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”

yeny prastiti
yeny_g@yahoo.com
yp252@ums.ac.id
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 63rd 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 INVITED SPEAKERS

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

### LIST OF FEATURED SPEAKERS

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

### 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.

The 63rd TEFLIN International Conference 2016
## 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. Wahju 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 Oedianti  
    (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. Sadono  
    (Ma Chung University, Malang)
12. Gunadi Harry Sulistyo  
    (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 Diptoادي (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. Runu Mandari (Universitas Katolik Widya Mandala)
22. Luluk Prijambodo (Universitas Katolik Widya Mandala)
23. Mateus Yumarnamto (Universitas Katolik Widya Mandala)
24. Yohanes Nugroho Widiyanto (Universitas Negeri Surabaya)
25. Agnes Santi Widiatu (Universitas Kristen Petra)
26. Fabiola D Kurnia (Universitas Airlangga)
27. Flora Debora Floris (Universitas Surabaya)
28. Salimah (Universitas Wijaya Kusuma)
29. Yerly A Datu (Universitas Wijaya Kusuma)
30. Rida Wahyuningrum (Universitas Wijaya Kusuma)
31. Rica Sih Wuryaningrum

SETTING AND TYPSEET
1. Irfan Rifai
2. Catherine Sitompul
3. Salim Nahban
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
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOREWORD</td>
<td>ii</td>
</tr>
<tr>
<td>LIST OF INTERNAL AND EXTERNAL REVIEWERS</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF INVITED SPEAKERS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF FEATURED SPEAKERS</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>vii</td>
</tr>
<tr>
<td>THE RELATIONSHIP BETWEEN SYNTACTIC COMPLEXITY AND EFL READING</td>
<td></td>
</tr>
<tr>
<td>PERFORMANCE IN AN INDONESIAN CONTEXT</td>
<td>1</td>
</tr>
<tr>
<td>Sahiruddin</td>
<td>1</td>
</tr>
<tr>
<td>EDMODO IN THE CLASS: STUDENTS’ VOICE ON ONLINE LEARNING (A STUDY</td>
<td></td>
</tr>
<tr>
<td>AT UNIVERSITAS MUHAMMADIYAH PAREPARE)</td>
<td>13</td>
</tr>
<tr>
<td>Salasiah A.</td>
<td>13</td>
</tr>
<tr>
<td>PLANING A LOCAL BASED TEACHING MATERIAL OF ENGLISH FOR TOURISM FOR</td>
<td>18</td>
</tr>
<tr>
<td>HIGH SCHOOLS: A NEED ANALYSIS OF ENGLISH OF LOCAL COMMUNITY AROUND</td>
<td></td>
</tr>
<tr>
<td>LOMBOK INTERNATIONAL AIRPORT IN CENTRAL LOMBOK</td>
<td>18</td>
</tr>
<tr>
<td>Santi Farmasari</td>
<td>18</td>
</tr>
<tr>
<td>Sudirman Wilian</td>
<td>18</td>
</tr>
<tr>
<td>Edy Syahrial</td>
<td>18</td>
</tr>
<tr>
<td>USING LITERARY WORK IN IMPROVING STUDENTS’ PERFORMANCE IN SPEAKING</td>
<td>25</td>
</tr>
<tr>
<td>CLASS</td>
<td></td>
</tr>
<tr>
<td>Santri E. P. Djahimo</td>
<td>25</td>
</tr>
<tr>
<td>ENGLISH VOCABULARY ACQUISITION OF A SEVEN YEARS OLD CHILD</td>
<td>34</td>
</tr>
<tr>
<td>INNOSPEAKING ENGLISH COMMUNITY</td>
<td></td>
</tr>
<tr>
<td>Sardian Maharani Asnur</td>
<td>34</td>
</tr>
<tr>
<td>Abdul Najib Tunanay</td>
<td>34</td>
</tr>
<tr>
<td>BENEFITS OF WRITTEN CORRECTIVE FEEDBACK IN AN EAP WRITING CLASS</td>
<td>42</td>
</tr>
<tr>
<td>Sari Hidayati</td>
<td>42</td>
</tr>
<tr>
<td>Masyhudi Lathif</td>
<td>42</td>
</tr>
<tr>
<td>IMPROVING STUDENTS’ SPOKEN INTERACTIONS OF DESCRIPTIVE TEXT THROUGH</td>
<td>47</td>
</tr>
<tr>
<td>A FAN-N-PICK TECHNIQUE</td>
<td></td>
</tr>
<tr>
<td>Sefika</td>
<td>47</td>
</tr>
<tr>
<td>STUDENTS’ PERCEPTION ON TOEFL A SURVEY AT SAMARINDA STATE POLYTECHNIC</td>
<td>56</td>
</tr>
<tr>
<td>Sektolonir Oscarini Wati Bhakti</td>
<td>56</td>
</tr>
<tr>
<td>Theresia Hilda Kayani</td>
<td>56</td>
</tr>
<tr>
<td>THE EFFECT OF SEMANTIC GRADIENT STRATEGY TOWARDS VOCABULARY MASTERED</td>
<td>65</td>
</tr>
<tr>
<td>OF THIRD YEAR STUDENTS AT SMP PLUS AT-THOIBA PEKANBARU</td>
<td></td>
</tr>
<tr>
<td>Seno HP</td>
<td>65</td>
</tr>
<tr>
<td>Marhamah</td>
<td>65</td>
</tr>
<tr>
<td>Muhammad Ridwan</td>
<td>65</td>
</tr>
</tbody>
</table>
BINGO GAME: AN EFFECTIVE WAY TO ENRICH VOCABULARY MASTERY ........................................ 537
Wenda Marlin Kakerissa .................................................. 537

