



P r o c e e d i n g s

**58<sup>th</sup> TEFLIN International  
Conference**



# “Language Teaching and Character Building”

**IKIP PGRI SEMARANG**

**3<sup>rd</sup> - 5<sup>th</sup> November 2011**

**English Education Department  
Faculty of Language and Arts Education  
IKIP PGRI Semarang**



**P r o c e e d i n g s**

**58<sup>th</sup> TEFLIN International  
Conference**



**“Language Teaching  
and Character Building”**

**IKIP PGRI SEMARANG**

**3<sup>rd</sup> - 5<sup>th</sup> November 2011**

**English Education Department  
Faculty of Language and Arts Education  
IKIP PGRI Semarang**

# **Language Teaching and Character Building**

## **Editors**

**DR. Suwandi, M.Pd**

**Subur L. Wardoyo, P.hD**

**Drs. Sutoyo, M.Ed**

**Cetakan Pertama Oktober 2011**

**ISBN 978-602-8047-33-3**

## **PREFACE**

The quality of education is in fact inseparable from the quality of the students' character. Education is considered successful when it can change the students' behavior and attitudes toward life. It implies the meaning that the better the quality of the students, the better their character will be. If in recent years students tend to be immoral, doing anarchism, cheating, being irresponsible, being intolerant, it shows an indication of the failure of the education itself. In response to this problem, the English Education Department of IKIP PGRI Semarang hosted TEFLIN International Conference by taking the theme of "*Language Teaching and Character Building.*"

This conference explores approaches, issues and questions related to the character building in language teaching. Therefore, the topic areas include (1) the concepts of character building, (2) method and material development in character based language teaching, (3) trends in the linguistics study of English for science and technology, (4) courses assessment and evaluation, (5) the role of IT in language teaching, (7) translation in language teaching.

In this opportunity, the committee extends deepest gratitude and high appreciation to all contributors to make this conference possible. It is realized that the publication of this proceeding is still far from being perfect; however, hopefully it will be useful for the readers as a reference for enriching their knowledge on language teaching and character building.

Semarang November 3, 2011

Chair of the Committee

Dr. Suwandi, M.Pd.

## TABLE OF CONTENTS

- **“Preparing students to respond to difference”** 1  
*Angela Potts*
- **I’m not a teacher. I’m a designer of learning experiences** 3  
*Lori Swanson*
- **Using dictations to build receptive and productive language skills in the EFL classroom** 7  
*Mickie Donan Michael*
- **How Do I get my students to speak?** 9  
*Megan Lennon*
- **Vocabulary is Fun!** 11  
*Tabitha Kidwell*
- **Memorising Vocabulary Through Character Building Songs** 16  
*Farida Repelita Waty Kembaren*
- **Empowering Efl Learners Through Portfolio-Based Writing Instruction: A Tertiary Experience** 27  
*Sudarya Permana*
- **Developing Students’ Listening Skills** 40  
*Ika Fariyah Hentihu*
- **Character Building through Language Learning** 44  
*Patrisius Istiarto Djiwandono*
- **Composing Literary Works = Imitating GOD** 48  
*Taufiqurrohman*
- **Language Learning Through Interpreting And Translation: Highlighting Students’ Experiences** 54  
*Akhyar Rido*
- **Esp Reading Materials** 60  
(A Development Study at Agribusiness Program Faculty of Science And Technology UIN Syarif Hidayatullah Jakarta)  
*Fahri Any*

- 
- **Investigating Indonesian junior high school teachers' conceptions of assessment: A mixed methods study** 64  
*Astuti Azis*
  - **Building Students' Character through the Teaching of Writing** 79  
*Abdul Muth'im*
  - **Some Efforts Exerted towards Teaching Character Building** 85  
*Adnan Zaid*
  - **Character Building as a Reflection of Moral Implementation** 90  
*Agnes Widyaningrum*
  - **"Film Dubbing" as an Alternative of ICT Based Teaching in Translation Class** 102  
*Agung Dwi Nurcahyo*
  - **Building Self-Confidence of The English Students With Effortless English System** 106  
*Achmad Basari*
  - **Local Morality / Value In English Language Teaching (Elt): as Reflected From English Textbooks Used at Indonesian High Schools** 110  
*Akmal Tanjung*
  - **Students' Motivational Orientations for Learning English Grammar: Putting Theory to the Test<sup>1</sup>** 114  
*Alberth*
  - **Building Character Through Group Discussion Initiated by Learning Contract** 120  
*Angelina Linda Hartani*
  - **Strategies Of Integrating Character Education Into Task Design** 126  
*Anita Triastuti*
  - **Character Building in EFL Classrooms: An Alternative Model to Teach English With Character Building-Based Topics** 132  
*Antonius Wahyana*
  - **The Synergy of Multi-activities in Educating Students' Character at Schools** 137  
*Bambang Harmanto*
  - **A Document Analysis On Peer Observation In The Micro Teaching Class** 142  
*Caecilia Tutyandari*

