

 PROGRAM
BOOK



**15th Asia TEFL &
64th TEFLIN**
International Conference

“ELT in Asia in the Digital Era:
Global Citizenship and Identity”

The Royal Ambarrukmo Hotel &
Eastparc Hotel
13-15 July 2017

Co-hosted by:



Table of Contents

Table of Contents	2
Indonesia Raya-The National Anthem of Indonesia	3
Asia TEFL Anthem	4
TEFLIN Hymn	5
Report by Chair of the Committee	6
Message from Rector of Yogyakarta State University	8
Welcoming Address by TEFLIN President	10
Welcoming Address by Asia TEFL President	12
Organizing Committee	15
Asia TEFL Officers	18
TEFLIN Board	20
Floor Plan	23
Plenary Speakers	30
Featured Speakers	47
Presenters of Affiliates	55
Important Points when Reading the Conference Schedule	59
Conference Programs Day 1	61
Conference Programs Day 2	70
Conference Programs Day 3	81
Arrangement of Abstracts	93
List of Abstracts-Sub-Theme 1	94
List of Abstracts-Sub-Theme 2	244
List of Abstracts-Sub-Theme 3	270
List of Abstracts-Sub-Theme 4	334
List of Presenters	410
List of Participants	438
Sponsors	445

LIST OF ABSTRACTS

SUB-THEME 2

Pre-Service Teachers' Experiences of Teaching Practicum: Issues, Challenges, and New Possibilities**Abstract No:**
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This paper reports part of findings of a case study investigating the complexities of a group of pre-service teachers' (PSTs) journey to becoming novice teachers during the teaching practicum as an important component of teacher education in Indonesia. The research project, situated in an Indonesian university, involved 10 participants of between 21-22 years of age selected by purposive random sampling. Data were gathered over a period of 16 weeks using in-depth interviews, from guided reflective journals, and from one focus group discussion. The article specifically addresses the issues and concerns raised by the participants regarding the quality of the teaching practicum they had experienced. This study reveals that the issues range from administrative problems, lack of professional mentoring support, to perceived 'abuse of power' the participants had during the practicum. To deal with the issues, suggestions are made to improve certain aspects of the teaching practicum. There is an urgent need to reform the management of the practicum within pre-service teacher education curriculum, to standardise the recruitment of mentor teachers, to build a strong school-university partnership, and to encourage stronger *sense of collegiality* during the practicum.

Challenges of Teaching English in the Knowledge-Based Era**Abstract No:****2/002**Siti Aisyiyah
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Globalization has changed the world rapidly. The rapid development of information and communication technology during the last few years brings us to the knowledge era. In this era, knowledge becomes an increasingly significant factor of the society. The knowledge era is characterized by multiple and competing agendas and priorities, diversity in ideologies, multiple roles, uncertainty, contradictions, and a great amount of energy and creativity. This condition gives influence on the dynamic of English language teaching. Teaching English depends on the expertise, skills and knowledge of English teachers. The role of English teachers recently has remarkably changed because of various factors like social, cultural, economic and technology development in the world. This results in various challenges faced by the English teachers. The purpose of this study was to analyse the challenges that arise in English language teaching, particularly in higher education. The writer investigated the challenges by studying many literatures related to the topic. Based on the study, it is found that there are five main challenges of teaching English in the knowledge era. **They are related to (1) changing in the Goal of Teaching English, (2) changing the role of English teachers, (3) integrating technology in English Language Teaching, and (4) engaging in life-long learning.** Hence, English teachers have to improve and update knowledge of teaching English to meet the demand of changing in the knowledge era.

- use English for international communication?
4. Can you share some best practices in the teaching of English in school?
 5. What do you see are some major obstacles (funding, infrastructure, human resources) to introducing innovations in ELT in your country?

