Program Book

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on Cultivating and Casting Asian Diversities : Empowering the Asians
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	Ivory 4	Dan Van Chuong	**DyAS 10** Chakri Dynasty's "Open Door" Policy in Nineteenth Century: The Background of International Integration of the Modern Thailand"
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		Imam Suyitno	**DyAS 7** The Cultural Perception of Using Ethnic in the Vocabulary of Banyuwangi Folk Songs
	Ivory 5	Desy Nur Cahyanti	**FiAA 1** Batik as a Surface Technique for Contemporary Artwork in Digital Era
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11.00 – 12.00			Parallel Session Two
Agenda	**Room**	**Presenters**	**Titles**
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		Adam Damanhuri	**FLT 2** Various Perceptions of Malin Kundang in Cognitive Linguistics (A Field Empirics Discussion of Teaching Indonesian Language and Culture in TFSU China)
		Ahmad Shadiqi	**FLT 4** The Use of Indonesian Language in English Speaking Classroom
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		Ani Susanti	**FLT 6** The Teaching of English Writing Skills in Indonesian Senior High Schools
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		Ekaning Dewanti Laksmi	**FLT 17** Lesson Learned from Adopting Flow Theory in EFL Writing Classrooms
		Brigitta Septarini Rahmasari	**FLT 8** Peer Tutoring: An Effective Technique to Teach Reading Comprehension
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		Dini Kurnia Irmawati; Utami Widiati	**FLT 14** Core Features of Activities Undertaken by Professional EFL Teachers to Develop Their Pedagogical Competence in Teaching Preparation
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		Dian Febrianti; Girindra Wardhana; Timothius Ari Chandra	**FLT 11** Foreign Students' Understanding Towards Indonesian Cultural Terms in BIPA Program
		Apriliya Dwi Prihatiningtyas	**FLT 7** The Implementation of Pronunciation Structure Strategy in Learning Indonesian Language as a Foreign Language: Case Study of Japanese Speakers

Integrating Local Culture in Teaching English Toward EFL Learners in Indonesia

This study is aimed at investigating how local culture is integrated in the practice of English teaching as foreign language in Indonesia. It is widely believed that the process of learning a foreign language needs to rely on the learners' needs and refer to the national curriculum. This is an interesting phenomenon, especially when it concerns learners as teacher candidates at the English Language Teaching Department in Indonesia. Learners tend to be considered as having the same need to learn English and Indonesian Culture. Indeed, this phenomenon needs to be reconsidered as EFL learners learn English not only as a content subject but also as a means of understanding a foreign culture. Nieto (2010) states that anyone who learns a language also learns about the culture in which it is used. In other words, language cannot be separated from its culture; it must be learned together with the other sub-systems of culture. Therefore, it seems necessary to take a closer look at the practice of teaching English to Indonesian students. Hence, this study attempts to discuss the local culture that can be inserted in the practice of teaching English, particularly in terms of the materials used and the integration of cultural content in the teaching of English at English Language Teaching Department.

FLT 4

Ahmad Shadiqi

The Use of Indonesian Language in English Speaking Classroom

This article discusses teachers' use of Indonesian Language in English classrooms and the purpose of its usage. The research is conducted in LBPP LIA Depok, an English course located in West Java, Indonesia, which demands its teachers to speak in English during the teaching process. Since all teachers and most students in this institution are Indonesians, and therefore non-native English speakers, the use of the local language in classroom environment is inevitable. Conducted in 15 classes of English for Adults program on three different levels of proficiency, this research applies classroom observation with Self Evaluation Teacher Talk (SETT) as the instrument. It calculates the time length used by the teachers speaking in Indonesian compared to the total teacher's talking time within a 110-minutes session for each class. The finding shall reveal the percentage of Indonesian language usage in English speaking classrooms. On this basis, the research also deliberates the purpose and function of local language usage which are obtained through observation with SETT and interview. Some possible purposes include: to explain vocabulary, to describe grammatical terms, and to boost students' motivation. The article shall conclude some functions of local language usage by the teachers in English classrooms in Indonesia within certain duration of talking. It also highlights that the inevitability of local language usage in English teaching is due to some purposes.

