



# PROCEEDINGS

The 3<sup>rd</sup> International Language and Language Teaching Conference  
Friday-Saturday, 21-22 October 2016  
at Sanata Dharma University, Yogyakarta, Indonesia

English Language Education  
Sanata Dharma University  
Jl. Affandi, Mrican, Caturtunggal  
Depok, Sleman, Yogyakarta 55281  
(+62) 274-513301



**LLT** JOURNAL  
A Journal on Language and Language Teaching



# Proceedings

## THE 3<sup>rd</sup> INTERNATIONAL LANGUAGE AND LANGUAGE TEACHING CONFERENCE (LLTC 2016)

### Contributors:

Markus Budiraharjo, Billy Nathan Setiawan, Yanti Suryanti,  
Pauline Widyastuti, Eko Bagus Panuntun, Yani Fretty H. Panggabean, Agnes Siwi Purwaning Tyas,  
Wahyu Kartika Wienanda, Yohana Ika Harnita Sari, Lia Agustina, Carla Sih Prabandari, Gregorius Punto Aji,  
Made Frida Yulia, Supardi, Melania Wiannastiti, Vinny Sutriani Raranta, Athifah Utami,  
Ignatius Tri Endarto, Antonius Herujiyanto, Ahimsa Padmanaba Murfi, Lintang Kumalaning Angkasa,  
Made Wahyu Mahendra, Woro Kusmaryani and Fitriawati, Winarno, Lintang Kumalaning Angkasa, Nurul  
Hidayah Pratama, Esa Maulisakina Wilma Ariyani, Almas Adibah, Firima Zona Tanjung, Paulus Subiyanto, Ni  
Wayan Sadiyani, Ni Nyoman Yuliantini, Tommi Yuniawan, Mochamad Rizqi Adhi Pratama, Agata Nina Puspita,  
Dominique Savio Nsengiyumva, Maria Vincentia Eka Mulatsih, Andreas Winardi, K. M. Widi Hadiyanti, Simona,  
Supriyani, Theodesia Lady P., Agatha Lisa, Pratama Irwin Talenta, C. I Wayan Eka Budiarttha, Bagus Putra  
Krisdiana, Rady Russetia Dewi, Eka Wahjuningsih, Leo Candra Wahyu Utami, Illiyin Zarkasih, Monika Gultom,  
Yohana Veniranda, Vera Syamsi, Fajria Fatmasari, Magvirah El Walidayni Kau, Sri Widyarti Ali, Helena Badu,  
Fadhila Yonata, Sri Sarwanti, Rini Estiyowati Ikaningrum, C. Prima Ferri Karma, Tri O. Ervina, Ida D. Sukmawati,  
Yuliana Zakiyah, Fitri Wijayanti, Avilanofa Bagus Budi, Maria Evita Sari, Martha Erika Diana, Bernadetha Wahyu  
Widyaningrum, Danin Christianto, Christiana Novitawati, A. Rus Winarni, Tinon Hastoririh H, Endang Purnama,  
Tina Priyantini, Najib Khumaidillah, Istiqomah Khoirul Ilmi, Citra Putri Utami, Najib Khumaidillah,  
Istiqomah Khoirul Ilmi, Citra Putri Utami, Cicilia Dwi Setyorini, Budi Setyono, M. Zakia Rahmawati, Made Frida  
Yulia, Patricia Angelina Lasut, Wahyu Hidayat, Anis Nariswari, Diah Norita Rumpaka, Mutiatun Nasihah,  
Rusiana, Titis Sulistyowati, Ista Maharsi, and Eko Bagus Panuntun.

### Editors:

Barli Bram | Christina Kristiyani | Christina Lhaksmita Anandari  
Carla Sih Prabandari | Mega Wulandari | Monica Ella Harendita  
Truly Almendo Pasaribu | Yohana Veniranda

### Reviewers:

Nik Aloesnita Binti Nik Mohd Alwi, Universiti Malaysia Pahang, Malaysia  
Sharilyn Mae Childers, Saint Cloud State University, Saint Cloud, Minnesota, USA  
Lilik Ratnasari Gondopriono, City University of New York, USA  
Joana Llanderal, University of Southern Mindanao, Philippines  
Tariq Saeed, Open Polytechnic, New Zealand



Sanata Dharma  
University Press

# Proceedings

THE 3<sup>rd</sup> INTERNATIONAL LANGUAGE  
AND LANGUAGE TEACHING CONFERENCE

Copyright © 2016

English Language Education Study Program, Sanata Dharma University, Yogyakarta

ISBN: 978-602-6369-31-4

EAN: 9-786026-369314

**Editors:**

Barli Bram, Christina Kristiyani  
Christina Lhaksmita Anandari  
Carla Sih Prabandari  
Mega Wulandari  
Monica Ella Harendita  
Truly Almendo Pasaribu  
Yohana Veniranda

