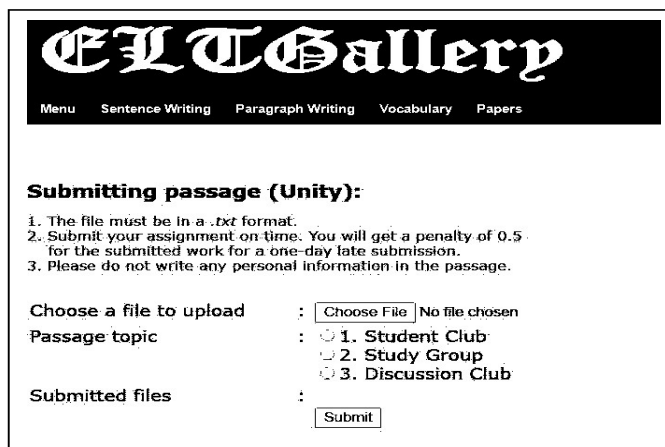
### *Student Menus*

The features of the application for the students are available as pull-down menus. The first feature for the student is *Select topic*. The feature lets the students choose the topic of the course. The course consists of 15 topics including the midterm and final topic. For each topic, the students have an assignment to write. They have either to write one paragraph or a short passage of 5 - 7 paragraphs. The topics covered throughout the semesters are introduction, topic sentence, development, unity, coherence, logical division, comparison and contrast, definition, cause and effect, essay organization, midterm, and final work. The logical division, comparison and contrast, and cause and effect topics are allocated two meetings, and the rest only one meeting.

The second feature is *View material*. The feature presents the course material of the week. The material consists of the topic discussion and sample paragraphs or passages illustrating the topic.

The third feature is *Practice topic sentence*. This menu presents 50 topic sentences, and the students have to determine whether the topic sentences are good or poor, and their answers are scored automatically. Every practice on the topic presents different topic sentences. A student who has finished the practice and submit his or her answers will have a different set of topic sentences to practice. The topic sentences are selected randomly.

The fourth feature or menu is *Write passage*. The students have to write a paragraph or short passage on the topic given. Each topic may be subdivided into sub-topics, and they have to choose the sub-topics. They write their passage in a word processor and save the work in a plain text or .txt format. They have to upload their work according to the sub-topic which they choose. They have two chances to upload their work. The first submission is by the day of the course. After the first version of their work has been commented by their lecturer, they can revise their work and upload the revised work. The due date of the second submission is the day before the following topic submission. The submission page is displayed in figure. 1.



The screenshot shows a web interface for submitting a passage. At the top, there is a navigation bar with the title 'EIT Gallery' and several menu items: 'Menu', 'Sentence Writing', 'Paragraph Writing', 'Vocabulary', and 'Papers'. Below the navigation bar, the main heading is 'Submitting passage (Unity):'. Underneath, there are three numbered instructions: 1. The file must be in a .txt format. 2. Submit your assignment on time. You will get a penalty of 0.5 for the submitted work for a one-day late submission. 3. Please do not write any personal information in the passage. Below the instructions, there are three rows of form elements: 'Choose a file to upload' with a 'Choose File' button and 'No file chosen' text; 'Passage topic' with three radio button options: '1. Student Club', '2. Study Group', and '3. Discussion Club'; and 'Submitted files' with a 'Submit' button.

Figure 1: Submission Page

The fifth menu is *Comment passage*. The students have to give their comments or corrective feedbacks to their classmates' works. The works which they have to comment are programmed automatically or they cannot choose their classmates' works. They give comments on the language and organization of their works. They give their comments during the course time. In that way, the students who have the paragraph commented and the students who have the comment talk if they have a problem with the comments. They may also ask the lecturer if they cannot come to an agreement on their comment.

The comments serve as corrective feedbacks for the students to revise their work before the work is scored by the lecturer. The students are supposed to revise their work according to the classmates' comment, and upload their work again. That is why a punctual comment is needed because they may not have time to revise their works if the comment is late.

The sixth feature is *Read passage*. The feature lets the students to read their classmates' works on the same topic. When the works have been commented, the comments are also displayed. Thus the students can learn from their classmates' work, their classmates' comments, and their teacher's comments when the comments are already given.