- **Increasing Students' Social Awareness through 'Reality Case' Writing Task** 147  
*Condro Nur Alim*
- **Cultural-Rhetorical Patterns and Bidirectional Transfer in relation to Educational Context** 153  
*Dessy Dwi Kurnianing Hangrekso Nagri*
- **Teachers' Directives in the Immersion Pre-School Classrooms Of The Mondial School The Academic Year Of 2009/ 2010** 161  
*Rr. Dewi Wahyu Mustikasari*
- **Self And Peer Assessment To Foster Students' character Building In Learning Language** 175  
*Diah Kurniati*
- **Character Based Reading Approach: An Alternati Ve Learning Model To Build The Students' Character** 180  
*Dian Ekawati and Lenny Marzulina*
- **The Use of Authentic Materials in Teaching Grammar For Building Student's Character** 186  
*Dian Rivia Himmawati*
- **The Trans-cultural Flows of English Language Teaching in Pesantren: Empowering the Indonesian Identity** 193  
*Diding Fahrudin*
- **Incorporating Vocabulary Activities Into Speaking Classes By Using Games (Personal Experience From The Language Classroom)** 196  
*Dwi Endang lin Mastut*
- **Using Facebook as the Media for Teaching Writing** 200  
*Dwi Fita Heriyawati*
- **A Study Of Clinical Supervision Through Self-Evaluation For Novice Teacher In Teaching Practice** 204  
*Dwi Winarsih*
- **Building Learners' Character through Strategies-Based Instruction (Focusing on the autonomous character)** 208  
*Dwiyani Pratiwi*
- **Students' voice: Questioning skills to improve critical thinking** 216  
*Dyah Sunggingwati*

- 
- **Teaching Speaking By Drama Parody for English Literature Students** 220  
*E. Ngestirosa. EWK*
  - **Scrutinizing And Utilizing Scenes From Youtube. Com In The Teaching Of Speaking At False Beginner Level** 229  
*Elvina Arapah*
  - **The Use of Pair and Group Work in The Teaching of Speaking Skill To Acceleration Class Students** 238  
*Endang Yuliasuti*
  - **Enhancing Reading Comprehension by Using Graphic Organizer in Cooperative Learning Class** 244  
*Irene Indriasari*
  - **Helping Students to Become Self-Regulated Learners Through Writing Teaching and Learning** 249  
*Erlina Hamid*
  - **Building Students' Character Through the Use of Three Phase Technique In Teaching Descriptive Writing** 255  
*Esti Kurniasih and Ririn Pusparini*
  - **Applying Cooperative Learning In Promoting Students Character Development** 268  
*Failasofah and Nunung Fajaryani*
  - **Changing Views on Writing Pedagogy in Indonesia: A Post Method Perspective** 273  
*Faishal Zakaria*
  - **Literature as Media for Developing Language Competence and Building Social Awareness** 277  
*Fatchul Mu'in*
  - **Using Class Blog for Teaching Writing: A Writing-II Class Project in English Department of UIN Sunan Kalijaga** 281  
*Febriyanti Dwiratna Lestari*
  - **Building Students' Soft Skills Through Hidden Curriculum** 287  
*Fitri Budi Suryani*
  - **Understanding Human's Great Expectation: A Critical Look of Character Building through the Teaching of Literature.** 291  
*Fithriyah Inda Nur Abida & Mamik Tri Wedawati*
  - **Students' Response toward Peer Review Panel in Writing Class** 295  
*Floreance Sahertian*



- **Character Building and Vocabulary Learning** 301  
*Hananto*
- **Fight Against Corruption, Religious Tolerance And Gender Equality In English School Books (A Study of English Books for Senior High Schools Distributed in Central Java)** 306  
*Hartono*
- **Poster Presentations: A Collaborative Listening Speaking-Project for Building Students' Characters** 311  
*Harumi Manik Ayu Yamin*
- **Building Character through Critical Thinking (Using English Case Studies of Business Ethics) at Politeknik Ubaya** 314  
*Helen Hendaria Kamandhari*
- **Integrating Character Building Content in Kindergarten English Teaching** 320  
*Hidayatul Maulidyah & Asih Santihastuti*
- **Maximizing Language Input To Build Students' Character** 324  
*Achmad Hilal Madjdi*
- **Pragmatics And Character Language Building** 329  
*Jumanto*
- **Lecturers' Questions and Students' Responses in English Classroom Interaction** 341  
*Junaidi*
- **Writing Communicative Tasks and Skills Performed by English Graduates Their Jobs: Have they been reflected in the writing lesson plans of English Department, Hasanuddin University?** 350  
*Karmila Mokoginta*
- **Realizing Character Building in ESP Materials: An Alternative** 355  
*Kusni Askar*
- **Binary Oppositions: A tool to Promote Understanding and Tolerance towards the Marginalized** 357  
*Lany Kristono*
- **Culture Understanding In English Learning: An Effort To Build Indonesian Students' Character** 358  
*Lenny Marzulina dan Nurul Aryanti*