**Reviewers:**

Nik Aloesnita Binti Nik Mohd Alwi  
Sharilyn Mae Childers  
Lilik Ratnasari Gondopriyono  
Joana Llanderal  
Tariq Saeed

**Cover Illustration & Layout:**  
Made Setianto

**Front cover image:** EFO

**Layout:**

Lasmida Putri Sion Rachel, Indrias Purwaningtyas,  
Niko Albert Setiawan, Nicolas Arya Jason,  
Gregoriana Nobilio Pasia Janu, Voni Novita,  
Ajeng Bisana Pradhipta

First Edition: October 2016  
iii; 464 hlm.; 21 x 29,7 cm

**PUBLISHED BY:**



SANATA DHARMA UNIVERSITY PRESS  
1st Floor, Library Building USD  
Jl. Affandi (Gejayan) Mrican,  
Yogyakarta 55281  
Phone: (0274) 513301, 515253;  
Ext.1527/1513; Fax (0274) 562383  
Email: [publisher@usd.ac.id](mailto:publisher@usd.ac.id)

**Contributors:**

Markus Budiraharjo, Billy Nathan Setiawan, Yanti Suryanti, Pauline Widyastuti, Eko Bagus Panuntun, Yani Fretty H. Panggabean, Agnes Siwi Purwaning Tyas, Wahyu Kartika Wienanda, Yohana Ika Harnita Sari, Lia Agustina, Carla Sih Prabandari, Gregorius Punto Aji, Made Frida Yulia, Supardi, Melania Wiannastiti, Vinny Sutriani Raranta, Athifah Utami, Ignatius Tri Endarto, Antonius Herujyanto, Ahimsa Padmanaba Murfi, Lintang Kumalaning Angkasa, Made Wahyu Mahendra, Woro Kusmaryani and Fitriawati, Winarno, Lintang Kumalaning Angkasa, Nurul Hidayah Pratama, Esa Maulisakina Wilma Ariyani, Almas Adibah, Firima Zona Tanjung, Paulus Subiyanto, Ni Wayan Sadiyani, Ni Nyoman Yuliantini, Tommi Yuniawan, Mochamad Rizqi Adhi Pratama, Agata Nina Puspita, Dominique Savio Nsengiyumva, Maria Vincentia Eka Mulatsih, Andreas Winardi, K. M. Widi Hadiyanti, Simona, Supriyani, Theodesia Lady P, Agatha Lisa, Pratama Irwin Talenta, C. I Wayan Eka Budiarta, Bagus Putra Krisdiana, Rady Russetia Dewi, Eka Wahjuningsih, Leo Candra Wahyu Utami, Illiyin Zarkasih, Monika Gultom, Lucia Nino Widiasmoro Dewati, Yohana Veniranda, Vera Syamsi, Fajria Fatmasari, Magvirah El Walidayni Kau, Sri Widyarti Ali, Helena Badu, Fadhila Yonata, Sri Sarwanti, Rini Estiyowati Ikaningrum, C. Prima Ferri Karma, Tri O. Ervina, Ida D. Sukmawati, Yuliana Zakiyah, Fitri Wijayanti, Avilanofa Bagus Budi, Maria Evita Sari, Martha Erika Diana, Bernadetha Wahyu Widyaningrum, Danin Christianto, Christiana Novitawati, A. Rus Winarni, Tinon Hastoririh H, Endang Purnama, Tina Priyantini, Najib Khumaidillah, Istiqomah Khoirul Ilmi, Citra Putri Utami, Najib Khumaidillah, Istiqomah Khoirul Ilmi, Citra Putri Utami, Cicilia Dwi Setyorini, Budi Setyono, M. Zakia Rahmawati, Made Frida Yulia, Patricia Angelina Lasut, Wahyu Hidayat, Anis Nariswari, Diah Norita Rumpaka, Mutiatun Nasihah, Rusiana, Titis Sulistyowati, Ista Maharsi, and Eko Bagus Panuntun.

**COLLABORATIONS:**



English Language Education Study Program  
Sanata Dharma University  
Jl. Affandi, Catur Tunggal Depok,  
Sleman, Yogyakarta  
Website:  
[www.usd.ac.id/fakultas/pendidikan/pbi/](http://www.usd.ac.id/fakultas/pendidikan/pbi/)



Sanata Dharma University Press Member of APPTI  
(Association of University Publishers in Indonesia)

All rights reserved. No parts of this book may be reproduced, in any form or by any means without permission in writing from the publisher.

The contents of the book are entirely the responsibility of the author.

# Preface

The Organizing Committee are delighted to present the proceedings of the Third International Language and Language Teaching Conference (LLTC 2016). The main of the conference is: Pursuing Meanings in English Language Teaching. This year's proceedings contain 64 full papers, covering various topics in language learning-teaching, linguistics and literature.