FLT 5

Andy

In-Depth Discussion and Practice of EAP

There is growing shift of English for Academic Purposes (EAP) in Indonesia, from merely focusing to prepare students whose language is not English to pursue tertiary education at universities in English speaking countries (pre-departure EAP training programs) to giving English academic literacy benefit for students at university level not only to have more academic skill but also to prepare graduates to fulfill professional requirements. Considering this big impact and uniqueness of EAP, this paper critically consolidates theoretical review to foster the success of EAP in a country where English is considered as a Foreign Language (EFL) like Indonesia with limited contact and access. Moreover, each discussion is followed by the practice of EAP based on my six-month pre-departure EAP training program at IALF (Indonesia-Australia Language Foundation) Bali in which the groups are placed from mixed academic backgrounds; and EAP research at Bogor Agricultural University (IPB) and Bandung Institute of Technology (ITB) where one academic field is common to all students. The discussion starts with the origin, benefit, and kinds of approach of Need Analysis (NA) along with how experts fill each other limitation. In Indonesia, the appropriate NA approach is Means Analysis because it is sensitive to the environment; therefore, alienation caused by imported strategy that is culturally inappropriate can

be minimized. Later on, seven methods of NA data collection is reviewed considering motivation, learning background, EFL proficiency (four skills) and how much they use English outside the class (their opportunity). These data is worth-while for EAP syllabus (discussed under three broad headings: content or product, skills and method/process) and course design. NA approach and data collection, syllabus and course design are as starting point of reference for EAP in Indonesia to accommodate and be flexible depending on the people, facilities, education policy, cultural background, preference, and academic convention.

FLT 6 — Ani Susanti

The Teaching of English Writing Skills in Indonesian Senior High Schools

The EFL learning in Indonesian schools implements text-based approach focusing on both spoken and written language skills. This paper describes the teaching of the later language skills – writing. The objects observed are the document of standard competence released by the Ministry of Education and writing tasks as found in the ELT textbooks. It is known that there's a potential gap between the expected writing skills in the standard competence document and the feasibility to achieve the competence. The resource and formal time allocated for practicing writing is limited. Therefore, students should be more creative in finding ways to experience autonomous learning.

FLT 7 — Apriliya Dwi Prihatiningtyas

The Implementation of Pronunciation Structure Strategy in Learning Indonesian Language as a Foreign Language: Case Study of Japanese Speakers

Using pronunciation structure in teaching Indonesian as a foreign language often encountered difficulties in its application. Teachers often find deadlock when they have to correct pronunciation due to the unique phonological system of each language. The number and varied types of phonemes make it difficult for the learners to pronounce some Indonesian sounds. Therefore, the author applied the strategy of pronunciation structure at the end of the basic level. The experiment was applied after sound data were derived from a series of classroom observations. In addition to teaching pronunciation structure at the beginning of the program, the authors applied the strategy of teaching oral and written skills so that foreign learners could see the usage of words and recognize it in context. She recorded the learner's pronunciation when they were reading a text aloud or when they presented their descriptive compositions. In the first recording, learners inaccurately pronounced sounds [ĕ] and [u], [r] and [l], nasal sounds such as [n], [m], [ŋ], [ñ], and sound [h] followed by a vowel [u]. Day by day, the level of learners' awareness of these sounds was improving. When the recording was played to review the process, the learners found lots of inaccuracies. They spontaneously pronounced the correct sounds. In the next recordings, inaccuracies diminished. The implementation of this strategy helped the teacher build learners' awareness of Indonesian language phonological systems and develop learners' ability to recognize Indonesian sounds that do not exist in their first language phonological system.

FLT 8 — Brigitta Septarini Rahmasari

Peer Tutoring: An Effective Technique to Teach Reading Comprehension

Reading is a demanded skill that should be mastered by students. With reading, students can gain much information. In fact, the reading comprehension of many students is still low, worrying, unsatisfactory, and far from the expectation. Students are reluctant to read due the fact that texts are difficult to understand. This condition leads the teachers to apply some teaching techniques in reading class. One of them is peer tutoring. Peer tutoring is a technique where the students play the roles of a
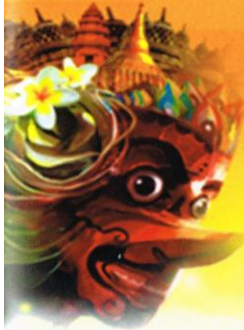
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Asian societies are not only unique in socio-economic structure, but also rich in linguistic and cultural diversities. Those diversities are prospective to enrich the understanding of multi-dimensional and multi-layered character of Asian societies. The understanding would bring people in the continent together and enable them to become global citizens through the diversities that Asians have. Moreover, to research, explore and reflect on Asian diversities as ways in cultivating and casting the diversities would enhance our understanding of who we are and what we have. The deeper and better understanding of who we are leads to strategies for the empowerment of the Asians.

This conference, therefore, invites practitioners, researchers, students, and teachers to identify and discuss various aspects of languages, cultures and societies in Asia. The main focus of this conference is Asian diversities and ways to cultivate and cast the diversities to enable the Asians to live and strategically take roles in globalized civilization.