- 
- **Workshop (Methods and Material Development in Character Building)  
From Dream To Real “The Replica Of English Literature In Daily Life”  
In Building Young Learners’ Characters** 362  
*Like Raskova Octaberlina*
  - **Review of Reliability and Construct Validity in Compulsory Subject at  
RSBI Program: Revisiting of Course Assessment and Evaluation** 366  
*Lilla Musyada*
  - **Improving student’s Critical Thinking through Literature** 372  
*Lynda Susana Widya Ayu Fatmawaty*
  - **Online Peer Feedback: An Alternative to Increase Students’ Competence** 375  
*Maria Yosephin Widarti Lestari*
  - **The Character Building Ideas Reflected in PPB UMY teaching materials:  
A Textbook Evaluation** 379  
*Maryam Sorohiti*
  - **Students’ Perception Towards Comprehensive Test (A Descriptive Study on  
Students’ Perception Towards Comprehensive Test At English Department  
In Uin Syarif Hidayatullah)** 384  
*Maya Defianty*
  - **Building Character through Cell Group Activities in Teaching Big Classes English  
Supported by Binusmaya (A Method Used in Teaching English Entrant  
Classes at BINUS University)** 389  
*Melania Wiannastiti*
  - **Exploring Factors Determining Global Intelligibility of EFL Learners’ Speech** 398  
*Moedjito*
  - **How Am I Teaching? and Where Do I Need Improvement?  
Core Self-Assessment Questions towards True Language Teaching Professionalism** 403  
*Muhamad Ahsanu*
  - **English outbound as alternative activity for character building of English students** 411  
*Mutohhar*
  - **Emphasizing Characters in Story of Mahabratha in Teaching Students  
Of ISI Denpasar** 416  
*Ni Luh Nyoman Seri Malini & Ni Ketut Dewi Yulianti*
  - **Students’ Perception on Popular Beliefs in Second Language Learning** 421  
*Ni Wayan Mira Susanti*

- **Reinforcing Students' Morale to Gain Better Score on The TOEFL Reading Section** 427  
*Nina Fatriana*
- **Idiomatic Expressions in Conversations? Why Not?** 435  
*Noor Eka Chandra & Nor Jannah*
- **Should Teachers be Creative In Assessing The Students' Achievement?** 440  
*Nur Hidayanto PSP*
- **Fostering Honesty and Responsibility:  
Measuring Inter-Rater Reliability of Self-Assessment of Speaking Performance** 446  
*Nur Rini*
- **Using Songs To Improve The Speaking Skills of Year 11 Students of  
SMAN 60 Jakarta** 453  
*Nurhayati Idris*
- **Collaborative in Writing: A Solution in Improving Students' Character** 458  
*Nurul Aryanti and Dian Ekawati*
- **Portfolio Assessment: the Step to Cultivate Honesty Among Students** 463  
*Nurul Choyimah*
- **Maintaining Discipline in English Classes for Young Learners Through Songs** 468  
*Nury Supriyanti*
- **Technology integration into the EFL curriculum** 472  
*Pius N. Prihatin*
- **Cooperative Learning in English Teacher Education: Towards Language  
Acquisition and Character Development** 478  
*Puji Astuti*
- **Needs Assessment in Teaching ESP for Business Communication Class  
in Widyatama University** 487  
*Puspita Sari*
- **Parental Involvement and Their Influence towards the Children's Second  
Language Learning** 492  
*Rafidah Binti Abd Karim, Nor Baiti Binti Tukiman, Nurul Huda Binti Mohd Saad,  
Zulkarnain Bin Jamak*
- **Cultural-based Text to Engage EFL Learners with English Text** 501  
*Rahayu Kuswardani*

- 
- **Elevator Pitch In English Classes: Presenting Innovation and Creativity to the Nation** 506  
*Rahayu Puji Haryanti*
  - **Literature and Culture in EFL Classroom: Practical Techniques for Teaching Culture through Literature Text in the EFL Classroom** 512  
*Rahmat Sijaya*
  - **Poetry In The EFL Classroom: Its Impact For Character Building and Linguistic Development** 516  
*Reimundus Raymond Fatubun*
  - **The Washback Effect Of English National Examination (Ene) On English Teachers' And Students' Perceptions Toward Their Classroom Teaching And Learning (A Case Study at Three Secondary Schools in Bandung, West Java)** 525  
*Ridha Mardiani*
  - **Instilling Values through Role-playing** 537  
*Ridwan Arif Nugroho*
  - **Brain-based Activities for EYL Class: Language, Discovery, and Character Building<sup>2</sup>** 542  
*Rina Wahyu Setyaningrum & Fardini Sabilah*
  - **Mind Mapping As a Strategy To Build Students' Characters In Speaking Teaching and Learning Process** 547  
*Ririn Pusparini*
  - **Creative Literary Writing as an Emotional Projection** 553  
*Rismiyanto*
  - **Developing Interactive Multimedia of the Contextual Vocabulary for the Third Grade Students of Elementary School** 557  
*Riyana Dewi*
  - **Improving Students' Ability to Write Descriptive Texts through Peer Assessment** 569  
*Rofiudin*
  - **Getting Familiar With Ielts Test: Skills And Strategies** 573  
*Rudi Hartono*
  - **Fostering Students' Autonomy Through Poster Making of Classroom Action Research-Based Articles as the Alternative Media in (Car) Class** 581  
*Rusiana*

- **Fable for Character Building** 586  
*Samanik Nike*
- **Improving The Quality Of Recruitment And Teaching Standards At Three Language Centres In Salatiga** 593  
*Sesilia Rani Setyo Sari*
- **Fostering Soft-Skills Through Contextual-Based Activities At The International Primary School** 597  
*Singgih Widodo Limantoro*
- **Open-Ended Role Play: Building Young Learners' Character, Fostering Their Language Competence** 603  
*S.M. Fitriyah*
- **The Teaching Of Recount: The Genre- Based Approach To Writing** 607  
*Slamet Wiyono*
- **ICT and Task-based Method for Teaching Business English** 611  
*Sri Hardiningsih*
- **Woman's Deconstruction Towards Ideal Woman On Oscar Wilde's Play "Lady Windermere's Fan"** 615  
*Sri Hartiningsih*
- **Designing Character Building in ELT** 619  
*Sri Rahayu Zees*
- **Learning Moral Values Through Narratives And Proverbs In Meaning-Focused Output Strand** 625  
*Sri Suprapti*
- **Traditional Indonesian Children's Games, the Ingredients of Building Character In an English Speaking Classroom** 630  
*Sugiarti and Puthut Ardianto*
- **Improving Students' Speaking Skill By Using Visual Aids At The Second Year Students English Eduaction Department -Lancang Kuning University** 633  
*Syaifullah*
- **Four Assessment Models in Writing to University Students** 648  
*Taufiqulloh*
- **An Interactive Cross-Cultural CLT Approach-THE WORLD IS IN YOUR HANDS** 653  
*Tod Djordjevic*