Editors

<b>LEARNING IN THE SPIRIT OF A DIGITAL ERA</b> Markus Budiraharjo	1
<b>TEACHER TALKING TIME AND STUDENTS TALKING TIME IN ENGLISH FOR ACADEMIC PURPOSES CLASS</b> Dwi Firli Ashari and Christianus I Wayan Eka Budiarta	14
<b>CRITICAL INCIDENTS AND INTERCULTURAL COMPETENCE IN ENGLISH EDUCATION SETTINGS: A CASE STUDY OF WESTERN ENGLISH LANGUAGE TEACHERS IN INDONESIA</b> Billy Nathan Setiawan	26
<b>THE CURRICULUM AND ENGLISH TEACHING-LEARNING TO IMPROVE THE DEAF STUDENT'S LITERACY</b> Yanti Suryanti	34
<b>USING SOCRATIVE AND SMARTPHONES AS A TOOL TO ASSESS AND EVALUATE STUDENTS' VOCABULARY KNOWLEDGE</b> Pauline Widyastuti	39
<b>BLOG EDUCATIONAL WRITING TO ENHANCE STUDENTS' WRITING PRODUCTIVITY</b> Eko Bagus Panuntun	46
<b>CONTEXTUAL TRANSLATION EXERCISES IN TEACHING TENSES IN GRAMMAR CLASSES</b> Yohana Veniranda	55
<b>CONTEXTUAL ENGLISH WITH TECHNOLOGY</b> Yani Fretty H. Panggabean	61
<b>PROMOTING STUDENTS' AUTONOMY THROUGH WRITING PORTFOLIOS</b> Agnes Siwi Purwaning Tyas, Wahyu Kartika Wienanda and Yohana Ika Harnita Sari	66
<b>IMPROVING BUSINESS COMMUNICATION BY ASSIGNING A BUSSINESS MEETING PROJECT TO ACCOUNTING STUDENTS OF STATE POLYTECHNIC OF MALANG</b> Lia Agustina	71
<b>INSTRUCTION AND STUDENTS' INTERACTION IN ONLINE LEARNING CLASSES AT BINUS ONLINE LEARNING</b> Melania Wiannastiti	78

<b>THE COMPONENTS OF CRITICAL THINKING SKILLS AND STUDENT’S VOICES IN L2 UNDERGRADUATE ARGUMENTATIVE ESSAY</b> Athifah Utami	84
<b>WORLD ENGLISHES: REDEFINING OUR PEDAGOGICAL PERSPECTIVE</b> Ignatius Tri Endarto	92
<b>LANGUAGE POWER AND STYLE-BASED COMMUNICATION IN JOURNALISM CLASS</b> Antonius Herujianto	98
<b>CRITICAL THINKING IN THE ELT CLASSROOMS: WHY AND HOW</b> Ahimsa Padmanaba Murfi and Lintang Kumalaning Angkasa	110
<b>ADJUSTING PROJECT BASED LEARNING TO INTERMEDIATE LEARNERS TOWARD WRITING IMPROVEMENT</b> Made Wahyu Mahendra	117
<b>TEACHING CRITICAL THINKING THROUGH THE LAST THREE BLOOM’S TAXONOMY THINKING LEVELS IN SPEAKING CLASS</b> Woro Kusmaryani and Fitriawati	124
<b>THE IMPLEMENTATION OF INTEGRATED E-LEARNING IN TEACHING SPEECH TRAINING</b> Winarno	131
<b>MAKE THEM READ: USING LITERATURE IN ENGLISH LANGUAGE CLASSROOM TO PROMOTE INDEPENDENT READING</b> Lintang Kumalaning Angkasa and Nurul Hidayah Pratama	139
<b>9GAG’S CAPTION TO PROMOTE STUDENTS’ LANGUAGE CREATIVITY</b> Esa Maulisakina Wilma Ariyani and Almas Adibah	148
<b>DRAMA AND ITS BENEFITS FOR LANGUAGE SKILLS IMPROVEMENT</b> Firima Zona Tanjung	154
<b>THE IMPACT OF TRANSPOSITION ON GRAMMATICAL METAPHOR: A STUDY OF TRANSLATION FROM THE PERSPECTIVE OF SFL THEORY</b> Paulus Subiyanto, Dra Ni Wayan Sadiyani, and Ni Nyoman Yuliantini	159
<b>ECOLINGUISTIC AND CONSERVATION-BASED DISCOURSE AS THE ENRICHMENT MATERIAL FOR TEACHING GENERAL SUBJECT BAHASA INDONESIA</b> Tommi Yuniawan & Mochamad Rizqi Adhi Pratama	164