IN-DEPTH DISCUSSION AND PRACTICE OF EAP
IN INDONESIAN ENGLISH ACADEMIC TEACHING

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Abstract
There is growing shift of English for Academic Purposes (EAP) in Indonesia, from merely focusing to prepare students whose language is not English to pursue tertiary education at universities in English speaking countries (pre-departure EAP training programs); to giving English academic literacy benefit for students at university level not only to have more academic skill but also to prepare graduates to fulfill professional requirements. Considering this big impact and uniqueness of EAP, this paper critically consolidates theoretical review to foster the success of EAP in a country where English is considered as a Foreign Language (EFL) like Indonesia. Each discussion is followed by the practice of EAP based on my six-month pre-departure EAP training program at IALF (Indonesia-Australia Language Foundation) Bali in which the groups are placed from mixed academic backgrounds; and EAP research at Bogor Agricultural University (IPB) and Bandung Institute of Technology (ITB) where one academic field is common to all students. The discussion starts with the origin, benefit, and kinds of approach of Need Analysis (NA). For Indonesian condition, the appropriate NA approach is Means Analysis because it is sensitive to the environment. Later on, six methods of NA data collection are reviewed. These data are worth-while for EAP syllabus (discussed under three broad headings: content or product, skills and method/process) and course design. NA approach and data collection, syllabus and course design are as starting point of reference for EAP programs in Indonesia to accommodate and compromise with the environment.
Keywords: EAP in Indonesia, Need Analysis, Syllabus, Course Design

Introduction

Bell (1998) mentions the organization of the pre-departure EAP courses at the Jakarta British Council English Language Centre into a seven-part structure: "language upgrading, listening, speaking, reading, writing, learner training and study skills and cultural orientation". While, Elsegood (2007) states about IALF Bali which provides pre-departure training to Indonesian ADS scholarship recipients, she points out the need of incorporating critical thinking into EAP programs to facilitate success at Western universities. She claims that it is beneficial "to design meaningful and interactive learning experiences in EAP and academic skills programs" (p. 9).

English for Academic Purposes (EAP) according to Bell (1998) is a recognised branch of English for Specific Purposes (ESP). In relation to the condition in Indonesia, Flowerdew and Peacock (2001) postulate that "within ESP, EAP tends to dominate", this is in line with the statement of Hambali (2011) that in the last few decades. There is growing demand of EAP in ELT in Indonesia. In addition to the need to attend EAP training prior to

pursuing tertiary study at universities in English speaking countries, EAP is preferred to boost academic literacy ability to be able to fulfill professional requirements for future employment globally.

Definition of key terms and a glance view

Jordan (1997) proposes that communication skills in English to support study in formal education systems are studied in EAP. For unique courses like EAP, specific syllabus and course design are needed. They assert that Needs Analysis (NA) can help EAP syllabus and course designers in 'defining feature of EAP' and that NA is the starting point in the design of syllabus, task and materials. Jordan (1997, p.56) urges that "Designing a syllabus involves examining needs analyses and establishing goals". In short, NA has vital role in the success of EAP.

Jordan (1997) clarifies that syllabus is the details of the materials to be covered in a language course. Designing a syllabus is "the selection, grading, and sequencing of the language and other content, and the division of the content into units of manageable material" (Jordan, 1997: 56). He further asserts that after the syllabus has been formulated, it is the time to plan an efficient and effective language course. To apply the syllabus, the methodology is needed to facilitate the success of teaching and learning process. Jordan (1997: 56) points out "Together they cover the planning, implementation and evaluation of a language course".

Needs analysis in EAP context

The Origin of Needs Analysis

In around 1920 in India, Michael West proposed 'analysis of needs' with two concepts of 'need' which according to West (1994, p.1): 'what learners will be required to do with the foreign language in the target situation' and 'how learners might best master the target language during the period of training'. From its first introduction by West until 1970s the so-called Needs Analysis was not present in the discussion about language teaching which made language planning seemed to have no particular purpose.

West points out that the term NA starts to be employed again soon after the term ESP first created at the Makerere Conference in 1960. Starting from that moment, NA becomes a 'key instrument' in designing a course. The figure who has great influence in placing NA as a vital consideration in designing ESP and other language course is John Munby.

Needs analysis approaches
1. Target-situation analysis (TSA)

Jordan (1997) argues that TSA is formulated by Munby and vital in NA development. This model intends to gather information about the needs of the students after the course ended and particular proficiency level that they have to achieve. With reference to West (1994), there are four drawbacks of TSA:
  - Complexity.