- 
- **Developing character building through critical reading** 658  
*Tri Wahyuni Floriasti*
  - **Improving Speaking Ability Of Efl Students Through Improvisations Technique** 662  
*Umar Fauzan*
  - **Fostering Students' Character Building by Implementing Reflective Teaching: A Practice in LLA Class** 668  
*Veronica Triprihatmini*
  - **Information Communication Technology (ICT) in Language Learning; is it a friend or foe? What can technology do in building the attitude of language learners?** 675  
*Wishnoebroto*
  - **Emotional Intelligence and Students' Success: A Case Study, English Department Students** 680  
*Wiwik Andreani*
  - **Writing Assessment** 686  
*Yayuk Widyastuti Herawati*
  - **The Use of English Newspapers and Magazines To Improve Reading Comprehension Skills of Year 12 Science Students of SMAN 60 Jakarta** 690  
*Yenny Sukhriani*
  - **Code-Switching In A Classroom Interaction At The English Department Of Tegal Pancasakti University** 695  
*Yoga Prihatin*
  - **Building Characters of Young Learners through PACE in a Second Language Classroom** 702  
*Yuni Budi Lestari*
  - **Self-developed RPG Games as Teaching Instrument in TEFL** 708  
*Yunita Uswatun Khasanah and Adib Toriq*
  - **The Effectiveness of Metacognitive and Cognitive Strategies in Teaching Reading to Higher and Lower Achievement Students of the Fourth Semester Students of Pancasakti University in the Academic Year of 2010/2011.** 716  
*Yuvita*
  - **Self Recognition and Communication Skills of a 3 Year Old: A Psycholinguistic Analysis** 721  
*Siti Nur'Aini*

- **Contemporary Issues In Character Education Through English Teaching And Learning** 724  
*AB. Prabowo KA & Moh. Aniq Kh.B*
- **Improving Vocabulary Mastery Through CALL (Computer Assisted Language Learning)** 728  
*Ratna Kusumawardhani*
- **Increasing Reading Habits and Literacy Achievement of the Fifth Graders Using the Big6** 731  
*Chuzaimah Dahlan Diem, Rizka Hartati*
- **Peer editing Technique On The Students Descriptive Writing** 740  
*Dias Andris Susanto*
- **Fostering Students' Good Character Through the Provision of Moral Values Based Reading Materials** 744  
*Suwandi & Sukma N*
- **'Stengelese': An Art to Break Down Maxims** 748  
*Laily Nur Affini*
- **Building Kids' Character Through Stories: Defining Quality Time At The Family** 751  
*Rahmawati Sukmaningrum & Faiza Hawa*
- **Life Skills As Basic Competence To Build Student's Character (Its Implementation in English Teaching/Learning Stages)** 756  
*Senowarsito & Dyah Nugrahani*
- **Error Analysis And Its Significance For English Foreign Teachers** 765  
*Entika Fani Prastikawati*
- **Character Building through Speaking Drills** 770  
*Th. Cicik Sophia Budiman*
- **Building Young Learners's Characters through Fun Listening Activities** 776  
*Ririn Ambarini*
- **Project Abstracts Written By The Students Of English Education Department Of Ikip Pgri Semarang** 780  
*Wiyaka and Ajeng Setyorini*
- **Optimizing Learners' Participation and Character Building through Teacher's Language Use in Classroom Interaction** 791  
*Ella Wulandari*

- 
- **Improving Students' Motivation in the EFL Classroom through Cooperative Learning** 800  
*Maria Florentine Palar*
  
  - **PROMOTING LOCAL MORAL VALUES AND CULTURES THROUGH STORYTELLING** 808  
*Noor Eka Chandra*
  
  - **Engklek As an English Teaching Media To Build Children's Character** 812  
*Siti Musarokah & Fitri Yulianti*
  
  - **CHARACTER BUILDING: KILLING TWO BIRDS WITH ONE STONE** 817  
*Don't try to teach a pig to sing. It doesn't work and you'll annoy the pig.*  
*E. Sadtono*
  
  - **Local values as represented by local tales to build students' character** 834  
*OIKUREMA PURWATI*
  
  - **LITERACY AND LANGUAGE USE** 842  
*Ngasbun Egar*
  
  - **Managing Electronic Discussion Forums to Support Character Building** 847  
*Nur Fatimah\**
  
  - **Using Pictures In Teaching Vocabulary To Elementary Students And Its Contribution To The Life Values** 852  
*M. Wahyu Widiyanto and Indri Kustantinah*
  
  - **How Soon Teachers Should Start Educating Character Building in English Language Class** 858  
**An Observation : The Implementation of Character Building at Singapore National Academy**  
*Yannik Herawati*
  
  - **Using Reader-Based Corrective Feedback For Improving Students' Writing** 862  
*Viridian Sefrizal*