<b>A CORRELATIONAL STUDY ON METACOGNITIVE LEARNING STRATEGIES TO DEVELOP STUDENTS' WRITING SKILLS IN CLASS 8A OF SMP BOPKRI 1 YOGYAKARTA</b> Agata Nina Puspita	170
<b>CONTRIBUTION OF CORPORA AND GENRE ANALYSES-BASED ENGLISH MATERIALS FOR STUDENTS' WRITING AND READING SKILLS</b> Dominique Savio Nsengiyumva	178
<b>CELEBRATING MULTICULTURAL DIFFERENCES: A WAY TO BOOST STUDENT ENGAGEMENT</b> Andreas Winardi	185
<b>USING INSTAGRAM TO LEARN ENGLISH: THE STUDENTS' POINTS OF VIEW</b> K. M. Widi Hadiyanti and Simona	192
<b>A STUDY OF ENGLISH VERBS WITH THE PREFIX EN-, THE SUFFIX -EN, AND THEIR COMBINATION</b> Maria Evita Sari	199
<b>THE RELATIONSHIP OF VOCABULARY KNOWLEDGE, READING COMPREHENSION, AND MATH WORD PROBLEM SOLVING FOR GRADE 3 ELEMENTARY YEAR IN BINUS SCHOOL SERPONG</b> Christiana Novitawati	206
<b>THE IMPACTS OF VISUAL DISPLAYS ON CHILDREN ENGLISH LANGUAGE LEARNING</b> A. Rus Winarni, Tinon Hastoririh H, and Endang Purnama	216
<b>USING <i>SWAG</i> IN TEACHING WRITING TO MOTIVATE STUDENTS TO WRITE</b> Tina Priyantini	223
<b>THE INTERFERENCE OF INDONESIAN TRANSFERRED INTO ENGLISH IN THE ABSTRACTS OF UNNES JOURNAL</b> Najib Khumaidillah, Istiqomah Khoirul Ilmi, and Citra Putri Utami	229
<b>A NON – CLASSROOM ENGLISH PROGRAM FOR YOUNG LEARNERS: A CASE STUDY</b> Cicilia Dwi Setyorini	236

<b>ENGLISH FOR INNA GARUDA HOTEL RECEPTIONISTS</b>	241
Supriyani, Theodesia Lady P. and Agatha Lisa	
<b>MONU – MONU AS A PROTOTYPE OF FUN ACTIVITIES TO TEACH VOCABULARY IN WRITING PROCEDURE TEXT</b>	250
Pratama Irwin Talenta	
<b>DEVELOPING ESP SYLLABUS: ENGLISH FOR ACCOUNTING</b>	257
Bagus Putra Krisdiana and Lestari Budianto	
<b>ENGLISH LEARNING NEEDS OF ENGLISH FOR SPECIFIC PURPOSE IN VOCATIONAL HIGH SCHOOL</b>	263
Rady Russetia Dewi	
<b>MALL IN FOREIGN LANGUAGE TEACHING: FOSTERING STUDENTS’ EXTENSIVE LISTENING AND READING ABILITY</b>	272
Eka Wahjuningsih	
<b>METADISOURSE IN RESEARCH ARTICLE ABSTRACTS</b>	279
Leo Candra Wahyu Utami and Illiyin Zarkasih	
<b>BUILDING STUDENTS’ CHARACTER BY CONTRASTING ENGLISH AND PAPUAN MALAY LANGUAGE CULTURAL FEATURES IN JAYAPURA PAPUA TEACHING CONTEXT</b>	284
Monika Gultom	
<b>DECREASING THE GAP: LINKING AND MATCHING BETWEEN ESP CURRICULUM AND NATIONAL QUALIFICATION FRAMEWORK (KKNI)</b>	290
Fajria Fatmasari	
<b>DESIGNING ENGLISH SYLLABUS BASED ON ENGLISH FOR SPECIFIC PURPOSES APPROACH FOR NON-EDUCATIONAL FACULTIES OF UNIVERSITAS NEGERI GORONTALO</b>	297
Magvirah El Walidayni Kau, Sri Widarty Ali, and Helena Badu	
<b>ENGLISH LEARNING MODEL IN RURAL JUNIOR HIGH SCHOOLS A CASE STUDY AT SMP SATU ATAP (SATAP) WARANGAN KECAMATAN PAKIS KABUPATEN MAGELANG</b>	305
Sri Sarwanti	
<b>DEVELOPING STUDENTS’ READING COMPREHENSION BY USING COLLABORATIVE STRATEGIC READING</b>	310
Rini Estiyowati Ikaningrum and C. Prima Ferri Karma	
<b>CORRECTIVE FEEDBACK AND LEARNER UPTAKE IN AN ADULT EFL CLASSROOM: AN ANALYSIS OF VIDEO DEMO “THE LANGUAGE HOUSE TEFL” PRAGUE</b>	316
Tri O. Ervina, Ida D. Sukmawati, and Yuliana Zakiyah	