West (1994) asserts that Munby's attempt to be well arranged makes his instrument hard to be adapted; therefore more simpler one is preferred.
  - Learner centredness

It seems that there is no effort to gain information by engaging the students.
  - Constraints

Munby believes that practical constraints should be tackled after the procedure of NA has been done, while Jordan (1997) suggests the reverse.

- Language

Munby includes skills taken from social English. In contrast, Jordan (1997) urges the use of authentic language.

2. Present-situation analysis (PSA)

Jordan (1997) claims that PSA is an approach whose aim is to prepare everything that can facilitate the students' success in their study when the course just starts. The points that are contemplated derived from everyone who has importance to the learners, the learners themselves, the teachers, and the organization or country that gives the scholarships. PSA tries to approach NA by incorporating more ideas than just depending on the experts.

3. Learning-centred (LC) approaches

Jordan (1997) claims that LC approaches is conducted by negotiating between individuals and society (involving teaching, syllabus, methods, materials, and things related), it emphasises the importance of what is the best way for students to learn. Learning-centered has different concept to learner-centered, the second considers learners as the most fundamental factor in making decisions.

4. Strategy analysis (SA)

It starts with the ways to help learners to 'identify skill areas and their preferred strategies of achieving the skills' (Jordan, 1997, p. 27). Therefore, the emphasis is to find out the best learning strategies that can be successfully employed by students. However, there will appear cases where some of the students prefer to utilise certain strategy, sometimes in cases such as these there will be conflict between teachers and students.

5. Means Analysis (MA)

This procedure is by firstly observing everything around the teaching-learning process; the data are used to find out beneficial factors that still can be utilized in trying to overcome typical constraints during learning period. West (1994) advocates that, the next step is up to the course designers to plan a language course in order to be successful in the intended setting or place. Current development of MA is in Jordan (1997) terms 'an environmentally-sensitive teaching approach' and that MA is the reverse order of the usual approach. He further writes the purpose is to prevent possible obstacles in dealing with imported teaching methods which somewhat does not agree to the local culture.

6. Language audits

To gather information related to education policy or management, the scope is usually beyond classroom (organisations, companies, or countries)

For Indonesian context, Means Analysis (MA) is the most likely to be of benefit. Cahyono and Widiati (2008) portray apparent impact of national curriculum to the emphasis of particular vocabulary used, they mention that without explicit suggestion of existing national curriculum, teachers are highly demanded to be sensitive to the vocabulary that is highly needed by their students.

In terms of imported teaching method, Elsegood (2007) mentions an interesting point that EAP is unavoidable rooted in western academic culture and it is very much of a western cultural product. In contrast, many of Indonesian students have been trained in an intellectual tradition that 'experts' (*guru*) are expected to transfer knowledge while 'non-experts' (*siswa*) are unlikely to be expected to be critical to the knowledge stated by *guru*. With this academic culture condition, therefore she suggests the need of "transition from one academic culture

and intellectual tradition to another", particularly in teaching EAP students to do critical thinking which is necessary in EAP.

The same is true with my 6 month pre-departure EAP training at IALF Bali, all matters that support the teaching-learning process are considered well, such as the students, teachers, facilities, and culture. They provide self assessed language study facilities, also have equipped the teachers with adequate academic English along with cultural orientation to be introduced to the students prior to their arrival in Australia. The students are arranged and informed to have own self responsibility towards own success in attending EAP courses.

Needs analysis data collection

Jordan (1997) presents 14 methods to get information about the learners, however only some of them are discussed, they are:
   a. Advance Documentation
       Personal details enquired like educational background, courses ever attended (especially in English), evidence of English proficiency level, and things that can be beneficial for course planning. From my experience, all these documentation are compulsory, even some needed to be translated in English at IDP Australia.
   b. Language Test at Home
       Such test can indicate students' strengths and weaknesses and also classify them according to the length of EAP classes needed for preparation. With this, I was included in 6 month EAP takers at IALF Bali.
   c. Language Test on Entry
       The results are used to specify their 'language learning priorities for short courses or part-time classes'. All students prior to entering to The University of Melbourne need to take a one month academic orientation held by the university, it also includes campus orientation.
   d. Self-Assessment
       Learners have to assess themselves by means of: questionnaires, forms, and checklists indicating their ability in each of the macro skills in English, reading, writing, speaking, and listening. Other information include their primary motivation and how much English is used and the opportunity the students have.
   e. Observation and Monitoring
       This can indicate what area(s) that become their major and minor difficulties and errors, and what kind of help or advice is needed. It is scheduled to have one-on-one personal sharing with EAP teacher to address possible individual help needed.
   f. Evaluation/Feedback
       At the end-of-course, students are asked to fill in questionnaires for 'final evaluation or feedback'. They also needs to give their suggestion to improve the following course. This is true that at the end of my EAP course, feedbacks from the students are collected for future improvement.

