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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 2

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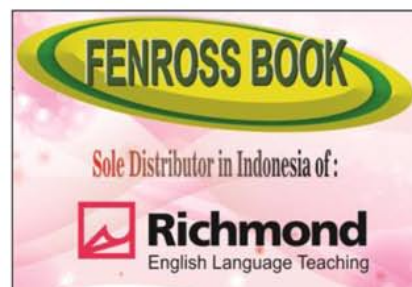


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FOREWORD

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

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THE EFFECT OF EFL LEARNER'S LANGUAGE ATTITUDE OF CODE SWITCHING AND LANGUAGE INTELLIGENCE ON VOCABULARY MASTERY

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ABSTRACT

This study deals with the effect of EFL learner's language attitude of code switching and language intelligence on vocabulary mastery. It aims to determine (1) the influence of EFL learner's language attitude of code switching on vocabulary, (2) the influence of language intelligence on vocabulary mastery, and (3) the influence of EFL learner's language attitude of code switching and language intelligence on vocabulary mastery. A correlational research design was used in the current study. To achieve these objectives, 280 second grades from selected Junior High School in Malang volunteered to participate in this study. They were selected by random sampling technique. Data was gathered through questionnaires and vocabulary test. Post hoc items analysis was employed to meet the requirement of validity and reliability since the instruments were not standardized test. The gathered data were analyzed quantitatively using multiple regressions with the statistical software SPSS version 22 for windows 10. The result revealed (1) there is significant effect of EFL learner's language attitude of code switching on vocabulary mastery, (2) there is significant effect of language intelligence on vocabulary mastery, and (3) there is significant effect of EFL learner's language attitude of code switching and language intelligence on vocabulary mastery.

Keywords: *EFL learner, Language attitude, code switching, language intelligence, and vocabulary mastery.*

INTRODUCTION

Blemiller, (2000) states that vocabulary importance is not adequately answered and has received enough attention. He explains that it is not only because vocabulary role in language learning has been neglected but also because fair enough answers to some practical questions regarding vocabulary teaching have not been found yet. With regard to Blemiller's statement, Fatemi&Barani (2014) states that vocabulary learning and teaching is an area that all foreign language educators and learners have noticed its vital role in language learning and teaching. Regarding vocabulary teaching strategies, they reports that the use of two or more languages (code-switching) has almost got no role and place; since English teachers are afraid of not providing students with sufficient English input. Further, they explain that code-switching (CS) would be used and practiced rarely in most English classes. They report that teacher's CS can result in more fruitful communications in the process of teaching and learning.

Brice & Roseberry, (2001) affirm that the use of more than one language due to bilingualism makes CS occurs. Mujiono, (2013), Modupeola, (2013) reports that the use of CS by teachers and their students in EFL learning at class is the strategy to deliver English material. The fact in field shows that teachers are not infrequently switching to the language that is easier to be understood by students. The finding of previous research shows that CS occurred in EFL learning class at Junior High School not only for the teachers but also for the students. Ling (2014) also reports that CS occurred in learning process is done both by students and teachers. The use of CS by teacher in English teaching at class is considered as one of their efforts to overcome the difficulty in delivering lesson material. The finding of this research supported Ling's research (2014) which reports that in formal language situation like in teaching and learning process, teachers often experienced difficulty in presenting lesson material for their students. In order to overcome this difficulty, teachers tries several learning strategies. Thus, in learning especially in English learning, teacher and students use two languages in turns. According to Mujiono (2013), Holmes (2013), and Inuwa (2014), language switching like this is

a communication strategy. As what reported by Bista (2010) and Tabaeifar (2014), this kind of switching is named as interaction strategy in class.

The occurrence of CS is caused by several factors intertwine with the context of communication situation. The finding of Mujiono (2015) shows that the factors causes the occurrence of CS in English learning at Junior High School are (a) involvement of hearer, (b) the utilization of hearer's language, (c) class situation, (d) the speaker's exhaustion, and (e) the speaker's feeling of annoyance. Those five factors gave significant influence toward the use of CS in English learning at class. From those five factors, the use of hearer's language gave the most dominant factor of influence in class (Mujiono, 2015).

If it is related to the communication function, the use of CS as reported above shows the communication skills of English teachers and students. Hence the selection of language is highly influencing toward the successfulness of communication. Students' involvements in term of psychology in English communication could be encouraged by using CS to the language mastered by students, which is Indonesian; hence the communicative event will occur.