ONLINE AUTHENTIC ASSESSMENT AS A TOOL FOR PRE SERVICE TEACHERS’ PERFORMANCE EVALUATION: ADDRESSING THE DISTANCE PROBLEM ........................................ 544
Widya Ratna Kusumaningrum ............................................. 544

AUTHENTIC MATERIAL IN TEACHING AND ASSESSING INTERPRETATION ..................................... 551
Wiwit Sariasih ............................................................... 551

TEACHING CRITICAL THINKING IN SPEAKING CLASS THROUGH SOCRATIC QUESTIONING METHOD AT FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF BORNEO UNIVERSITY TARAKAN ACADEMIC YEAR 2014/2015 ........................................................................................................... 559
Woro Kusmaryani ............................................................. 559
Ade Hamdani ................................................................. 559

PRE-SERVICE TEACHERS’ THEORETICAL ORIENTATIONS TOWARDS SPEAKING SKILL INSTRUCTIONS FOR JUNIOR SCHOOL STUDENTS: IS THERE ANY UNDERLYING BELIEF? ................................................................. 565
Yakob Metboki ................................................................. 565

LANGUAGE LEARNING AFFORDANCES IN COLLABORATIVE WRITING:A QUALITATIVE CASE STUDY OF INDONESIAN EFL UNDERGRADUATE STUDENTS ................................................................. 571
Yanti Sri Rezeki ................................................................. 571

THE PROPOSED SYLLABUS OF CCU SUBJECT FOR THE FIFTH SEMESTER STUDENTS OF DIPLOMA THREE ENGLISH PROGRAM OF UNIVERSITY OF MERDEKA MALANG ........................................................................... 580
Yasmin Farani ................................................................. 580
Malikhatul Lailiyah .......................................................... 580
Tedjaringtyas ................................................................. 580

THE EFFECTIVENESS OF USING POINT COUNTER POINT AS A DISCUSSION METHOD TO IMPROVE THE STUDENTS’ SPEAKING ACHIEVEMENT AT UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA, MEDAN ................................................................. 585
Yayuk Hayulina M............................................................. 585
Darmawati ................................................................. 585

PERSUADING CHILDREN TO LOVE READING WITH LITERATURE .................................................. 590
Yeni Probowati ................................................................. 590

INDONESIAN FOLKTALES IN ENGLISH TRANSLATION TEXT AND ITS ILLUSTRATIONS PERCEIVED AS A MEDIUM OF DEVELOPING STUDENTS’ ENGLISH VOCABULARY ................................................................. 595
Yeny Prastiwi ................................................................. 595

CHALLENGING STUDENTS’ CONFIDENCE LEVEL IN ENGLISH PRESENTATION .................................................................................................................................................. 600
Yerly A. Datu ................................................................. 600

THE ENACTMENT OF TRANSLINGUAL NEGOTIATION STRATEGIES DEPLOYED DURING AN INTENSIVE ENGLISH COURSE IN GORONTALO, INDONESIA ................................................................. 608
Yohanes Nugroho Widiyanto ............................................. 608
Farid Muhamad ............................................................. 608