<b>BUILDING LANGUAGE AND CULTURAL AWARENESS: MOVIES AS POETRY AND CREATIVE PEDAGOGY DISCUSSION RESOURCE</b>	323
Fitri Wijayanti and Avilanofa Bagus budi	
<b>ACADEMIC WRITING TASKS SUPPORTING THE DEVELOPMENT OF STUDENT TEACHERS' CRITICAL THINKING SKILL</b>	329
Budi Setyono	
<b>STRESS AND SUPPORT IN LEARNING ENGLISH: A COMFORTABLE ATMOSPHERE</b>	334
M. Zakia Rahmawati	
<b>THE USE OF <i>PECHA KUCHA</i> IN TEXTUAL PRONUNCIATION COURSE</b>	340
Made Frida Yulia and Patricia Angelina Lasut	
<b>THE ENJOYABLE WAYS: IMPROVING STUDENT VOCABULARY MASTERY BY USING SCRABBLE GAME</b>	346
Wahyu Hidayat and Anis Nariswari	
<b>QUESTIONING STRATEGIES UTILIZED BY PRE-SERVICE TEACHERS AND ITS IMPLICATIONS</b>	353
Rusiana	
<b>TEACHERS' STRATEGY IN MAINTAINING CLASSROOM COMMUNICATION IN PRE SERVICE TEACHING: A FUNCTIONAL ANALYSIS</b>	361
Titis Sulistyowati	
<b>THE IMPORTANCE OF ELIMINATING MAINSTREAM MATERIAL FOR POETRY SUBJECT TO INCREASE STUDENTS' INTEREST</b>	370
Maria Vincentia Eka Mulatsih	
<b>COMMUNICATION STRATEGIES OF INDONESIAN ADVANCE ENGLISH LEARNERS IN CASUAL CONVERSATION</b>	375
Fadhila Yonata and Dewi Amalia Saptani	
<b>HAVING LEXICAL AWARENESS IN IMPROVING VOCABULARY KNOWLEDGE FOR HIGHER EDUCATION LEVEL: A STUDY FROM AUTONOMOUS LEARNING PERSPECTIVE</b>	383
C. I Wayan Eka Budiarta	
<b>THE EXCLUSIVE BENEFITS: TEACHING SPEAKING USING DEBATE METHOD</b>	389
Karjongko, S. Pd. and Yohanes Bambang Gunawan, S. Pd	
<b>INDIRECT WRITTEN FEEDBACK: IS IT EFFECTIVE IN IMPROVING GRADE ELEVEN STUDENTS' WRITING ACCURACY?</b>	396
Viny Sutriani Raranta	

<b>USING <i>QUIZLET</i> FOR FACILITATING THE LEARNER AUTONOMY IN MASTERING LEGAL ENGLISH VOCABULARY</b>	404
Supardi	
<b>USING CONTRASTING PICTURES TO IMPROVE THE NINTH GRADE STUDENTS OF SMP NEGERI 2 MLATI'S MASTERY IN SYNONYMS</b>	414
Martha Erika Diana, Bernadetha Wahyu Widyaningrum, and Danin Christianto	
<b>DIAGNOSING STUDENTS' PROBLEMS, STRATEGIES AND NEEDS TOWARDS CRITICAL READING AND WRITING II (CRW II) THROUGH REFLECTIVE JOURNAL</b>	423
Monica Ella Harendita, Caecilia Tutyandari, and Truly Almendo Pasaribu	
<b>DEVELOPING CONTENT KNOWLEDGE THROUGH JIGSAW READING STRATEGY AND COLLABORATIVE CONCEPT MAPS</b>	433
Ista Maharsi	
<b>PROMOTING STUDENTS' INDEPENDENT LEARNING TOWARDS ACHIEVING BETTER LEARNING RESULTS</b>	439
Vera Syamsi	
<b>FILMMAKING FINAL PROJECT TO ENHANCE ENGLISH SPEAKING COMPETENCE, IDEAS, AND CREATIVITY FOR JUNIOR HIGH SCHOOL: A STUDY IN IX B OF SMP N 1 TURI</b>	445
Maria Magdalena Listiyani Darmayanti, S.Pd. and Agatha Lisa, S.Pd	
<b>THE IMPACT OF UTILIZING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON PROMOTING AUTONOMOUS LEARNING</b>	460
Diah Norita Rumpaka and Mutiatun Nasihah	

## CONTEXTUAL TRANSLATION EXERCISES IN TEACHING TENSES IN GRAMMAR CLASSES

Yohana Veniranda  
Sanata Dharma University  
veniranda@usd.ac.id

### Abstract

This paper has the purpose to investigate the application of contextual translation exercises in teaching tenses in grammar classes. A previous study (Veniranda & Tutyandari, 2008) showed that translation exercises could help students see the contrasts between source and target language in grammar classes of higher semester, i.e. semester 4, and the students had a positive perception about the use of translation in grammar classes. Indonesian and English have some basic similarities and differences that bring about consequences to the L1 (Indonesian) to L2 (English) transfer. At an early stage of grammar classes, two main differences are shown on the use of tenses and noun markers. Different from English, Indonesian has no changes of verb forms, and nouns are not obligatorily marked by singularity or plurality. In this on-going study, there are examples of contextual translation exercises in teaching tenses and comments from students about the exercises. The responses show that from the translation exercise about Simple Present Tense and Present Progressive Tense, the students also observed other relevant facts about the differences between Indonesian and English.