From the perspective of sociolinguistic, English teachers and students have diverse language backgrounds. By using code switching, it is expected for the students who do not comprehend English optimally could understand teacher's explanation, thus students' memories could be better in memorizing the delivered lesson materials. As what Krieger (2005) reports that the usage of first language (L1) in foreign language class sometime was highly needed, especially for the explanation and affirmation of grammar and linguistic concepts. The research finding of Mugaddam (2013) also shows that the use of L1 could increase interaction in learning process at class. This is supported by Panayi (2015) who reports that the switch from L1 to L2 could give motivation in class interaction and doing several assignments. Learning motivation could be raised by using their L1 to explain difficult parts of language that will be really complex if it is explained in English. Language culture and quite significant diversity between English grammar aspects and students' L1 could be balanced by systematical explanation using language that is mastered by students.

Generally vocabulary is one of the most challenging skills for L2 learners to master, and the important roles that one's multiple intelligence (MI) can play begin to evolve when we look at how the brain sets out to experience the actual act of reading and writing (Armstrong, 2003). One of one's MI playing important role to EFL learner's vocabulary is linguistics intelligence (LI). In a practical sense, LI is the extent to which an individual can use language. LI is a part of Howard Gardner's MI theory dealing with an EFL learner's performance to understand language. LI can include the ability to express oneself effectively through the written word and the increased ability to learn foreign languages. In addition, information is learned effectively through the written word. Armstrong (2009), explains that LI includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical uses of language. Based on Gardner (1983), children LI excel at reading, writing, telling stories, and doing crossword or other word puzzles. To support Gardner's theory, Armstrong (2009) states that a person who has LI with the high ability, they think through the words. They love reading, writing, telling stories, playing word games. In addition, they also need method of instruction such teacher's strategy such the use of CS to support their vocabulary mastery.

METHOD

Design of the Study

This study applied a correlational research design. It was intended to employ a quantitative computation and inferential statistical application.

Participants

This study involved 280 Senior High School students. The students were categorized into three categories, namely students with high, moderate, and low language competences. In terms of high language competence, it was categorized in score range between 15-17. In terms of moderate, it was ranged from 7-14. And in terms of low language competence, it was ranged 0-6. The students profile can be shown in table 1 below

Table 1: The Profile of students

No	Category	Sub-Category	Number
1	Students' language competency	High	90
		Moderate	120
		Low	70

As table 1 showed, there were 90 students with high language competence. In terms of moderate language competence, there were 120 students. And in terms of low language competence, they were only 70 students.

Data Collection

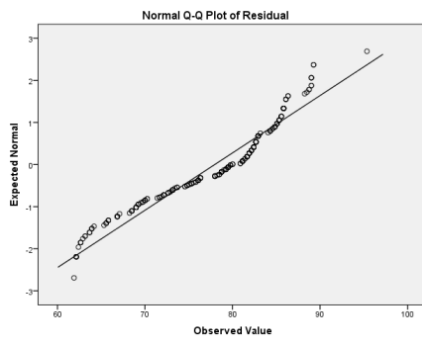
The instruments of collecting the data in this study were questionnaires and vocabulary test. The questionnaires were provided to students. The questionnaire for students was designed in two parts. Part 1 contained 25 items which dealt with students' language attitudes toward the use of CS. The variables were attitudinal and measured using Likert scale with five response categories (Strongly agree, agree, do not agree, do not know, and strongly disagree). The Likert scale method was preferred to make questions interesting to respondents and thereby enhance their cooperation, ultimately to ensure maximum response rate. While part 2 contained 17 items dealt with student's language intelligence. These items were designed to elicit one of the two responses (yes and no). The questionnaires employed in this study was provided to 280 students. Post hoc item analysis was employed to meet the requirements of the validity and reliability of each item of the instruments. The statistical software of SPSS, Cronbach's Alpha analysis was applied for this study. It revealed that 25 items in part 1 and 17 items in part 2 which were designed for the students were valid and reliable.

Vocabulary test was applied to obtain data of student's vocabulary mastery. The vocabulary test was implemented for 280 selected students. Each students were provided time to do it for duration of approximately 45 minutes.

