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THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA

The 63rd TEFLIN International Conference 2016

8 - 10 September 2016
University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

"Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond"

BOOK 1

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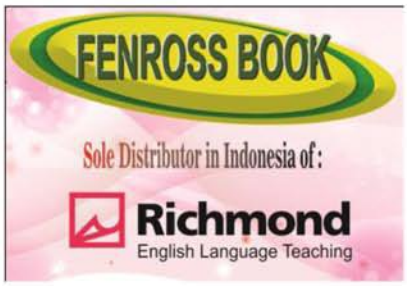

FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond."* Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

The Committee

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3.	Ted O'Neill	JALT
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5.	Lai-Mei Leong	MELTA
6.	Nicholas Millward	CamTESOL
7.	Sothearak Norng	CamTESOL
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"WHY SHOULD I DO SUMMARIZING?: THE VOICE OF UNDERGRADUATE STUDENTS

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ABSTRACT

Reading journal articles for students at undergraduate level is not a common practice particularly at English Department of Mulawarman University. This study reports on how the students are able to summarize the academic articles through some stages such as skimming, scanning, noting, and paraphrasing accomplished by three undergraduate students who enrolled in writing academic course in the fifth semester at Mulawarman University. The data were taken from self-report and interview. Using thematic analysis the findings reveal that reading academic texts was uncommon activity for them, they encountered different challenges in each stage with the most complicated was paraphrasing. In more specific, the students were unfamiliar with journal articles therefore this lead to difficulties to understand new words related to research terminology and confusion related to the topic they are interested in. In addition, they also reflected that completing the summarizing task of journal articles has offered them some self-awareness such as time management, new vocabulary, and plagiarism. This study implied that reading journal articles should be taught since in the first semester to provide more opportunities for the students to be more familiar with the process towards summarizing to develop research interest for their completion of their mini thesis.

Key words: reading, journal articles, summarizing

INTRODUCTION

Since credible open journal articles could be accessed and the requirement of research mini thesis for the undergraduate students, it is expected that they could take the advantages of this condition. The question appears here is how they could use the articles for the benefits of their thesis. Therefore in this study I would like to report my student experiences in the academic writing course to summarize journal articles throughout four various major phases namely, skimming and scanning, highlighting and noting, paraphrasing, and summarizing.

Making a summary as a task in tertiary education is a common practice. When the students do the summary they acquire the course content (Coffin, 2006; Friend, 2002) improve reading comprehension (Cordero-Ponce, 2000), writing expertise (Garner & McCaleb, 1985; Taylor & Beach, 1984) and facilitate learning (Brown, Campione, & Day, 1981). They need to identify, analyze, and synthesize the source text (Van der Geest, 1996).

However, summarization was an uneasy task. In the second language context, Grabe and Zhang (2013) have pointed out that the major factors that contribute to effective how to summarize in critical review of the integration of reading and writing with the implications for L2 learners which could be summarized that lack of academic vocabulary knowledge impaired students for better reading abilities or writing task. Further they suggested that there needs some ways to provide L2 learners to cope with reading and writing in the academic context.

Li (2014) examined the role of reading and writing in summarization tasks with 64 Chinese college students. The results revealed that the students require both reading and writing skills to allow them to do summarization tasks with more dominant of writing skill needed. The strategies employed during writing had a significant relationship with students' summaries.

Researchers (Hidi &Anderson; 1986; Kirkland & Saunders; 1991) emphasized that the length of the text, genre, sentence construction, topic familiarity and text organization will influence the way students do summarizing. With regard to genre, students encounter difficulty in summarizing texts of different genres might be linked with register which deals with variation of a language or a level of use. This variation is established by the level of formality, vocabulary, pronunciation, syntax, communicative aim, social context and degree of proficiency. Additionally, schemata that attributes to topic familiarity will allow students have

better comprehension (Bachman & Palmer, 1996; Brown & Yule, 1983). Length of a source text that influence time for reading, how many times readers read the source text, and awareness to details influences in the summarization process (Kirby & Pedwell, 1991; Stein & Kirby, 1992).

Regarding the summarizing as one of the strategy for reading comprehension, in this study the students have to read and write subsequently. In other words, they have to combine reading and writing skills in order to summarize the journal.

METHOD

The participants of this study were five students undertaking writing academic course at Mulawarman University. They were taught in three different phases; browsing journals, highlighting, paraphrasing and summarizing. Demonstration and exercise to do the four major phases were conducted for four meetings. Next in the fifth to the 16th meeting, the students needed to start doing with their own with guidance during the meetings. They were required to have about 12 relevant articles based on their concern. Two weeks after the course ended, interview was conducted to five selected students. Therefore the primary data of this study were gathered form the in depth interview supported by self-report. The focus of the interview was their experiences during the course particularly in the process of summarizing. Semi structure questions were employed. In addition, the end of the course the students were required to make self-report as the supporting data used in this study. Both data were analyzed based on the theme emerged from the responses and reports.