## SCRUTINIZING AND UTILIZING SCENES FROM YOUTUBE.COM IN THE TEACHING OF SPEAKING AT FALSE BEGINNER LEVEL

Elvina Arapah

The University of Lambung Mangkurat

E-mail: [elvteen1327@gmail.com](mailto:elvteen1327@gmail.com)

### Abstract

Are you a big fan of "On the spot" Program on Trans 7? If so, you may notice that all videos shown in that program are taken from youtube.com, and it always puts youtube.com as the footage. Isn't it challenging to copy the idea of using youtube.com in the teaching of English? In addition, the widespread use of internet network enables English teachers to utilize the use of technology more and more in the English Language Teaching (ELT) Classroom. Many techniques in teaching speaking are now available, mostly stressing on the importance of communicative competence. Some are already equipping themselves with the use of technologies. This paper tries to discover some practical techniques in teaching speaking by using some scenes or short videos from <http://www.youtube.com> in ELT classroom, especially the topics which are included in Speaking I Course syllabus of the English Department, Lambung Mangkurat University. The first-year-and-second-semester students of the English Department, Lambung Mangkurat University, are false beginners. They started their English lesson from high schools, but they did not really acquire what they have learned. In short, this article proposes some ideas in order that the teaching of speaking is becoming more effective and meaningful. Therefore, the acquisition may happen.

**Keywords:** youtube.com, scenes, false beginner, techniques in teaching speaking

These were incorrect utterances expressed by English Department second semester student of Lambung Mangkurat University during the drama which becomes the final project of Speaking I class. First noticeable incorrect sentence is "Next, queue in front of me." in which what she meant is "Next, stand in line." The second one is "If I'm not mistaken, are you Dini?" It should be in form of statement like this "If I'm not mistaken, you must be Dini, not in form of question. Next thought-raised sentence is: "Yes, but do we ever met before?" It is very clear that "do" and "met" never come together in a correct and grammatical sentence. Instead of saying that, it's better to use Present Perfect Tense: "Yes, but have we ever met before?" Next is "Your schoolmate at senior high school." The repetition of word "school" makes the sentence sounds

weird. Probably the correction will be like this: "I'm your friend at high school." The phrase "Pretty good." may bring mispronunciation problem. The word "pretty" may be pronounced [preti] instead of [priti]. Lastly, the sentence "You are very different, you know." should actually be "You look very different, you know."

Those mistakes, hopefully not errors, are understandable because the first-year-and-second-semester students of the English Department, Lambung Mangkurat University, are false beginners. They started their English lesson from high schools, but they did not really acquire what they have learned. Even when they start their Speaking I class in the second semester, mistakes are often found when they speak. It is urgent that the lecturer tries to find the appropriate activities, which accommodate the students to realize that they unconsciously make mistakes like those, and activities, which can help them fixing the mistakes, preferably by making use of technology.

Internet has long been admitted as common phenomena. Everybody from the previous and earlier batches uses internet. Greenway, a U.S journalist (in Gardner 2005:136) stated that the internet is a tool that can be used for good or for evil. It can misinform as easily as it enlightens and offend as quickly as it entertains. Its potential is as limitless as human curiosity. Gelernter (2001:139) also declared that the internet is, by far, the greatest and most significant achievement in the history of mankind. The Internet is more impressive than Michelangelo's David and is more important to mankind than the wondrous inventions of the industrial revolution. In other words, internet brings positive influence on people's live, without neglecting the bad effect.

Are you a big fan of "On the spot" Program on Trans 7? If so, you may notice that all videos shown in that program are taken from youtube.com, and it always puts youtube.com as the footage. Isn't it challenging to copy the idea of using youtube.com in the teaching of English? In addition, the widespread use of internet network enables English teachers to utilize the use of technology more and more in the English Language Teaching (ELT) Classroom. Technology is like a blessing in one way and becoming a curse in another path. Many techniques in teaching speaking are now available, mostly stressing on the importance of communicative competence. Some are already equipping themselves with the use of technologies.

The utilization of YouTube in EFL Teaching and Learning is not something new. There have been many discussions on this issue recently. Let's take an example from the article written by Watkins & Wilkins (2011:113-119) on *Using YouTube in the EFL Classroom* which promotes the activities of Conversation Analysis, Movie Trailer voiceovers, Famous movie scene reenactments, Vlogging, Note-taking and summarizing, "How-to" writing, Current events and media study and Cultural entertainment study. Those activities are applied in the teaching of Listening, Speaking, Reading, Writing, and World Englishes during their research. Sketchley (2010:1) offer "Movie Trailer" activity in his article by making use of YouTube. Teacher could play the movie trailer without any sound, but let students guess what the story is. In fact, it is still a challenge for English teachers in the context of EFL in Indonesian, to scrutinize and utilize YouTube

This paper tries to discover some practical techniques in teaching speaking by using some scenes or short videos from <http://www.youtube.com> in ELT classroom, especially the topics which are included in Speaking I Course syllabus of the English Department, Lambung Mangkurat

University. In short, this article proposes some ideas in order that the teaching of speaking is becoming more effective and meaningful. Therefore, the acquisition may happen.