**Key words:** contextual translation exercises, L1 to L2 transfer

### Introduction

The phenomenon that English learners have good fluency but lack of language accuracy has been my concern for these few years. Different from what the students have experienced these days, senior high students, say, twenty years ago, did not have the experience to learn speaking or listening in their English classes. I remember that when I was in senior high school, learning English means learning examples of English conversations, reading to review the vocabulary, and a detailed discussion of English grammar. Junior and high school students have a different experience. They are exposed to a lot of reading passages, have the experience to access audio materials and opportunity to speak English. However, Interference of L1 is quite obvious in the learners' speech.

I believe that an understanding of the contrasts between Indonesian English can help learners to be more aware when they want to express themselves. In advanced levels, teachers would prefer to suggest their students to think in the target language rather than thinking in L1 and try to translate their ideas into L2. At the beginning levels, teachers need to help the learners to make smooth transitions from a familiar to an unfamiliar language system.

There are two basic contrasts between Indonesian and English grammar. The first one: It is grammatical to be “verb-less” in Indonesian sentences, as shown in the following sentences:

- (1) Kami mahasiswa USD  
1pl student USD  
'We are students of USD.'

- (2) Saya senang sekali  
I sing happy very  
'I am very happy.'

The examples above show that the subjects are followed directly by a noun in sentence (1) and an adjective in sentence (2) in Indonesian.

The second basic contrast between Indonesian and English is: There is no verb change in Indonesian, as shown in the following examples:

- (3) Kami **bertemu** orang aneh minggu lalu  
Ipl meet person weird week last  
'We met a weird person last week.'
- (4) Kami sering **bertemu** orang aneh  
Ipl often meet person weird  
'We often meet weird people.'

The examples above show that in Indonesian, time reference, whether past or present, does not change the verb *bertemu* 'meet.' There is a book we used in my undergraduate studies called *Changing Time Changing Tenses*. The title of the book reflects the basic nature of English. At the center concern of English grammar learning, changing verb forms occur as there are changes of time references, thus changes of tenses. Tense changes reflect time changes in English. Observing a few simple sentences above, I have my belief confirmed repeatedly over the years, that translation can be a powerful learning tool.

Educational research on teachers' beliefs shares the assumption that teachers' beliefs influence their classroom practices. Further, knowledge on their own beliefs is crucial in improving teaching practices (Johnson, 1994). An interesting research was conducted by Farrell and Lim (2005). They interviewed teachers and then observed the teachers' classroom practices. Integrating my beliefs into classroom practices, I intend to make grammar teaching as a meaningful experience. This study investigated students' perception on the use of translation exercises in grammar classes, especially in the meetings discussing Present Simple and Present Progressive Tense.

## Research Methods

In this study, the students were given Indonesian sentences that can be expressed in two tenses in English: Present Simple Tense and Present Progressive tense. Some reflective questions were given after they finished the exercise. Their answers are shown in the next section.

There are four questions to obtain the students' preliminary perception about translation exercises:

1. Can you draw a conclusion that we need to make some necessary adjustments when we express ideas in Indonesian and English?
2. Mention some of the basic differences between Indonesian and English you observed from the exercise above.
3. Can translation exercises help you see the differences between Indonesian and English?
4. Can translation exercises help you show the differences between the two tenses?

There were 25 students of the first semester in their first grammar class in the Extension Course program. The students were from various backgrounds, fresh senior high school graduates, undergraduate and master program graduates, undergraduate students. The students are from various arts, social and science majors, and from different private and public institutions in Yogyakarta.

## Findings and Discussion

The answers to the questions provide the information that the majority of the students see the exercise as helpful. More than 80% of the students answered “yes” the three yes/no questions. The results are shown in the following table.

**Table 1. The results of the responses to the three yes/no questions**

Questions	Yes	No	Others
Q#1 Can you draw a conclusion that we need to make some necessary adjustments when we express ideas in Indonesian and English?	20 (80%)	3 (12%)	2 (8%)
Q#3 Can translation exercises help you see the differences between Indonesian and English?	24 (96%)	1 (4%)	0 (0%)
Q#4 Can translation exercises help you show the differences between the two tenses?	22 (88%)	1 (4%)	2 (8%)

The short questionnaires did not require the students to provide their reasons for their answers. Only one student wrote “still confused.”

The traditional Grammar Translation Method may be considered a monotonous learning of grammar rules. Moreover, if the activities of translation from and to the target language contain sentences that the students do not feel connected to, the activities may cause the students to lose their interests. Memorizing lists of words and error correction may also become tedious when the sentences are not “down-to-earth” sentences. Therefore, as one of the highlighted descriptions of contextual translation exercise is the Indonesian sentences are spontaneous, natural, casual, and familiar. The challenge is the students have to translate them into grammatical written English. Although in casual English conversations we hear chunks or phrases of incomplete sentences, in this exercise, the results of the translation have to grammatical and complete sentences. An example of the exercises can be seen in the Appendix.