Abstract No:

2/039

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in Advanced Grammar Course**

Knowledge about language or Language Awareness (LA) is an inevitable qualification for any language teachers. Precisely, it is stated as the 'missing link' in language teacher education. To discover this phenomenon, the present study aims to explore LA of TEFL master students in Advanced Grammar Course by addressing two research questions, namely: 1) how is the use of explicit knowledge by students in the Advance Grammar Course? and 2) what types of metalanguage and terminology are used by the students? The subjects are 25 graduate students of TEFL Master Program in Semarang University. This study applies the qualitative case-study design. The findings indicate that 1) the students can use their explicit knowledge properly while working on papers; however, they struggle to recall it while taking their exam. Meanwhile, 2) most of the metalanguage used by the students is technical which contains opaque grammatical terminologies. Time allowances and experiences to access their knowledge become the main factors which are responsible for these findings. Furthermore, several implications of this study towards grammar learning will be discussed as well.

Abstract No:

2/040

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Text**

Learning can take place everywhere, not only in the classroom or in the school environment. Field-based learning has long been used by teachers to enhance students learning. Futher, Field trips are recognized as important moments in learning; a shared social experience that provides the opportunity for students to encounter and explore novel things in an authentic setting. The need to develop an effective environmental education program ranks as one of the major challenges facing education in the next decade.

This paper is focused on analyzing the effectiveness of field trip on students' writing descriptive text for a group of 30 students of fourth semester of FKIP UIR Pekanbaru in academic year 2015/2016 who were selected by using cluster sampling. The data were collected by giving test (pre-test and post-test) This study was used experimental researcch, used factorial design 2X2 and analyzed by two ways ANOVA. The anormality of the test was analysed through Liliefors while homogonity of the test was analysed through Barlett Tehnique. The study was conducted over 10 teaching periods. The instruments used in this study were lesson plans and writing descriptive text tests (pretest and posttest). Regarding the data analysis, mean, percentage and t-test scores for the dependent sample were employed. The result indicated that the students' ability in writing descriptive text increased significantly after learning with fild trips and small group discussion.

Abstract No:**Internationalizing Local Wisdom Content**

of English Language Teaching Materials

Every nation has different education systems. In spite of this, such differences end in attempts to develop knowledge and competence. In Indonesia education system, national character building has been underlined to be the core of human resource development along with developing national competitiveness in entering a global living. This is important to prepare Indonesia golden generation to 2045 indicated by competitive and high quality human resources. In this connection, learning resources and materials of English would affect to determine what and how Indonesia is in the global community.

Local wisdom content may be referred to as learning resources of English materials that could develop, not only students linguistic (and communicative) competence of English, more importantly their sense of socio-cultural responsibility according to character standards. This is relevant to the objective of national education; that is, to develop students' knowledge based competence supporting technical skills along with national characters. However, such ideal objective seems difficult to attain due to foreign-dependent learning resources that many English teachers often rely on. Besides, students' learning success has often been measured through their ability to express English in foreign ways to communicate leading them to disregard their local norms, values, and cultures.

This paper will discuss an attempt to internationalize local wisdom content as learning resources in enriching English teaching materials aiming at integrating students' competence with appropriate character values. This paper will also suggest how teachers should manage English materials containing such local wisdom into attractive ICT based media.

Abstract No:

2/042

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The Teaching Learning Process in Classroom Activity Through Cognitivism in Grade 7 SMP Wahid Hasyim Pekalongan

Students are expected to be able to speak up when they receive the materials of English lesson. It becomes the essential concerns of how the teacher implemented the teaching techniques and the language bridge used inside classroom. This analysis aims to describe (1) What techniques are used by the teacher in the classroom activity and the influences of students' achievement especially on speaking, (2) The cognitivism relationship on the students through learning activity related with their ability, (3) How to face the students difficulties in line with the interaction in the classroom using English language. This research is qualitative where the findings is about descriptive qualitative from the observation and the teacher's interview. To support the observation, recording the classroom activity is needed for collecting the data. The findings show that CLT is the appropriate approach to be implemented in the school where there are the students who used Javanese language as the mother tongue. Game can be applied to improve the speaking ability of the students through the difficulties and the cognitivism approach is as scaffolding of how the way the students maintain the old knowledge on their brain and the new knowledge which is receive from the teacher to achieve and provoke the assignment.