## THEORETICAL BACKGROUND

### Who are False Beginners?

The first-year-and-second-semester students of English Department of Lambung Mangkurat University can be categorized as false beginners due to some clues that they show. Firstly, they have learnt English at least from junior high school, some of them even started from the elementary one. They have gotten English instruction for more or less six years. Unfortunately, when they are requested to use English, most of them - without abandoning the small percentage of the high English language achievers -, are not having enough self-confidence. Although these students understand English very well, when it is time for them to produce something, orally or in written, they can easily get stuck and make mistake unintentionally. They know the right forms or expressions, but when they have to use them, it is not as easy as they expect. They want to sound normal and natural, yet the utterances may be expressed strangely.

Richards & Schmidt (2010:216) defined false beginner as (in language teaching) a learner who has had a limited amount of previous instruction in a language, and learner who because of extremely limited language proficiency is classified as at the beginning level of language instruction. A false beginner is sometimes contrasted with a true beginner, i.e. someone who has no knowledge of the language. Furthermore, Beare (2011:1) stated that beginners are those who have already studied some English at some point in their life. Most of these learners have studied English at school, many for a number of years. These learners have usually had some contact with English since their schools years, but feel that they have little command of the language and therefore want to begin 'from the top'. Teachers can usually assume that these students will understand basic conversations and questions such as: 'Are you married?', 'Where are you from?', 'Do you speak English?' and so on. Often these learners will be familiar with grammar concepts and teachers can launch into descriptions of sentence structure and have students follow along reasonably well.

Beare (2011:2) also mentioned that when teaching 'False Beginners' teachers can be a bit more adventurous in their approach to teaching. They have to watch out for some points that make allowances for the different levels of their 'false' beginner class. False beginners will all have had some English training at some point in the past and this can cause some special problems. Some learners will really know more than they admit and, with the passing of time, might become bored with some of the basics. Different levels can quickly create tensions between learners, as those who know more can become impatient with others who require more time. Some learners might be false beginners because of inherent learning problems.

Norris (1993:80) concluded that false beginners cannot be expected to be able to jump immediately into pair or small group work that requires them to express ideas and exchange opinions. They must first be given a chance to gain confidence in using the language through receptive-fluency and productive-accuracy practice.

All in all, teachers must provide those learners with supportive activities which deal with the restricted English language skills of false beginners, their different levels of English, and most

importantly the suitability between the activities and the false beginners themselves. Teachers have to realize that "False Beginners" exist in their classroom, especially those who handle first year students. They should not take it for granted that the English Department students have gotten enough English from their previous levels. The implication of this is in choosing the appropriate techniques in the teaching and learning process. As a matter of fact, teachers might find that some activities work well with certain groups of false beginners and not with other classes.

## DISCUSSION

### Why is it advantageous using YouTube in EFL Classroom?

YouTube is a video-sharing website on which users can upload, view, and download videos. Most of the content on YouTube has been uploaded by individuals. If a teacher is interested in utilizing YouTube videos in the classroom, having a laptop and a projector as well as speakers can possibly support the idea. If the internet connection is not supportive enough, there is a possibility that the video or movie clip is downloaded in advance. The best thing about it is that internet connection is not compulsory. Teacher can go to the internet café, which offers high-speed internet connection and download as much as he or she needs.

Considering scrutinizing and utilizing YouTube in teaching false beginners may bring a number of advantages or disadvantages as well. Kelsen (2007:12) agreed that YouTube has the potential to connect learners with authentic English input through what is quite possibly already a part of their life experience – there already exists a YouTube site dedicated to users in Taiwan – and provides a context through which they can interact, exchange ideas and opinions, share feelings and participate in a web-based environment. In his study, Cross (2011:61) also summarized that learners considered that visual content could both promote and impede their understanding of the accompanying verbal material.

Constructing a natural conversation environment is not an easy task when the students have never experienced the atmosphere of the situation. They likely talk to native speakers or visit an English speaking country. Meanwhile, Lazaton (2001:108) said additionally, requiring students to observe native speakers interacting can supplement in-class production activities such as role-plays. For example, when teaching a unit on complaints, one assignment might be to have students to go to places where complaints might be common (the return desk at a discount store, for example). There, they can listen carefully for how complaints are stated and responded. When the exposure is not enough, those activities as mentioned by Lazaton will not work well.

How is the role of teachers? Most English teachers in Indonesian context are not native speaker of English. Medgyes (2001:434) explains that non-native-English-speaking teacher (Non-NEST) are usually preoccupied with accuracy, the formal features of English, the nuts and bolts of grammar, the printed words, and formal registers. Many lack fluency, have limited insight into the intricacies of meaning, are often in doubt about appropriate language use, have poor listening and speaking skills, and are not familiar with colloquial English. What is the effect of those behaviors to the students? The mastery of informal English is less, not to mention that the formal one is not even better. The students may get surprised when in a casual conversation someone asks them: "You guys had a good night?" They may ask which one the subject is. Is it

'you' or 'guys'? It is something that the students often do not find in the formal teaching and learning process.

It is not possible to expect natural spoken English from Non-NEST. Why is it so? No matter how fluent one in English is, when he or she talks to a native speaker, he or she will always be claimed sounding the foreign accent of English. In order to handle this situation, exposure to the natural sound of English should be given more and more. One available media is YouTube. Brinton (2001:461) summarizes one of the rationales for using media in the language classroom as that audiovisual materials provide students with content, meaning, and guidance. They thus create a contextualized situation within which language items are presented and practiced. In addition, media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and outside world.