A CASE STUDY OF TEACHER’S STRATEGIES TO ENCOURAGE STUDENTS ASKING QUESTIONS ................................................................. 613
Yudhi Widiyanto ............................................................. 613
Dewi Rochnantiningh .................................................................. 613
INDONESIAN FOLKTALES IN ENGLISH TRANSLATION TEXT AND ITS ILLUSTRATIONS PERCEIVED AS A MEDIUM OF DEVELOPING STUDENTS’ ENGLISH VOCABULARY

Yeny Prastiwi
yeny_prastiwi@ums.ac.id
Universitas Muhammadiyah Surakarta

ABSTRACT
This article is part of my thesis which was applying case study research method studying the use of Indonesian folktales in English translation (IFET) text and its illustrations in EFL (English as a Foreign Language) classes at primary level. Visual culture theory and approaches to language teaching were two chosen theories to investigate the cases in two different primary schools in Solo, Central Java Indonesia. Interview with primary English teachers became primary data source for this study. The EFL teachers from two different primary schools described their use of IFET and its illustrations – folktales illustrations – as a set of medium instruction to develop their students’ English vocabulary. The teacher participants’ delineation about designing their teaching materials were then discussed and contrasted to describe similarities and differences interpretively. To strengthen the stance of this study through its research evidence, the researcher interviewed six students of each school using visual elicitation method. One of the findings of this research showed that teachers’ effort on providing familiar teaching materials such as IFET was perceived to be succeeded in developing students’ English vocabulary.

Key words: EFL, IFET, visual elicitation

INTRODUCTION
Folktales as the subgenre of children’s literature that is generated across generations verbally can be potential content-based English language learning medium that bring benefits. Literacy development makes folktales accessible to its readers. Its story that language learners from different of ranges of age can make it not only as a language learning reference but also as a medium of enjoyment (Khatib & Derakshan, 2011). Language learners’ whom are familiar with folktales also benefited from reading folktales that they will be acquainted with new English vocabulary through context.

Every region has its local folktales and so does Indonesia that folktales have become interesting area of research particularly in the scope of learning English. However, there are still scant researches focusing on using Indonesian folktales in English translation (IFET) as a medium of learning English. One of the most prolific Indonesian researchers who has been so enthusiastic about the use of Indonesian folktales as a medium of learning English is Evi Clara Citraningtyas (2010; 2013). Her focus though was still on folktales texts rather than on the use of its images of folktales simultaneously. The present research can fill the gap that IFET as a medium of teaching English deserves to be explored further particularly folktales illustrations since folktales texts almost always interest its readers when it is delivered along with its illustrations or images. Besides, local folktales along with illustrations may bring different research outcome provided with the research participants’ familiarity with its stories.

Domination of visuals or images or illustrations is no longer negotiable in any aspects of life as visuals become popular culture. Folktales illustrations or images are one of its manifestations of visual culture. As asserted by Bragg (2011) that visual methods are rarely used as a research approach on language learning, the use of visual approach in this present research can fill the gap within the field of EFL. Thus investigating the students’ perception upon the use folktales text and its illustration in EFL teaching-learning process through visual approach is considered the most appropriate one.

METHOD
Interviewing two EFL primary teachers from two different institutional backgrounds of primary schools in Solo, Indonesia, became the core method of collecting data for this case.
study research. Each interview section consumed about thirty minutes that each of primary
teachers followed two different sessions of interview. Due to the importance of providing
empirical data, this cases study research also received some of the EFL primary teachers’
teaching journals which focused on delivering EFL through folktales and its illustrations. The
researcher decided to receive these teaching journals to replace the absence of evidence from
direct observation of their EFL teaching learning activities. The researcher then review and
analyzed their teaching journals as supporting evidence of this research.

Interview with the twelve primary students from two primary schools through visual
elicitation was the other research evidence. Visual elicitation was considered the most
appropriate data collection method from children. Visual elicitation which was conducted by
providing “pictures that have already taken” (Cohen, 2011, p. 259) or existing images gave
possibilities for the students to feel free of expressing their perspectives and interpretations upon
the visuals or images (Bragg, 2011) rather than responding to interview questions from strangers
such as a research interviewer.