Abstract No:

Balancing the Effective Development and Delivery of

15th Asia T
Internat

15th Asia T
Internat
16th TEFLIN
Annual Conference



The 15th Asia TEFL – 64th TEFLIN 2017 International Conference

CERTIFICATE

This is to certify that
Adzanil Prima Septy, Ph.D.

has participated in

The 15th Asia TEFL – 64th TEFLIN 2017 International Conference
organized by Yogyakarta State University, Indonesia, in collaboration with
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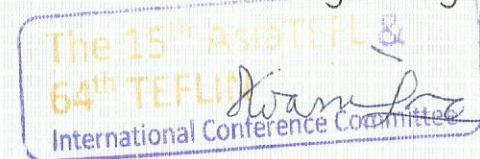
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Chair of Organizing Committee



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INTERNATIONALIZING LOCAL WISDOM CONTENT OF ENGLISH LANGUAGE TEACHING MATERIALS

by

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Abstract

Every nation has different education systems. In spite of this, such differences end in attempts to develop knowledge and competence. In Indonesia education system, national character building has been underlined to be the core of human resource development along with developing national competitiveness in entering a global living. This is important to prepare Indonesia golden generation to 2045 indicated by competitive and high quality human resources. In this connection, learning resources and materials of English would affect to determine what and how Indonesia is in the global community.

Local wisdom content may be referred to as learning resources of English materials that could develop, not only students linguistic (and communicative) competence of English, more importantly their sense of socio-cultural responsibility according to character standards. This is relevant to the objective of national education; that is, to develop students' knowledge based competence supporting technical skills along with national characters. However, such ideal objective seems difficult to attain due to foreign-dependent learning resources that many English teachers often rely on. Besides, students' learning success has often been measured through their ability to express English in foreign ways to communicate leading them to disregard their local norms, values, and cultures.

This paper will discuss an attempt to internationalize local wisdom content as learning resources in enriching English teaching materials aiming at integrating students' competence with appropriate character values. This paper will also suggest how teachers should manage English materials containing such local wisdom into attractive ICT based media.

Key words: Local Wisdom, English Language Teaching, ICT Based Media, Curriculum and Materials

I. Introduction

It has been accepted that English is an international language as it is spoken by every nation in the world. Despite its status as a foreign language in certain nations, in fact, it becomes a language of lingua franca. Consequently, English is spoken in different ways of grammar such as dialects and styles making this language changed or developed dynamically according to the speakers' background. In other words, English is no longer spoken like native speakers, but it follows some dynamic diversity of the speakers.

In spite of the speakers' diversity, communicative principles of using English still become a serious concern. Ideally, the communicativeness of English should always be considered in order to avoid miscommunication. The communicativeness includes grammar,

idea content, and discourse or context of communication. These aspects are general standards of English.

Although English is expressed in different ways according to the way of thinking of speakers, the speakers' diversity should not mean to lose the communicativeness. The most important thing is that how English communication provides some meaningful content of information. Even, it provides some valuable lessons linguistically and socio-culturally. Linguistic lessons relate to grammatical variants and uniqueness of this language. On the other hand, socio-cultural lessons provide some meaningful wisdom that could be learned from the community or organized to be lesson materials. In particular, the socio-cultural lessons lead to understanding on living values of social groups of English speaking community. In teaching, this could be called a content-based teaching (Arslan, 2008:6)

In relation to the socio-cultural values contained in the diverse English language community, local wisdom could be referred to as alternative learning resources (Septy, 2015a; 2016). The local wisdom could be found in any social-cultural values of community. Then, in developing English lesson materials, the local wisdom content could be managed to motivate students' character building as well as to develop their English proficiency accordingly. Moreover, such learning resources (local wisdom) contain some valuable lessons from which students could learn etiquette, arts, and cultures, in addition to science and technology. The local wisdom based materials reflect lessons of social-cultural characters enculturated by a certain community from which students can learn and understand while studying English.

Local wisdom content for English lesson is ideal to develop internationally. In Indonesia, for example, the local wisdom may relate to the purpose of national system of education, and it is also considered to be important materials for other nations to develop. In the National Education System Regulation (NESR) of Indonesia, the role of education is to develop students' capabilities and characters in order that they have better livings. In particular, the goal of national education is to have students develop their faith observing the Oneness of God, the all creator, practicing noble characters, being healthy, knowledgeable, skillful, creative, and independent, in order that they become democratic and responsible citizens for Indonesia (GOI, 2003, NESR decree No. 20 article 3). This should be the profile of Indonesians in the golden age accordingly, having competence and practicing good characters in a civilized society. It is, therefore, to become a mandate for national curriculum to enable students to achieve the goals by integrating competence and character-based principles in lessons and learning materials, and this places local wisdom to be significant learning resources.