### **YouTube and Students' Character Building**

The idea of "Characters Building" is in fashion in Indonesia nowadays. All lessons of all subjects at formal schools must be equipped with students' character building. Involving character building in EFL classroom is actually a so-so idea. The language itself has reflected the characters of the spokesperson. Many good and Indonesian- matched characters and cultures are found in English language. Davies (2005:1) listed fifty-two good characters that must be built in students. Some of them are way of treating people, rules obedience, positive life points of view, appreciation, respect, understanding, being polite and many others. These suggested characters are important. By scrutinizing and utilizing some sorted, short scenes from YouTube, the natural appearance and performance of these characters can help building the intended students' characters, not only acquiring the English language but also the good points among it. The unwanted and non-Indonesian characters might also be taught only as a comparison, not to be limited.

### **The Scrutiny and Utilization Scenes for and from YouTube used in Speaking I Course**

Class size is not a problem for Speaking I Subject because the students are usually split into three or four classes. Total number of students for each group is about twenty to twenty five at most. Speaking I Course covers these topics: Greeting and Farewell; Self Introduction and Introducing Others; Welcoming; Getting Attention; Regulating Other People's Speech; Offering, Accepting and Rejecting Sympathy/Condolences; Giving and Responding Compliments; Asking and Telling about Time; Making and Asking Requests and Offers; Asking for and Giving an Excuse; and Apologizing (Speaking I Course Syllabus). Lazaraton (2001:105) agreed that nowadays, oral skills classes at all levels are often structured around functional uses. In non-academic context, these might involve basic greetings, talking on the phone, interacting with school personnel, shopping, and the like.

**Sample lesson activities for Scrutinizing and Utilizing YouTube****Sample lesson 1: Watch and Imitate! (adapted from Holmes:2011)**

Topic: Greetings, Farewells and Welcoming

Aim: By the end of the lesson, students are able to use the expressions of greeting, farewell, and welcoming in a contextualized situation naturally.

**Possible Character Building Points:**

- The students may realize that the way western people greet each other is accompanied by hugging, regardless about sex. This kind of thing is not Indonesian people's character. In Indonesia, it is more influenced by religious belief.

**Preparation:**

- Teacher watches or downloads some movie clips from YouTube. She/he must scrutinize the best scenes that match to her/his topics, or Teacher may cut some parts of the scenes, which she/he needs, and re-uploads them to YouTube.
- Teacher organizes the clips links in a table using PowerPoint. If the internet connection is excellent enough, the teacher may connect to the links online. If not, teacher may download the clips in advanced and hyperlink them with PowerPoint.

**Procedure:**

- Divide the students randomly into groups of three. If the number of students in the class is not divisible by three, one student should join another group. So, there will be group(s) consist of four members.
- A representative from the group throws the dice. The number he or she throws determines the clips number of the scene from that they should imitate. In case the situation only requires two persons, the students should imitate the scene twice and the characters should be exchanged among the members.
- The imitation of the scene should be as similar and natural as they have watched. It will be scored by the teacher.
- Continue playing the game by selecting a new representative from each group to throw the die.
- After all students have thrown the dice, the teacher decides which group that has become the best "imitator." Then rewards can be given.
- In the end, discuss the moral values from the clips that have been used during the lecture.

**Sample lesson 2: Burst and Sound! (adapted from Hess:2010)**

Topic: Getting Attention; Regulating Other People's Speech; Showing, Accepting, and Rejecting Sympathy/Condolences; Giving and Responding Compliments

**Possible Character Building Points:**

- When I listen, I show others that I care about them. (regulating other people speech)
- I try to understand what my friends are feeling. (sympathy)
- It is okay to laugh at funny things, but not to laugh at others. (sympathy)
- I do not make fun of other because I don't know what their life is like. (sympathy)
- I look for what is good in others and I say what I like about them. (compliment)

**Aim:**

- By the end of the lesson, students are able to use the expressions of Getting Attention; Regulating Other People's Speech; Showing, Accepting, and Rejecting Sympathy/Condolences; Giving and Responding Compliments; Making and Asking Requests and Offers; Asking for and Giving an Excuse in a contextualized situation naturally.

**Preparation:**

- Ask the students to download or copy the clips. They are going to dub the voice for the next week lesson so they have to watch the clips before the lecture.
- Prepare small pieces of paper and write down the topic of each scene (For example: Getting Attention/Red Riding Hood) on every piece of paper. Fold and insert them inside the balloons.

**Procedure:**

- Ask every student to take one piece of balloon and blow it by him or herself.
- In turn, every student will burst the balloon and the group, in which that student belongs, should dub the scene.
- Play the clip without sound and make sure that the students' voices are clear enough. If it is possible, let the group hide themselves behind the projector's screen.
- Continue the activity until all balloons have been burst.

**Sample lesson 3: Exchange, Act, and Guess! (adapted from Hess:2010)**

**Topic:** Greeting and Farewell; Self Introduction and Introducing Others; Welcoming; Getting Attention; Regulating Other People's Speech; Offering, Accepting and Rejecting Sympathy/Condolences; Giving and Responding Compliments; Asking and Telling about Time; Making and Asking Requests and Offers; Asking for and Giving an Excuse; and Apologizing (All topics covered during the lectures)

**Possible Character Building Points:**

- I am being a good citizen when I volunteer to help others. (offer)
- Everyone makes mistakes, so instead of getting angry with myself, I try to do better. (apologizing)

**Aim:**

- By the end of the lesson, students are able to use all of the expressions related to the topics learned during the lectures in a contextualized situation naturally.