The researcher took some phases to analyze the data. As suggested by Creswell (2009)
this analysis began with rereading all the text data. The researcher read the whole document
several times to become immersed in the data and to make sense of the documents. Secondly,
reading the verbatim data made an easier way to derive codes. Then the researcher highlighted
the exact words from the text to capture key thoughts or concepts. Thirdly, the researcher began
a process of making notes of impressions, thoughts, and an emerging initial analysis. Fourthly
labeling the codes began. These formed the initial coding scheme. Fifth was sorting the codes
into categories based on how different codes were related and linked together.

FINDINGS AND INTERPRETATION
Findings as seen from teachers’ perspective
Findings of this study shows that the EFL primary teachers, Mr. Joko and Ms. Abia
(pseudonym), from two different schools perceived that Indonesian folktales and its illustrations
as medium of teaching English are useful for improving their students’ language skills,
particularly English vocabulary.

From the analyses, the participating teachers decided to draw on the use of folk tale texts as a
creative pedagogical approach to EFL teaching and learning. Related to the use of folktales, Ms.
Abia said:

It’s quite easy to give the material, because most of the students have already known the
stories. The students can do guessing, for example ‘this word means...’ It made the
learning process in my classes more fun because I let the students to be more active to
participate in class activities. (Abia. PVT (1) 2)

Ms. Abia reveals her enthusiasm for delivering her EFL teaching materials through folk tale
texts the students have been familiar with. One particular example that shows the benefits of
learning EFL through folk tale lies in students’ vocabulary development. Students’ participation
and curiosity seem to increase in cases where the teaching-learning activities succeed in
engaging students’ interest. It could be that students feel less stressed under these circumstances
compared to their experiences of more formal grammar and translation based teaching-learning
processes. It could also be the result of the EFL teacher’s efforts to create closer connections to
the students. With regard to this situation, Meeks (1999) stated that students will more likely
enjoy teaching-learning activities in which students experience everyday life situations. Hence,
Ms. Abia’s efforts to implement less formal teaching-learning processes, is conducive to
effective EFL learning and to students’ enthusiasm.

His willingness to manage reading sessions to develop several basic language skills, where
translating the narrative helps him to generate several other language skills as suggested in the
following interview excerpt:

Besides to develop their language ability, another thing was to translate English into
Indonesian. The students often made mistakes in writing and pronouncing English
words. (Joko. PBT (2) 4)

Mr. Joko uses folk tale texts as the basis for teaching four basic language skills: listening;
reading; writing paragraph translations; and speaking in the context of asking questions as
encouraged by Mr. Joko. As affirmed by Maibodi (2008) in his research reading narrative texts
is effective for enhancing language skills especially for beginner of L2 learners. The grammar-translation teaching methods that Mr. Joko implements through his EFL narrative text lesson plan do not seem to detract from his goal of teaching EFL through narrative folktales texts. Translation exercises specified in his lesson plans are not only encouraging his students to recognize English vocabulary, but also maintain his students’ focus on the particular cultural discourse being conveyed through the local folktales texts. Taylor (2000) highlighted the idea that using folktales help primary students as foreign language learners to master the four basic language skills identified above. As the Indonesian folktales are already English translated versions for teaching EFL in the two primary schools, the two teachers were enthusiastic about their students’ responses and progress in attaining these four basic English language skills, particularly vocabulary development. As asserted by Taylor (2000) the reading section of narrative folktale texts has a main purpose to explore students’ language capacity, particularly their English reading capacity and specifically, their pronunciation, vocabulary development, reading comprehension and intonation skills.

Findings as seen from students’ perspective

Research evidence suggests that the students’ familiarity with locally contextualized topics may minimize any foreign language learning stressors. In response to the interview question related to folktales narratives as ‘preferable teaching materials’, as illustrated in the following dialogue with one of the students named Mita:

When you learn English, which one did you like to have in your English class – Indonesian folktales in English translation or western folktales? (R. Mita. PBS. 10)

I prefer Indonesian folktales (Mita. PBS. 10) It was easier to understand the words in folktales, because I could remember the stories. (Mita. PBS. 11)