English is an important subject for Indonesians, not only it is to prepare Indonesia to deal with international business and relationships as well as to develop science and technology, it is also a subject dealing with an integrated model of competence-character education. English lesson at schools does not only teach students how to communicate in English internationally, but also how they could build their national characters. The national character is based on *Pancasila* philosophy. In this relation, it is important to promote some locally-based content of English materials that are relevant with Indonesian cultures and attempts to develop national characters. However, since most of English lesson materials seem to have been adopted from foreign resources, the content could conflict with local cultures. Therefore, local wisdom could be an alternative solution to overcome on teachers'

problem in accessing materials particularly in the contexts where English is as a foreign language.

This paper will discuss an attempt to internationalize local wisdom content as learning resources in enriching English teaching materials aiming at integrating students' competence with appropriate character values. This paper will also suggest how teachers should manage English materials containing such local wisdom into attractive ICT based media.


II. English Lessons and Local Wisdom Content of ELT Materials

In general, the purpose of English language teaching is to develop communication skill. The communication skill incorporates listening, speaking, reading and writing sub-skills. However, along with the development of science and technology, English language teaching today does not only lead students to learn the language sub-skills, but more than that, that is they learn how to communicate appropriately, understand manner, develop knowledge, and build attitudes. The attitudes, in particular, relate to character building that could be generated from wisdom, for instance, and local wisdom could be an alternative learning resource from which students learn characters and develop their attitudes along with their English proficiency.

As character building is concerned, local wisdom based materials are important for English language teaching in any contexts. It is not necessary that English lesson materials are all talking about native speakers' contexts of English. The materials could be adopted from events and objects of the world social-cultures. Such materials would inspire students to respond to and respect the world diversity, particularly providing meaningful lessons from which students could learn how to act and behave accordingly. In other words, the local wisdom based materials should be considered important in building appropriate attitudes, thus characters.

Local wisdom based learning materials could be selected from objects, events, and places in a village. However, the objects, events, and places should be organized briefly and clearly (comprehensively) into some short texts. The brief explanation reflects content of spiritual and social attitudes, knowledge (rich information) and skills or ideas that may be applicable in soft and hard skills. Text 1 and text 2, for examples, relate to the content of respective local wisdom generated from West Sumatra contexts. Table 1 provides some topics associated with the objects, events, and places for composing the local wisdom texts.

Text 1. Weeping Mother Bridge in Payakumbuh (Adopted from student's assignment)

	<p style="text-align: center;">Jembatan Ratapan Ibu</p> <p><i>Jembatan Ratapan Ibu</i> or literally mean as Weeping Mother Bridge illustrates a symbol of mothers' sadness to the patriotism of their sons killed by Dutch during the Dutch occupation in Indonesia. This incident reflects how mothers love sons. Everybody watched the genocides of Payakumbuh residents, especially women. They could just weep their tears to see their sons killed by the Dutch troops and their bodies fell into Agam River and drift wood. Beside this bridge, a statue of crying woman was built to memorize the mass killing. This bridge symbolizes a deep-sad history of people in Payakumbuh whose mothers love their sons.</p>
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Text 2. Balairung Sari in Batusangkar (Adopted from student's assignment)


<p style="text-align: center;">Balairung Sari</p> <p><i>Balairung Sari</i>, one of the special objects in Pariangan Tanah Datar Regency, reflects a spirit of mutual cooperation and deliberation of Pariangan's people. They has domesticate deliberation culture as it was taught in Al-Qur'an (Ath Thalaq: 6) which means to take mutual counsel together, according to what is just and reasonable Therefore, the explanation above shows that Pariangan's people has democracy as guided in Islam</p>	
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Table 1: Examples of Objects, Events, and Places for Local Wisdom Topics