The seven feature is *View score*. This menu display the students' scores. Each time the students' work get a score from their lecturer, the score is displayed. Thus, the students can see their progress of their work and plan their activities to get the final score they desire.

The last application feature for the students is *View personal pages*. This feature lets the students read the students' work from the first assignment to the last assignment. It enables them see their progress in the grammatical aspect and organizational aspects. They know how they have developed.

The eight features of the application enable the students to develop their writing skill autonomously with some interaction which enables them to get corrective feedbacks, and with strong motivation. The students know well the demands and goals of the course and the ways to get meet the demands and reach the goals. They know what they have to do to get the score they desire.

The students are also engaged in some interaction to give corrective feedbacks. They give comments on the language and organization of their classmates' work. The interface for the interaction can be seen in figure 2.

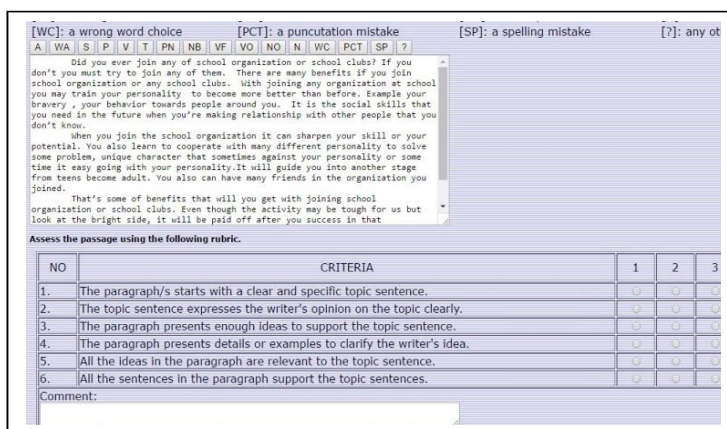


Figure 2: Submission Page

They students have to mark the paragraph show the mistakes which the paragraph has, assess the paragraph using the rubric, and give their comment on the paragraph in brief. The comments which mark that their works contain some incorrect use of the language serve as corrective feedback (Lightbown and Spada, 1999).

The corrective feedbacks and scores which they get from their classmates and lecturer may serve as an intrinsic motivation for them to prove that they can learn well and get the best score. They are motivated to use English correctly and get a good score as their classmates do.

### *Lecturer Menus*

Three menus are provided for the lecturer to run the Automatic Writing Assessment Program. The first menu is *Score topic sentence*. This menu analyzes the *first* sentence of the students' paragraph as the topic sentence. The application matches the words which constitute the first sentence and the key words. A score of 10 is given if 80% of the words in the topic sentences match the key words. A lower score is given if the number of words which match the key words is also lower.

Consequently, the students have to practice to develop a good topic sentence seriously. They have to write a sentence which expresses the ideas in the paragraph and place it in the beginning of the paragraph.

To avoid a wrong analysis of the students' topic sentences, all the topic sentences and the scores are displayed in one page when the menu is click. Then, the teacher can check manually whether the scoring for the topic sentences is already well done or not. The teacher can correct the scores if he needs so.

The second menu for the teacher is *Score development and coherence*. The application to assess the development of the students' paragraphs or passages only works if the lecturer has provided the key words of the paragraphs. For every paragraph assigned, the lecturer needs to read the *standard* paragraph. Based on the standard paragraph, the key words of the paragraph, or the words which should be present in the paragraph, and the number of the occurrences of the key words are determined. The score of the paragraph development is computed according to how well the paragraph matches the key words and the number of occurrences.

A standard paragraph is needed for every course topic for which the students have to write a paragraph, and if the topic is divided into sub-topics, the standard paragraphs are written according to the sub-topics. The lecturer writes the standard paragraphs in a word-processor and saves them in plain texts. Then, he has to upload the paragraphs, and AWAP will process them. The words which constitute the paragraphs and the number of the occurrences of the words are displayed in the computer screen. Here, the lecturer has to delete words which are not important for the development of the paragraphs and, then, upload the key words.

The third or last menu for the lecturer is *Score grammar*. Here, the teacher only has to click the link to the grammar scoring application, and the application will identify the mistakes which the paragraphs of the students have and compute the score. The grammatical mistakes of the paragraphs and the score will be displayed in the students' personal page and classroom page for the selected topic. At present, AWAP only identifies *seventy* types of grammatical mistakes. They are article – noun agreement, subject – predicate agreement, missing subject, missing predicate, missing article, finite – non-finite verb agreement, and non-predicative verb form.