The following examples of Indonesian sentences are expressed in their English counterparts by using Present Progressive tense:

1. *A: Kalian sedang ada di mana? Lagi ngapain?* ‘Where are you? What are you doing?’  
*B: Kami sedang duduk di bawah pohon beringin Soekarno.* ‘We are sitting under Soekarno Banyan tree.’
2. *Kami mahasiswa EEC dan kami sedang di ruang I/K.07 sekarang.* ‘We are students of EEC and we are in Room I/K.07 now.’
3. *Kami sedang membahas rencana kami pergi ke Bali. Saya belum tahu tanggal pastinya.* ‘We are discussing our plan to go to Bali. I don’t know the date yet.’
4. *Sekarang saya mengerti mengapa dia tidak hadir.* ‘Now, I understand why he is absent.’

In addition to understanding that sentences showing an action or a situation that is in progress, the students need to formulate grammatical sentences in English that have complete NP+VP as the subject and predicate. Sentence number 2 is an example that shows NP + NP can form a grammatical sentence in Indonesian, but when expressing the idea in English, the students learnt that a form of “be” needs to be inserted:

- (5) *Kami mahasiswa EEC*  
1pl student EEC  
\*‘We students of EEC.’  
It should be: ‘We are students of EEC.’

Another observation is needed to understand that to be grammatical, we need to add a verb if an English sentence does not have one:

- (6) kami sedang di ruang I/K.07 sekarang  
1sg in progress in room I/K.07 now  
\*'We in room I/K.07 now.'  
It should be: 'We are in Room I/K.07 now.'

In the example above, without adding "are," the sentence is ungrammatical. The exercise also helped the students learn about "non-progressive verbs" in English, i.e. verbs that are not used in -ing forms, although the meaning is now or at this moment (sentence number 4).

The following sentences are examples of general truths or repeated actions/habits:

1. *Jam berapa kamu biasa makan siang?* 'What time do you usually have lunch?'
2. *Kamu mirip siapa? Kamu mirip mamamu atau papamu?* 'Who do you look like? Do you look like your mother or father?'
3. *Ketika bertemu banyak orang baru, saya biasa grogi.* 'When I meet many new people, I am usually nervous.'
4. *Saya tertarik belajar keempat ketrampilan berbahasa Inggris.* 'I am interested in learning the four English skills.'
5. *Air mendidih pada suhu berapa Celcius?* 'At what degrees Celcius (or centigrade) does water boil?'
6. *Mereka biasanya tepat waktu. Kenapa belum ada orang di sini?* 'They are usually punctual. Why isn't there anybody here yet?'

From these few sentences, let us draw our attention to the word *groggi* 'nervous.' If many of the students produce *\*I usually nervous*, it is not surprising. Teachers are familiar with their students' common mistakes, such as *\*we surprised*, *\*I shocked*, *\*he hungry*, *\*we bored*, *\*the story interesting*, *\*the picture colorful*. The reason for these mistakes is the influence of Indonesian. The class discussion is now drawn to "part of speech." These are examples of adjectives. When the students are asked to remember the first rule about English sentences, i.e. every English sentence has to have a verb, some students raised this question: 'How can we differentiate adjectives from verbs?'

My answer is: 'Let us learn these commonly used adjectives as adjectives.' It is true that many English adjectives are derived from verbs, e.g. interest – interesting - interested, attract - attractive, surprise – surprised - surprising, shock – shocked - shocking. When *surprise* is used a verb, it will follow the rules of verbs. For example,

- (7) She surprised everyone in the party (as a verb, a past action)
- (8) She often surprises her friends with her poses in Instagram (as a verb, repeated actions).
- (9) His speech in the opening ceremony was surprising (as an adjective 'mengejutkan')
- (10) I was surprised to hear the news (as an adjective 'terkejut')

Azar (1999, pp235-238) exercise 26 to 29 can be useful to show these participial adjectives.

From the discussion above, a set of translation exercise, which is intended to show the explicit ideas of activities in progress (thus expressed in sentences using Present Progressive Tense), and activities that are repeated, routines, or some general facts or truths (thus expressed in sentences using Present Simple Tense), turns out to lead the

class into discussions about other relevant differences between Indonesian and English. Some of them are discussed as follow:

1. In Indonesian, noun markers are optional (*Ada buku* or *ada sebuah buku*), but in English, nouns need to be explicitly marked singular or plural when it is a countable noun (Not *\*there is book*, *\*there are book*, but *there is a book*, *there are books*).
2. English sentences require a verb, and when there is not yet a verb, a verb has to be inserted or “created,” so that the sentences can be grammatical (*\*We students of EEC*, or *\*I happy*).
3. There is a group of non-progressive verbs in English and there are verbs that belong to both this group and action verbs. Non-progressive verbs are verbs that are used in –ing form, even though the time is now or at the moment of speaking, e.g. *I know* and not *\*I am knowing*, *I understand* and not *I am understanding*. Some verbs that can be used as an action verb and a non-progressive verb express somewhat different ideas: e.g. *The soup tastes salty* (as a non-progressive verb that means ‘rasanya’) and *The cheft is tasting the soup* (as an action verb that means ‘mencicipi’). Further examples can be seen in Azar (1999, p.16).
4. Another interesting and challenging point of discussion is Yes/No Questions and Questions with question words. A simple question in Indonesian *Siapa namamu?* Or *Namamu siapa?* cannot be freely expressed in English with the changing question word: *What is your name?* but *\*Your name is what?*