No.	Possible Topics for Local Wisdom (in West Sumatra Social-Cultural Contexts)		
	Objects	Events	Places
1	Siti Nurbaya Bridge	Tabut Festival	Imam Bonjol Park
2	Kaco Lake	Horse Racing	Batu Raja Town Park
3	Princess Cave	Safar Tradition	Kambas Waterfall
4	Lamang Tapai	Ramadan Festival	Rimbo Panti
5	Tengkuluk	Traditional Leader Inauguration	Equator Monument
6	Batu Gantung/Hanging Stone	Basapa	Caracah Waterfall
7	4 Angkak Mosque	Night Culinary	Telaga Dewi
8	Air Tiga Rasa	Khatam Al Quran	Turtle Beach
9	Grand House of Chaniago	Sunatan (mass circumcision)	Ngalau Indah
10	Batu Angkek Angkek	Malamang	Balerong Sari

In relation to the topics of local wisdom, it is obvious that English language teaching is not only a lesson about English grammar, although grammar is important to build language competence. English language teaching also contains some messages or information that should be learned and understood in order to widen horizon to the world and livings. It has some deep meaning to help students understand and apply many things for their life.

Concerning local wisdom, what makes human becomes human is the way how human beings communicate by means of language. In this circumstance, language expressions are naturally influenced by the way the speakers have socio-cultural features (Nuraeni & Alfian, 2012:66-70). As English is spoken by a wide community, this language is influenced by the speakers' background. Then, English language teaching will include learning the way to communicate according to the contexts of socio-cultural values of the speakers (Sun, 2014; Septy, 2015c).

Local wisdom based materials for teaching-learning associate with socio-cultural values in which characters and attitudes of cultural values of a living community should be reflected in topic/thematic lessons. In this connection, the values are considered to be the core of teaching and learning and need to be developed in education system. In English language teaching, in particular, such value systems are significant in a teaching and learning process of English as an international language (Septy, 2015a, 2016).

Language is used for communication and, in particular, for social and inter-personal interactions. In a communication practice, a speaker reflects his/her personality. So, in an English language learning process, developing personality becomes important too.

Furthermore, character based teaching has also been underlined in current system of national curriculum. Despite some weaknesses, the current national curriculum of 2013 has outlined competence and character to integrate into four main sub-competencies; knowledge and skill (competence) and spiritual and social attitudes (characters) (Ministry of Education and Culture, 2013). In this relation, language lessons should be managed to develop not only students' linguistic mastery (i.e. sentence structures, vocabulary, pronunciation, etc.), but also include characters (attitude and values). The attitudes relate to students' personality religiously and socio-culturally. Although, it is not clear what resources to refer to in developing students' spiritual and social attitudes, this paper suggests considering relevant religious reference (i.e., Al Qur'an and Al Hadist for Muslim) and local wisdoms in developing communicative competence of character values.

Referring to current national curriculum, the values underlined in the spiritual attitudes could use spiritual reference(s), i.e. Al Qur'an and/or Al Hadist for Muslim, called basic competence 1 (KI-1) and social attitudes could use social phenomena and local wisdom as the references, called basic competence 2 (KI-2). To do so, a number of connecting words/phrases could be used to connect some information such as "according to ...", "as mentioned in .../by ...", "in relation to ...", "in connecting with ...", "as said in ...", "based on ...", "as said by ...", "referring to ...", etc. Text 1 and 2 exemplify how information of a topic (knowledge (KI-3)) is connected with such KI-1 and/or KI-2 references (Septy, 2015c).

As the objective of national education is concerned, English language teaching is not only to develop English competence, but also to build character according to the sense of *Pancasila* (MOEC, 2013:78-82, Decree No. 64 Concerning Content Standard). In this relation, *Pancasila* is a collective culture with which students should refer to in practicing their ways of life (characters/attitudes) reflected in communicative competence. In other words, the students are expected to have English competence demonstrating their national and international knowledge characterizing culturally appropriate characters as Indonesians.

There are a number of aspects related to characters in the English language competence. The aspects include linguistic and discourse mastery as well as social-cultural awareness and understanding, and communication strategy appropriateness (Canale & Swain, 1980; Septy, 2015b:7). Similarly, according to Lane (2001), communicative competence may include (1) ability to adapt (adaptability/flexibility), (2) ability to involve in conversation (conversational involvement), (3) ability to control conversation (conversational management), (4) ability to express empathy (empathy), (5) ability to act effectively (effectiveness), and (6) ability to act appropriately (appropriateness). This means that such communicative competence reflects character values that speakers may refer to as their culture lessons and these are important to be developed in students' spoken and/or written communication skills.