The assessment of the students' work is done twice except for the midterm and final test. The first assessment is done at the weekend of the submission week or five working days after the course day, and the second submission is at the end of the following week or five working days after the second submission. The midterm work and final work are only assessed once because the students are not supposed to revise their work.

The final score of each assignment is based on the first score and second score. The first score is worth 60% of the final score, and the second score is worth 40%. The first score is given a higher contribution to encourage the students to do their best for every new assignment.

The assessment in AWAP is done because the focus of the course is not on the product but on the process. Thus, it follows to the new emphasis in language teaching assessment, namely focus on process rather than product (Chin-chi, 1999). Throughout the course, the students are encouraged to do their best, get corrective feedbacks, make improvements for what they are weak in, and achieve the best result. When they get a low score, they have to know why their score is low and, later, improve their work.

### **CONCLUSION**

Automatic Writing Assessment Program or AWAP is a promising application. Used in a well-planned system, AWAP motivates the students to learn writing autonomously and work to achieve the best result. The students are involved in a series of activities with corrective feedbacks to better their language mastery and organization skill.

As the application has not been completed perfectly during the course, a stricter application of the web-based program is need. The project needs to be applied in another academic year to get good feedbacks from the students which are needed to make the program contribute well to the students' writing mastery development.

## REFERENCES

- Branch, R.M. (2009). *Instructional Design: The ADDIE Approach*. Athens: Springer.
- Burkhardt, Hugh. (2006) From design research to large-scale impact Engineering research in education. In Jan van den Akker, Koeno Gravemeijer, Susan McKenney, and Nienke Nieveen. *Educational Design Research*. New York: Routledge
- Chen, C.E. and Cheng, W.E. (2008). Beyond the Design of Automated Writing Evaluation: Pedagogical Practices and Perceived Learning Effectiveness in EFL Writing Classes. *Language Learning & Technology* 12(2), pp. 94-112.
- Chin-Chi, Chao. (1999). Theory and Research: New Emphases of Assessment in the Language Learning Classroom. In Egbert, J. and Hanson-Smith, E. (Eds). *CALL Environments: Reserch, Practice, and Critical Issues*. Alexandria: Teachers of English to Speakers to Other Languages.
- Cotos, H. (2015). Automated Writing Analysis for writing pedagogy: From healthy tension to tangible prospects. (A manuscript of article for *Writing and Pedagogy* 6 (2015). In [http://lib.dr.iastate.edu/engl\\_pubs](http://lib.dr.iastate.edu/engl_pubs), accessed on April 29, 2016.
- Cumming, A. (2009). The Contribution of Studies of Foreign Language Writing to Research, Theories and Policies. In R.M. Manchon *Writing in Foreign Language Contexts* (pp. 209-31). New York: Multilingual Matters.
- Czaja, S.J. and Sharit, Joseph. (2013). *Designing Training and Instructional Programs for Older Adults*. New York: CRC Press.
- Lightbown, P. M., and Spada, N. (1999). *How languages are learned*. Oxford, UK: Oxford University Press.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: Oxford Univesity Press.
- Rich (2012). "The Impact of Online Automated Writing Evaluation: A Case Study from Dalian." *Chinese Journal of Applied Linguistics (Quarterly)* Vol. 35(1), 63-79.
- Schoenfeld, A. H. (2002). Research methods in (mathematics) education. In L.English (ed.), *Handbook of International Research in Mathematics Education* (pp. 435–88). Mahwah, NJ: Erlbaum.
- Yannakoudakis, H.(2013). *Automated Assessment of English-learner Writing*. Cambridge: Cambridge University Press.





International  
Conference  
2016

**ORGANIZING COMMITTEE**

University of PGRI Adi Buana Surabaya,  
Jl. Dukuh Menanggal XII Surabaya, Indonesia  
Email : [teflinunipasby@gmail.com](mailto:teflinunipasby@gmail.com)  
Website : [teflinunipasby.or.id](http://teflinunipasby.or.id)

ISBN 9789798559990



9 789798 559990