Comparing asking questions in Indonesian and in English turns out to shed a light how the two languages are different. The inversion of an auxiliary and the subject in English poses another challenge. This is one of the difficult points in the exercise for the students. Many students asked what the difference between *do you* and *are you* is.

The results of question number 2, i.e. Mention some of the basic differences between Indonesian and English you observed from the exercise above, show the exercise invited various kinds of responses from various perspectives. The following is the list of the students’ responses. Some of them have written the answers in Indonesian. I will quote them in English. Their answers were in phrases and sentences.

One group of the same category: The students pointed out the idea of changing time changing tenses in different ways: “the use of adverbs of time influences the sentence; change of verbs; tenses; adding s/es to the verbs in English; there is no verb change in Indonesian, different from English; English has V1, V2, V3, V-ing; there is no past forms of Indonesian verbs; Indonesian does not know tenses; different time means different tenses; time is very influential.” Some of the students noticed the difference in questions: “English differentiates ‘how much’ and ‘how many’ (both are expressed as ‘*Berapa banyak?*’). In Indonesian; structure of questions; there is a change of patterns when the declarative sentences are changed to interrogative/ questions.” The following statement from a student may be debatable: “Indonesian is simpler.” Another main difference the students noticed: “Quantity markers: English has a rule about singular and plural differences.”

These responses show that from the translation exercise about Simple Present Tense and Present Progressive Tense, the students also observed other relevant facts to consider when expressing the ideas in English sentences. Understanding these basic differences is crucial to show the students that after all, they are the ones who have to revise these sentences if they use a translation machine: *\*You're no where? What are you doing? We were sitting under \*a banyan tree Sukarno. \*What time did you regular lunch? You're like who? You look like your mother or your father? When meeting new people, I usually groggy.* I copied the first four sentences in the exercise and pasted the

results here. The machine can help us with the vocabulary to a certain extent, but the grammar needs to be reviewed.

### **Conclusion**

Transferring ideas from L1 to L2 may be one of the processes many beginning foreign language learners do. This can be one of the causes that most Indonesian students produce English sentences that are influenced by Indonesian. Translation exercises may sound old-fashioned, because it is associated with the Grammar Translation Method and at the same time, associated with Latin or ancient Greek learning. This study has tried to modify GTM into more contextual and meaningful language learning, so the exercise is called contextual translation exercises.

Teachers can use various techniques to improve the students' mastery of a particular language skill or element. Observing that some common mistakes have been the influence of direct transfer from Indonesian to English, I believe that at the beginning level, students need to have the understanding that there are some basic differences between Indonesian and English. When trying to express their ideas in English, the students need to make some essential adjustments, especially in one of the basic nature of English grammar: tenses.

For future research, other tenses or other grammatical constructions can be the focus of study. Teaching productive language skills by contextual translation exercises can pose other challenges to investigate.

### **References**

- Alptekin, C. (1993). Target-Language Culture in EFL Materials. *ELT journal*, 47 (2), 136-143.
- Azar, B.S. (1999). *Understanding and Using English Grammar*. White Plains: Pearson Education.
- Brown, H. D., & Renandya, W. (2002). English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment, and Assessment. *Methodology in Language Teaching: An Anthology of Current Practice*, 9-18.
- Chang, S. C. (2011). A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English grammar. *English Language Teaching*, 4(2), 13.
- Farrell, T. S. C., & Lim, P. C. P. (2005) Conceptions of Grammar Teaching: A Case Study of Teachers' Beliefs and Classroom Practices, *TESL-EJ*, v9 n2 September.
- Johnson, K. E. (1994). The Emerging Beliefs and Instructional Practices of Preservice English as a Second Language Teachers. *Teaching and Teacher Education*, 10 (4), 439-452.
- Peterson, P.W. (1989). *Changing Time Changing Tenses*. USIA: English Language Program Division.
- Yan, H. (2010). The Role of L1 Transfer on L2 and Pedagogical Implications. *Canadian Social Science*, 6(3), 97.
- Veniranda, Y., & Tutyandari, C. (2008). A Study on Students' Perception on the Application of Contextual Translation Technique in Structure IV classes. *Jurnal Penelitian*. Volume 0, no. 22, May 2008

### **An online source:**

- Seeroi, K. (2012). <https://www.japantoday.com/category/opinions/view/the-grammar-translation-method-is-it-really-all-that-bad>