In short, cultural awareness/understanding becomes an important issue in English communicative competence. The ability to communicate should not disregard character values of the cultural values to develop, and this could be a determining resource in improving students' English proficiency. Besides, this cultural resource could relate to the process of character building. Therefore, the culturally based resources of local wisdoms have to be promoted in English teaching-learning materials.

III. Managing Local Wisdom Using ICT Media

Information-Communication-Technology (ICT) has become popular media in today sectors of human life. The ICT media generally refer to tools such as audio tape, mobile phone, computer, television, radio, video tape and emails (Thapaliya, 2014: 251) used to ease communication. In education, in particular, ICT media relate to computer based or computer assisted learning by which lesson materials are organized into digital presentations. Then, using ICT based media would make managing lesson materials of English language teaching rich of learning values (Septy, 2015c).

As computer becomes the main tool in presenting lesson materials, organizing lesson materials into computer will make learning more attractive and advantageous (Ibrahim, 2010; Susikaran, 2013; Ebrahimi *et al.*, 2013; Sadeghi & Dousty, 2013; Septy, 2015a). This also suggests organizing English lesson materials of local wisdom content into ICT based media would benefit both students and teacher. Arslan (2008:13) also noted that there are at least 4 models that provide benefits in using ICT media; content (progression in knowledge, skills and understanding), communication (using language whilst learning concepts), cognition (thinking skills linking concept and understanding), and culture (exploring alternative perspectives and shared understanding which deepen awareness).

Moreover, implementing ICT media for teaching may at least have double benefits; (a) to ease teaching and learning and (b) to organize huge lesson materials. To ease the teaching and learning means that ICT media will ease students to understand lesson materials, as well as to ease teachers to manage classroom activities. On the other hand, the ICT media will also help teachers organize massive lesson materials into friendly-user formats.

There are also other benefits in having the ICT media in the classroom. First, students may feel that they are experiencing the learning in a real context. The ICT media can display still or animated materials that may be impossible to have in a traditional teaching mode and classroom. This is what is called authentic learning (Septy, 2015c). Kelly *et al.* (2002) and Kilickaya (2004) note that the authentic learning could at least affect students' positive motivation, provide actual cultural information, provide a real exposure on the target language, relate to students' needs, and support creative approaches to learning

As active, creative, effective, and joyful learning (PAKEM) is concerned, teaching English with ICT media also relates to the PAKEM principles (Septy, 2007). In this circumstance, students and teacher may be involved in active activities. The material designed in the ICT-media could develop students' language skills, as well as promote active learning strategies and interests. Furthermore, the ICT media stimulates active endeavor for students to find their own way to problem solving, and teachers intensively assist them to achieve objectives (Ebrahimi *et al.*, 2013:3-19; Sadeghi & Dousti, 2013:1). Therefore, teachers' ability to artistically design learning materials with which students are interested in playing and actively participating is a challenge in the current and future English classes.

The local wisdom based materials could be designed in audio and visual media as well as video presentation. Organizing the local wisdom into audio could use a certain audio application that is available in computer. The best audio application provides some editing features rather than just recording. There are a number audio applications that are also

accessible free on the internet, but users would need to understand conditions applied to use the applications.

Some visual applications are also available on the internet, free downloadable. The best visual applications also provide some editing features, and even provides some video modes. As a result, users may have their visual presentation by video, and this would make the local wisdom based materials presented more comprehensively and impressively. How to step-to-step design the audio-visual of local wisdom materials is provided in table 2.