**Preparation:**

- In the previous two or three week before the intended lecture, ask the students to the groups of their choices. The groups should consist of three or four persons.
- Make sure that each group gets the copy of the movie clips.
- Oblige the students to practice all the scenes. They do not have to memorize all the utterances in every scene. In other words, they can modify the expressions used as long as the situation or the context stays the same.
- Teacher prepares slips of paper. On each card there will be different words/phrases like "Best of luck," "Good luck," "I wish you all the best," "God bless you," "Cheer!" "Congratulation." and "Best of all." There might be more than one card of each word/phrase, except only one slip, which is written "Try it Again" on it.

**Procedure:**

- Confirm the students that they have remembered and practiced all the movie scenes, which have been copied for them the previous two or three week. (Make sure that they have done with the preparation.)
- Ask every student to take slips of paper, which have been prepared. Everyone must hold one slip.
- Explain that the music will be played. As long as the song is not stopped the students should hand their cards to other students. When the music stops, everybody should show his or her card. A student whose "Try it Again" card must perform one scene of the movie clips together with his or her group.
- The rest groups are about guess the title of movie from the scene, which is performed by the 'chosen' group.
- Continue this procedure until all scenes have been performed. Certain scenes might be performed more than one as long as they are done by different groups. One correct guess of the movie title will be scored 50 and one performance of a group will be scored 70 through 85. In the end, there is a possibility that the group, which performed the most, will get the highest score. Rewards can vary.

**CONCLUSION**

Mistakes or errors when speaking in English are unavoidable. They occur mostly due to the lack of natural exposure of English as false beginner students' experience. They learnt English, yet frequently they do not acquire. It is an obligation that teacher accommodates the teaching and learning process with various useful techniques and medias. Internet has given birth to YouTube as one of possible tools used in the teaching of Speaking. The videos or movie clips for and from YouTube can be scrutinized and utilized based on the need of the teaching and learning process to gear acquisition to happen.

**REFERENCES**

- Beare, K. 2011. Teaching English to Absolute and False Beginner. (Online). Retrived from [http://esl.about.com/od/esleflteachingtechnique/a/t\\_afbeginners.htm](http://esl.about.com/od/esleflteachingtechnique/a/t_afbeginners.htm) on September 17th 2011.
- Brinton, D. M. 2001. The Use of Media in Language Teaching. in Marianne Celce – Murcia (Ed.), *Teaching English a Second or Foreign Language – Third Edition* (p.461). Boston, Massachusetts: Heinle and Heinle.
- Cross, J. 2011. Comprehending News Videotexts: the Influence of the Visual Content. *Language Learning & Technology*, (Online), 15 (2): 44-68. Retrieved from <http://llt.msu.edu/issues/june2011/cross.pdf> on September 22nd 2011.
- Davies, L. 2005. 52 Character Building Thoughts for Children. Retrieved from <http://www.kellybear.com/TeacherArticles/TeacherTip52.html> on September 24th 2011.



- Gellert, D. 2005. Computer and the Pursuit of Happiness. in Peter S. Gardner (Ed.), *New Directions - Reading, Writing, and Critical Thinking* (p.137-143). New York: Cambridge University Press.
- Hess, N. 2010. *Teaching Multilevel Classes*. (Penny Ur, Ed.). Cambridge: Cambridge University Press.
- Holmes, B. 2011. *Best Practices in Teaching Listening*. Presented on English Access Microscholarship Workshop 2011, University of South Carolina, Columbia, July 7<sup>th</sup> 2011.
- Kelsen, B. 2007. Teaching EFL to the iGeneration: A Survey of Using YouTube as Supplementary Material with College EFL Students in Taiwan. Retrieved from <http://caliej.orgjournal10-2kelsen.html> on September 22nd 2011.
- Larsen, A. 2001. Teaching Oral Skills. in Marianne Celce – Murcia (Ed.), *Teaching English a Second or Foreign Language – Third Edition* (p.105 and p.108). Boston, Massachusetts: Heinle and Heinle.
- Leff, P. 2001. When the Teacher Is a Non-native Speaker. in Marianne Celce – Murcia (Ed.), *Teaching English a Second or Foreign Language – Third Edition* (p.434) Boston, Massachusetts: Heinle and Heinle.
- Norris, R.W. 1993. Using Creative Dictation to Manage, Motivate, and Activate Large Groups of False Beginners. *Fukuoka Women's Junior College Studies*, (Online), 45: 71-82. Retrieved from <http://www2.gol.com/users/norris/articles/dict.html> on September 17<sup>th</sup> 2011.
- Richards, J. C. & Schmidt, R. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education Limited.
- Sketchley, M. 2010. Using Youtube in the Classroom, (Online). Retrieved from <http://www.teachingenglish.org.uk/blogs/martin-sketchley/using-youtube-classroom> on August 15th 2011.
- Watkins, J. & Wilkins, M. 2011. Using YouTube in the Classroom. *Language Education in Asia*, (Online), 2 (1): 113-119. Retrieved from [http://www.camtesol.org/Download/LEiA\\_Vol2\\_Iss1\\_2011/LEiA\\_V2\\_I1\\_09\\_Jon\\_Watkins\\_and\\_Michael\\_Wilkins\\_Using\\_YouTube\\_in\\_the\\_EFL\\_Classroom.pdf](http://www.camtesol.org/Download/LEiA_Vol2_Iss1_2011/LEiA_V2_I1_09_Jon_Watkins_and_Michael_Wilkins_Using_YouTube_in_the_EFL_Classroom.pdf) on September 17th 2011.