Syllabus in EAP context

Jordan (1997) presents several types of syllabus which are under 'three broad headings'.
I. Content or Product
    It is under five categories: grammatical/structural/language form, notional-functional (frequently known as 'the communicative approach), situational, topic, and content-based

II. Skills

In such syllabus like this, "the constituents of the skills are often highlighted-the *sub-skills* or *microskills*. For instant, reading as a macro-skill then subdivided into skimming, scanning, reading for information, and many more, all are reading's micro-skills.

III. Method/Process

This syllabus has three classification: process, procedural/task-based, and learning-centred/negotiated. The first two have 'task to be performed' as their focus, while for the last tries to enhance students' responsibility for the process of their own learning.

EAP syllabus

Bell (1998) gives example of an EAP syllabus in Indonesia which is considered as the second type, namely skills. In addition to the four English skills, he also mentions about language upgrading (to be more accurate both in speaking and writing). For all these skills, therefore learner training is beneficial which includes study skills and how to adapt with the culture.

Junining (2012) mentions one syllabus design aiming to motivate the students by arising their confidence in English usage and be more active to gain the goal. With selected teaching materials, the skill of independent learning will be triggered as well as the awareness of own strengths and needs.

Course design in EAP context

Jordan (1997) advocates that course design in EAP context should be done after the main syllabus components and the outline of each section objectives have been formulated, this can be done by considering the previous course as the basis in making decisions.

Junining (2012) designs her study based on earlier course, which indicates low students' motivation that takes place due to lack of addressing the students' need, the intention of English teachers and the subject demands all at once. She accommodates all stakeholders by doing collaborative teaching done by English teacher and subject lecturer which connect the viewpoint of the students as well as the English teacher along with the subject required in the lecture.

Jordan (1997, p. 65) emphasises that "one of the secrets to success is planning sufficiently far ahead. Later, compromise and flexibility may well be needed". This is in line with Krismiyati (2014) whose methodology is a trialing and evaluation method. She involves the students to design the template which will be beneficial for them in boosting their reading speed and comprehension; in her study, there is revised template designed by the help of the students to compromise with method efficiency.

According to Jordan (1997), improvement is done by considering former students' feedback, if necessary in order to maintain future students' needs and overcome the ordinary-faced constraints then modification is conducted. Bell (1999) puts this claim as the basis of consideration; he mentions that in typical pre-departure EAP programs (like my 6 month pre-departure EAP program at IALF Bali) students are grouped from varied academic backgrounds. The possible problem of this condition is that the trainer does not have adequate academic background that match with the students' fields of study. To minimize such problem, in his EAP programs study at Bogor Agricultural University (IPB) and Bandung Institute of Technology (ITB), he puts one academic field is common to all students (namely biotechnology). The result of his study indicates that EAP trainer really required having background knowledge of the biology. He suggests that in teaching undergraduate biologists, trainers with no relevant background can still manage to teach. However, for

postgraduates and research students, trainers are essentially required to have relevant background to be effective in teaching complex academic and language skills.

Conclusion and Suggestion

Considering the big impact and uniqueness of EAP, theoretical review to foster the success of EAP in an EFL country like Indonesia with limited contact and access are outlined by Flowerdew and Peacock (2001) who claim that 'key aspects of the EAP curriculum' are: Needs Analysis (NA) for EAP, syllabus design, and planning the EAP course.

The importance of NA can be traced in history that it was not present in the discussion about language teaching which made language planning seemed to have no particular purpose, for Indonesian condition Means Analysis is the most appropriate NA approach.

NA is worthwhile in designing effective and efficient syllabus which function as the basis to plan and design EAP course. The main point of consideration is to compromise, flexible, simple, open to modification and less time consumption; taking a lesson from Munby's fallacy in which he tries to be well arranged but it turned out to be less applicable.

In the application of EAP, the program will not be exactly the same with the other. Factors like the people involved, facilities (means), education policy, cultural background, students' preference (wants), and academic convention are all different from place to place.

It is suggested to also include in EAP like avoiding plagiarism, taking more responsibility for own study success, the importance of self awareness and motivation, study independently (learner autonomy), adapting learning style, start being critical, do not be afraid to have doubt with authority, and last but not least use monolingual dictionary.

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Biodata

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