Normality

Test of normality in this research is done by looking at the spread of the data on the source of the diagonal on the graph of normal Q-Q Plot of Residual. As the basis for decision-making, if the points spread around the line and follow the diagonal lines then the residual values have been normal. The graph of normal Q-Q Plot of Residual was presented at table 2.

Table 2: Normal Q-Q Plot of Residual



From the above graph can be noted that the points spread around the line and follow the diagonal line, residual values were normal.

Multicollinearity Test

In this study, multicollinearity test was performed by looking at the value of the variance inflation factor (VIF). There is no multicollinearity if VIF is less than 5. The multicollinearity test was presented at table 3 below.

Table 3: Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Language Attitude	.987	1.014
Language Intelligence	.987	1.014

From the table 3 above, it can be noted that the VIF for two independent variables was less than 5. It could be decided that it did not occur multicollinearity between free variables.

Heteroscedasticity Test

Research on heteroscedasticity test was performed by looking at the graph scatter plot between the predicted value component (Zpred) and studentized residual (SRESID). Heteroscedasticity occurred if there are certain patterns like dots that form a regular pattern. (wavy, widens and then narrows), then going heteroskedastisitas. If there is no clear pattern, such as the point spread above and below zero on the Y axis, then does not happen heteroscedasticity. The graph scatter plot was presented at table 4.

Table 4: Scatter Plot of Heteroscedasticity Test

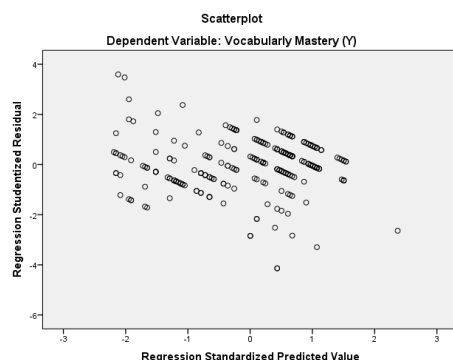


Table 4 showed that there was no a certain pattern, and the points spread above and below zero on the y axis so it can be concluded that the heteroscedasticity did not occur.

FINDINGS AND DISCUSSION

Findings

In order to determine the nature and strength of the relationships among variables, Pearson’s Product Moment Correlation procedure was used. Table 4 presented the correlation coefficients of the relationship between variables.

Table 5: Correlation between Independent Variable and Dependent Variable

Variable		Vocabulary Mastery
Language Attitude on the use of CS	Pearson Correlation	.750**
	Sig (2-tailed)	.000
	N	280
Language Intelligence	Pearson Correlation	.190**
	Sig (2-tailed)	.001
	N	280

The results in table 5 showed that there was positive and significant relationship between Language Attitude on the use of CS and vocabulary mastery ($r=.750, P< .01$). A weak correlation between language intelligence and vocabulary mastery ($r=.190, P< .01$). The finding on table 2 above further indicates that the highest relationship is found between Language Attitude on the use of CS and vocabulary mastery.

Determination Analysis

This analysis of the determination was used to know the percentage of independent variables i.e. language attitude on CS and language intelligence contribute to effect on dependent variable as well as vocabulary mastery. Determination analysis was presented at table 6 below.

Table 6 Determination Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 ^a	.574	.571	6.347

Based on the above model Summary, the value determination coefficient $R^2 = .574$, this showed that the independent variables (language attitude on CS and language intelligence) together can affect the dependent variable (vocabulary mastery) at 57.4% while the remaining of 42.6% influenced by other factors which were not examined in this study.

Multiple Regressions

Multiple regression analyses were conducted to predict the simultaneously effect between language attitude on CS and language intelligence on vocabulary mastery. Before analyzing it, ANOVA was applied. ANOVA analysis was presented at the following table.

Table 7. Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15031.254	2	7515.627	186.571	.000
	Residual	11158.388	277	40.283		
	Total	26189.643	279			

The results in table 4 showed that there was significant relationship between Language Attitude on the use of CS and language intelligence on vocabulary mastery ($F= 186.571, P< .01$). To know the coefficients correlation, regression equation was presented at table 8 below.