FINDINGS AND INTERPRETATION

Generally the results of the interview indicated that the students had difficulties in browsing the articles and paraphrasing. In the browsing stage, the students had difficulty in searching similar topic from reliable recent journal articles and in the paraphrasing stage they struggled in the similar meaning with different way to say the ideas. The students also reported some strategies they cope with the problems they encountered. They realized that the task was uneasy and very challenging.

All the student responses indicated that browsing the journal articles was demanding because searching relevant recent journal articles was uneasy. One student highlighted that this phase was the most difficult one as she said

> "Browsing is the most frustrated stage because I have change the topic many times. I have got the articles but then I could not get other six. I have difficulties in searching reliable journal articles. I read the title but then I found out that after reading the content was not about the games. If it should be related then I got confused about the content because it should be similar".

The quote implied that searching for journal articles particularly the reliable ones was challenging for students. The results from the self-report also indicated similar problem as it is highlighted. This quote is also supported by the results of the self-report which written "I felt extremely stress and cried when I searched for the articles for the first time because they must be reliable articles and at least had ten pages (S-1-Feb). This implied that searching for journal articles is moderately a burden. This might occur due to the task that they never completed before. The students also were unsure whether the articles they were interested in were the required ones as one student wrote

> At the beginning, when I got this assignment for the first time, I thought it was difficult since I had to find 12 articles in one topic with all of the requirements. I kept asking Mrs. Dyah about the difficulties that I have found. I often come to the front of the class and asked Mrs. Dyah "Is this article okay, Mrs.?" or "Mrs., this is my topic, is it okay if I choose this article?. I was asking whether the topic of the article is too broad to use or not. She gave me advice on how to make the topic more specific. In addition, I need to find reliable article so that I can account for it when I used the article for reference, so sometimes I ask about "Is this article reliable Mrs.?" because I am not sure about the article. (S-2- Yaya).

It could be said that the students were confused with the task in terms of the relevancy of the article and the topic of their concern. Additionally the requirement of recent articles gives more complication for them as a consequent more time is needed as one reported

"Browsing is the most difficult to search similar topic therefore it takes time to search recent articles". One suggested that two weeks is considerably enough for seeking the articles. Furthermore the students also applied some strategies to deal with the situation as one of them said"I browsed the articles using key words and the year, and in order to get the topic I want, I need to know what the updated topics. But sometimes the internet network disturbs it. It makes me to stay up late". This means that the problems can be from the students and the media for learning. The self-report also indicated similar result that internet connection was one of the problem the students had as one reported

> Shortly after that I was confused and distress to choose what titles and what topics in order to get the update of articles, I searched for days and I still didn't get the appropriate topic. That's so difficult for me because I should stay in campus till few hours to use "wifi" in library and my house is quite far but I should go home. (S-3-Didi). Further, they indicated that during this phase they need to keep changing their topic as they were not able to find at least 5 articles with similar topics.

Skimming

In the skimming, all students experienced unfamiliar new words as their concern, for example one student said "I got difficulties to get direct ideas because of the vocabulary. I have to read 2-3 times for skimming". Other mentions "It is good in skimming to find out the main ideas of the article but when there are some difficult words and new framework then they become problems". These quotes revealed that in doing skimming the students concerned about unfamiliar words as these hindered them to understand the text. At the same stage the students did highlighting simultaneously while skimming as one said "When I did skimming and I found words that I can't understand then I highlight them… some are words or phrases but when I still can't understand then more phrases or sometimes sentences I underline". This implied that more highlighting would be completed when more new words were found.

Scanning

Three students basically experienced similar problem of vocabulary in the scanning phase. When they were asked about what they did in this phase, as one student reported "I have to read detail words or sentences for 3 times. I think skimming is more difficult than scanning because I do not know many unfamiliar words. Sometimes I have to guess. When I read the article in a scanning way I could understand the beginning part of the text but then I get lost in the middle". This statement implied that although scanning is less complicated than skimming and could understand the introduction but not in the main part of the article. Although it is not explicitly stated, this could be implied that this is due to difficult words as she signified in the previous statement. Furthermore, since the students have problem in vocabulary therefore they tried to solve it by finding out the meaning by reading many times and circled them. One also needed to translate into Bahasa Indonesia "I have to read, again and again and I sometimes I have to translate into Bahasa"

Paraphrasing

When the students were asked about the paraphrasing phase, the findings from the interview revealed that paraphrasing was the most challenging phase in the process to summarize. They struggled in the way how to express similar meaning of the original source with different expressions as one student said "Paraphrasing is the most difficult one… I have to combine the main points. Need to understand the text and I have to read again and again especially if the article provides new theory that I don't understand. Moreover, there are some paragraphs that has 28 lines". The results from the self-report shows similar opinion

Then, we read the articles, put the highlight as the keywords, made sentences and did the paraphrase and the summary. The articles had so Many paragraphs and I Must did the

Paraphrasing for Each paragraph. So firstly, I read and used my highlighter .also I wrote the sentences from the keywords then I did the paraphrasing first I copied the original sentence then I used Thesaurus and thought the new structure. And it would be better if I had used the 2 sides of the paper for printing the article so it would not become thick. (S-4-Kuku)