For Mita, her familiarity with folktales seems to make her EFL learning more enjoyable and more memorable as it is effortless for her to understand words in folktales texts. Bunanta (1998) argued that folktales essentially aid primary school students’ literary development as reflected in Mita’s account of her ability to memorize folktale stories she had heard in early childhood. Moreover, being able to guess the plot of the story enhances her ability to predict the meaning of foreign language words when she reads English-translated Indonesian folktales. The more simple linguistic elements, such as the use of concrete vocabulary and simpler grammar, appear to be pivotal in helping students improve their language skills (Taylor, 2000). On learning language skills via folktales texts, the other two students, Fathia and Idam share a common view:

No, I am not saying that learning English through Indonesian folktales in English translation would be easy. We get used to learn grammatical English, so there is small chance to learn English conversation. I can see that there is a lot of common language used by characters in Indonesian folktales in English translation. They speak the language as ordinary people use. So we can learn English better and deeper, that we can use the language for daily conversation. (Fathia. PVS. 3)

Because sometimes we learned through reading it. We read it, tell about the tales in English, we would be able to speak in English; how to say something; how the right way to say something is. If we often read the tales, we would understand, then we will be good in English. (Idam. PBS. 9)

Fathia and Idam affirmed that exploring IFET for learning English language is beneficial because they have already known the stories and the basic English used in the texts. At the same time, Fathia revealed that learning English is more favourable when she reading folktales narrative texts rather than learning through grammar translation method. The students are likely to have benefitted from understanding the narrative texts. Their understanding of the story may have its roots in the belief that folktales as narrative texts are stories for children (Taylor, 2000; Virtue, 2007). Maibodi’s (2008) research findings identified that having narrative texts in foreign language learning classes assisted some Islamic Azad University students in Iran: ‘narrative text genre and language proficiency level were influencing factors in not only improving the participants reading comprehension but also somehow helped the students to acquire native like skills necessary for communication’ (p. 41).

Furthermore, the use of folktales texts in EFL classes facilitates the students’ English vocabulary development. A simple guessing game challenges the students to increase their
vocabulary. As represented by one of the students:

I was happy (to do guessing meaning of words from the passages of folktale text) because I already knew the answer, the English word. (Ija. PVS. 8)

On the subject of basic language skills, illustrations were also successful in developing the students’ capacity to comprehend narrative folktale texts. As Idam relates:

It’s better if there’re illustrations. You know..., children will easily understand stories if there are illustrations in it (folktale texts). (Idam. PBS. 8)

Idam’s response points out the visual communication process occurring between the student and the folktale texts’ illustrations. Utilizing visual literacy, the process of communication and reading the visual is understood to involve three stages as suggested by Schirato and Webb (2004): initial engagement with the visual; interpretation, or meaning making and putting oneself in a certain context which shapes a way of seeing and interpreting the visual in order to make meaning. From the perspective of these three stages, in the interpretation of the visual, the students in this study were more expressive in communicating their ideas after engaging with the visuals than when relating their understandings of the folktales’ written text context. Different communication media such as images, language, and text, construct in some sense a multimodal literacy grounded in more intensive interactions. Meaning arises from these interactions where students (Duncum, 2004) come to their interpretations through their engagement with the illustrations in concert with the written texts. Thus, multimodal literacy is necessarily developing within the teaching-learning process. Multimodal literacy offers the possibility for teachers to deliver more suitable teaching materials, such as illustrations, to their students.

CONCLUSION AND SUGGESTION

The research findings reveal teacher participants’ ways of employing and seeing IFET and its illustrations as a medium of teaching English. Also, using visual elicitation and adopting a visual culture approach is able to define the students’ positive responses to the use of IFET as a pedagogical strategy for learning EFL, particularly the students’ response to the emergence of illustrations in folktale texts. Many students who are interested in illustrations of folktale texts are also led and encouraged to read the text. Accordingly, the students’ enthusiasm to read folktale texts seems to enhance their basic language skills particularly vocabulary development.

This small case study involving two EFL primary teachers and twelve students provide empirical evidence of how folktales as the subgenre of children’s literature facilitates the students’ English vocabulary development. The teachers provide understandings about their teaching practice broadly about such issues as curriculum construction, lesson planning, teaching practices, delivery of language - and culturally-related teaching materials, and innovative teaching materials and methods. However, this study may not provide generalization to its research finding particularly related to research sites. Other researchers who are interested in the EFL teaching may investigate the similar case with a bigger numbers of research participants and or conduct a quantitative research for providing generalization of research findings.

ACKNOWLEDGEMENT

My thankful to all the research participants that their participations in this study has helped the present researcher to complete her doctorate program.

REFERENCES