Table 8. the regression equation

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. error	Beta	t	
(Constant)	28.198	2.676		10.537	.000
Language Attitude (X1)	.633	.034	.738	18.700	.000
Language Intelligence (X2)	.254	.096	.104	2.640	.009

Based on table 8, it can be made a regression equation to determine the effect language attitude on CS and language intelligence on vocabulary mastery as follows:

$$Y = 28.198 + 0.633 X1 + 0.254 X2$$

Based on the results obtained equations can be explained the meaning and significance of the regression coefficients are as follows:

- a) Constant (a) = 28.198, this means that if the language attitude on CS (X1) and linguistics competence (X2) for zero, then the vocabulary mastery (Y) decreased by 28.198 units.
- b) The coefficient $b1 = 0.633$, this means that if the language attitude on CS is increased by 1 unit, then the vocabulary mastery will increase by 0.633 units.
- c) The coefficient $b2 = 0.254$, this means that if the language intelligence (X2) is increased by 1 unit, then vocabulary mastery (Y) will increase by 0.254 units.

DISCUSSION

There was high correlation and significant effect between students' language on CS and students' vocabulary mastery indicated that the use of CS still needed in teaching and learning EFL in the classroom. As what Mujiono, (2013), Modupeola, (2013) reports that the use of CS by teachers and their students in EFL learning at class is the strategy to deliver English material. Teachers frequently switch to the language that is easier to be understood by students. Their studies report that the use of CS in EFL learning class at Junior High School not only for the teachers but also for the students. It is supported by Ling (2014) that the use of CS by teacher in English teaching at class is considered as one of their efforts to overcome the difficulty in delivering lesson material. Further Ling's research (2013) reports that in formal language situation like in teaching and learning process, teachers often have difficulty in presenting subject matter. In order to overcome this difficulty, teachers tries several learning strategies. Teacher and students use two languages in turns like use of CS to use as communication strategy (Mujiono, 2013, Holmes, 2013, and Inuwa, 2014). While Bista (2010) and Tabaeifar (2014), mentioned it as interaction strategy in classroom.

Besides, the use of CS is caused by some other factors such related to communication atmosphere in the classroom. Mujiono (2015) reports that the factors causes the use of CS by the English teachers in classroom at Junior High School are (a) involvement of addressee, (b) the utilization of addressee's language, (c) classroom atmosphere, (d) the speaker's exhaustion, and (e) the speaker's feeling of annoyance. While Krieger (2005) reports that the use of L1 in EFL classroom sometimes is highly needed, especially for the explanation and affirmation of grammar and linguistic concepts. The use of L1 or switch L1 to L2 could increase interaction and motivate students in classroom activity (Mugaddam 2013, Panayi 2015).

Linguistics competence of students still plays important role to develop EFL learner's vocabulary mastery. As what Armstrong (2003) states that vocabulary is one of the most challenging skills for L2 learners to master. Related to student's vocabulary mastery, he explains that student's multiple intelligence (MI) can play begin to evolve when we look at how the brain sets out to experience the actual act of reading and writing. Further he describes that one of one's MI playing important role to EFL learner's vocabulary is linguistics intelligence (LI). In a practical sense, LI is the extent to which an individual can use language. LI is a part of Howard Gardner's MI theory dealing with an EFL learner's performance to understand language. LI can include the ability to express oneself effectively through the written word and the increased ability to learn foreign languages. In addition, information is learned effectively through the written word. Armstrong (2009), also explains that LI includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical uses of language. Based on Gardner (1983), children LI excel at reading, writing, telling stories, and doing crossword or other word puzzles. To support Gardner's theory, Armstrong (2009) states that a person who has LI with the high ability, they think through the words. They love reading, writing, telling stories, playing word games. In addition, they also need method of instruction such teacher's strategy such the use of CS to support their vocabulary mastery. Even though the findings showed that there was a weak correlation between linguistics competence and student's vocabulary ($r=.190$, $P< .01$), LI is still considered as the factor can influence students vocabulary.

CONCLUSION AND SUGGESTION

The result revealed (1) there was positive and significant effect of EFL learner's language attitude of CS on vocabulary mastery ($r=.750$, $P< .01$). (2) A weak correlation between language intelligence and vocabulary mastery ($r=.190$, $P< .01$), (3) and (3) there is significant effect of EFL learner's language attitude of CS and language intelligence on vocabulary mastery ($F= 186.571$, $P< .01$). Language attitude on CS and language intelligence together can affect on vocabulary master at 57.4% while the remaining of 42.6% influenced by other factors which were not examined in this study.

Further research can be conducted on other variables such student's learning motivation, achievement motivation, learning style, cognitive learning style that might have influence on students' vocabulary or other dependent variables such speaking, writing etc.

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