In addition the other mentioned "paraphrasing is uninteresting phase at all because there are many paragraphs in one article and we have to paraphrase each paragraph. These two quotes implied that the students needed to put more efforts to paraphrase compared to other phases. This could happen due to lack of understanding about the content and vocabulary that to some extent contribute to this problem (Kirby & Pedwell, 1991; Stein & Kirby, 1992). Furthermore, one underlined that she had to do translation as she reported "I need to look for the main ideas, try to understand, if I don't then I must translate and arrange the words with my own way. If it is still difficult for me then I need to search for the synonym". Again, the students faced difficulties of vocabulary and reading comprehension. It is supported by the statement of the other who said "I don't understand therefore I checked difficult words and try to get the meaning. If I don't get it then I just paraphrase by changing the synonym. This phase is very complicated because I have to comprehend and articulate the meaning with my own". Additionally, the results of self-report shows that it takes time for students to get used to it.

Paraphrase is the most difficult step in these assignments because I have to find similar words each other, so that the meaning which is contained of the statements in the sentences did not change. Over time, I can make myself to be more excited with these assignments because slowly but sure the contents of my articles are appropriate with the topic that I really want (S-5-Didi). This indicated that although the students were struggle to do paraphrasing due to lack of vocabulary however they were able to complete it (Grabe & Zhang, 2013).

Summarizing

All of the student responses revealed that summarizing is slightly easier than paraphrasing. This is because the phase of paraphrasing assisted them to do summarizing as one student said "I need to check again every single main idea, and then combine them. This phase is less complicated than paraphrasing". Other student also mentioned that summarizing was very dense information therefore the detail could be seen in the paraphrasing.

In addition to all experiences the students had during the process of the summarizing which could be said as uncomfortable way, what they have learnt to some extent seems to be valuable. "The task was not easy…. As I have to sleep only about 3-5 hours only everyday but I am able to figure out my thesis will be. I think this topic… searching article should be given from the first semester so that we don't get shocked when we are in the fifth semester. The task was challenging. The impact was great as we can get use to the new vocabulary. This implied that perhaps the key problem of the students to do the summarizing was unfamiliar vocabulary that create confusion in comprehension the articles. The self-report indicated that the way the students did the summarizing.

> After I finished paraphrasing the articles, I come to summarizing stage in which it will help me remembering what I have read in the future. In summarizing, I took the important sentences of the paragraphs. I sometimes cannot make it short because if I remove the sentences, I am afraid I would destroy the ordering or arrangement of ideas that would influence my understanding, so I just let it be long paragraphs in the table of summary (Yaya)

What they have learned

Further students also pointed out that the task was useful for their research ideas for their mini thesis. The students were able to have a draft of their research plan and tried to develop it as one said "Yes I am now working on my proposal and try to complete it from the articles that I have summarized" other indicated that she needed to learn more about research methodology "I am still confused about the statistics so I think I have to learn more about research" These quotes show that the students become more aware about the research particularly their own

research which means that the task was a research learning process (Brown, Campione, & Day, 1981).

The findings from the self-report revealed more details about what the students have learnt as they written as follow:

> Now I understand that to achieve a success (making thesis) then is not as easy as turning the palm of the hand, but we have to search for reading materials in accordance with the topic what we want. I hope what you've been taught in this semester will be easier and useful for me to make my thesis then and I can graduate quickly from this campus, thank you for all of assignments and your motivation words that you have given to me in this semester (Didi). Another report
>
> I finished one by one article cycles including finding the articles, highlighting, noting or paraphrasing and summarizing. During the process, I found something goes better on me. Sometimes I feel like the way I paraphrase the paragraph becomes more creative and faster. I also summarized the article in a way that it has ordering of ideas in order when I read the summary next time I am not going to miss something important. Now, I know how someone conducts a research, although I do not know much about the methods, especially data analysis. I believe that I will learn about how to analyze data in the next semester because this is a process. Through reading many articles, I know the organization and directions of conducting a research. Within the process, I know how to find a reliable article and be able to distinguish the types of research including qualitative, quantitative or what is called literature based (Yaya).

The findings from interviews and self-reports have revealed that summarization was challenging as the students need to identify, look for detail, try to understand, link the ideas from each paragraph, analyze and synthesize them (Van der Geest, 1996). This is very demanding as they had to adhere both reading and writing skills concurrently (Grabe and Zhang, 2013).

CONCLUSION AND SUGGESTION

This study reveals that seeking articles from open access journals with some strategies has offered students some benefits such as more competencies and skills in browsing and searching relevant journal articles as they are familiarity with the internet. The students indicated that from the four phases of browsing journals, highlighting, paraphrasing, and summarizing, they found that paraphrasing was the most complicated phase, however, this allows them to do summarization with less problems. The students were able to broaden their research knowledge, learn to read and write synchronously. Even though they have yet incomplete their mini research proposals, they have developed some theme and schema for their research. This study also implied that reading open access journal articles should be immediately trained as the students study at the tertiary level.

Since the data of this study involved only few participants and focused on the interviews and student' reports of what they have experienced and learned in summarizing, it is suggested for future research to include more interviewees and source of data such as questionnaire and think aloud protocol to gather more comprehensive understanding of summarization process.

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