Table 2. Steps to design the locally based local wisdom into teaching materials

Steps	Procedure	Description
1	Selecting topic, focusing on objects, events, and places	There are a number of objects, events, and places to select to become topics
2	Identifying meaning, developing understanding	The topic is written into text, 1-2 paragraphs
3	Thinking and valuing	The text is referred to relevant references and enriched with social-cultural-spiritual values
4	Organizing materials, writing up stories/texts, narrating into audio	Such social-cultural-spiritual values reflect local wisdom, then be organized
5	Working on audio content (recording and editing by using a certain application)	Using a certain application, the material is narrated and reviewed to meet its appropriateness
6	Working on visual content (searching and importing relevant pictures, organizing pictures in the application, e.g. widows movie maker, importing audio and edition, adjusting in the timeline features)	Collecting relevant picture, the audio materials are organized into relevant application (software)
7	Previewing and publishing (saving into movie file, wmv or mp4)	Prior to publishing, it is necessary to preview and edit. Then the audio-visual presentation of local wisdom content provide highly valuable lesson to character building and English language skills

It is also necessary to note that in organizing the audio-visual presentation of the local wisdom materials, identifying meaning and valuing the object/event/place are necessary in order to provide some in-depth meaning. The meaning of object/event/place should be related to some religious references (i.e. Al Quran and Al Hadist for Islamic orbervance) to develop spiritual attitudes and socio-cultural tradition for developing social attitudes. Along with the audio-visual presentation of the local wisdom materials, developing knowledge and horizon would be important to focus. In this relation, English language teaching is not just teaching about English grammar, but there are also teaching attitudes that are very important in building social interaction skills.

IV. Conclusion and Suggestions

It is obvious that teaching and learning emphasize on developing characters in general and attitudes in particular. Although technical skills are important, but understanding values-based attitude and character is the core of education. Technical skills could be drilled, but the attitude and characters must be internalized and need special resources to refer to. None of the skills could be developed unless otherwise attitude and characters are not concerned and internalized.

In this relation, English language teaching should be managed not only to develop students' grammatical mastery, but also developing skills in which characters and attitudes

are reflected in their communication ability. In this sense, teachers need to understand and carefully select materials to use in the teaching of English containing character building.

In this paper, local wisdom has been discussed to be alternative learning resources in developing students' characters and attitudes. There are uncountable values incorporated in the local wisdom materials. Students may learn models of attitudes to personalize while understanding and widening horizon to living, and also developing English language skills. Moreover, content of the local wisdom could inspire students to act appropriately. This is the essence of internationalizing local wisdom content in English language teaching materials in any learning settings.

Last but not least, to make the presentation of the local wisdom interesting and inspiring, ICT media could be used to organize materials of the local wisdom into digital presentations. The media include audio and visual presentations. This then requires teacher's ability to organize the materials into digital presentations. To do so, there are a number of applications to download for free and to install in the computer to organize the materials.

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SURAT TUGAS

No. 4975 /SK-2/KP/VII-2017

Berdasarkan surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) No. 539/AK-03/VI-2017 tanggal 16 Juni 2017 perihal **Undangan sebagai Pemakalah** pada "the 15th Asia TEFL International Conference - the 64th TEFLIN International Conference 2017", maka dengan ini Rektor Universitas Bung Hatta menugaskan dosen yang tersebut di bawah ini :

No.	Nama	Jabatan
1.	Adzanil Prima Septy, Ph.D.	Dosen Tetap FKIP Universitas Bung Hatta

untuk mengikuti kegiatan tersebut pada tanggal 12 s.d 16 Juli 2017 di Universitas Negeri Yogyakarta.

Setelah kembali dari kegiatan tersebut, yang bersangkutan harus menyerahkan:

1. Laporan kegiatan dengan melampirkan:
 - Conference Proceeding
 - Fotokopi Sertifikat
2. Laporan keuangan dan bukti (jika dibiayai oleh instansi).

Demikian Surat Tugas ini dikeluarkan untuk dapat dilaksanakan dengan sebaik-baiknya oleh yang bersangkutan dan dimaklumi bagi pihak yang berkepentingan.

Dikeluarkan di : Padang
Pada Tanggal : 3 Juli 2017

Rektor,



Prof. Dr. Azwar Ananda, M.A.

Tembusan Yth.

1. Dekan FKIP Universitas Bung Hatta;
2. Ka. Prodi. PING - FKIP Universitas Bung Hatta;
3. Kepala BAU/Kabag. Kepegawaian & Kabag. Keuangan Universitas Bung Hatta