## Jadwal & Daftar ISI / Schedule & Table of Contents

**Seminar/Konferensi/Kongres**
Symposium/Conference/Congress

**Tempat**
Place

**Hari & Tanggal**
Day & Date

---

<table>
<thead>
<tr>
<th>Waktu / Time</th>
<th>Nama / Name</th>
<th>Judul / Title</th>
<th>Institusi / Institution</th>
<th>Alamat Email / Email Address</th>
<th>Ruang / Room</th>
<th>Halaman / Page</th>
<th>Moderator / Chair Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.35 - 13.35</td>
<td>Ella Masta</td>
<td>LEARNING STYLES OF THE ENGLISH DEPARTMENT STUDENTS OF JAMBI UNIVERSITY IN DEVELOPING THEIR ENGLISH TEACHING MATERIALS</td>
<td>Jami'at University</td>
<td><a href="mailto:masta_ela@yahoo.com">masta_ela@yahoo.com</a></td>
<td>1401</td>
<td>57 - 59</td>
<td>Siti Endah Tabri</td>
</tr>
<tr>
<td>13.35 - 14.00</td>
<td>Ujang Suparno</td>
<td>ENGLISH CURRICULUM AND SYLLABUS DESIGNS IN A NATIONALLY LED SCHOOL: A CASE STUDY OF INTERNATIONAL STANDARDS IN LAMPUNG PROVINCE</td>
<td>English Study Program, FKIP Lampung University</td>
<td><a href="mailto:suparno@unila.ac.id">suparno@unila.ac.id</a></td>
<td>1402</td>
<td>61 - 72</td>
<td>Adi Mulyana</td>
</tr>
<tr>
<td>14.00 - 14.25</td>
<td>Yasinta Dika Widadi</td>
<td>CONVERSATIONAL IMPULSIVITY IN THE SICK LOSER</td>
<td>LTI BUAJ</td>
<td><a href="mailto:sinta.pernadi@yahoo.com">sinta.pernadi@yahoo.com</a></td>
<td>1401</td>
<td>73 - 77</td>
<td>Nurani Yunnur</td>
</tr>
<tr>
<td>14.25 - 14.50</td>
<td>Julia Dika Rini</td>
<td>USING VERBAL REPORTS IN TRANSLATION RESEARCH</td>
<td>LTI BUAJ &amp; UNIV. Petra</td>
<td><a href="mailto:juliadikarini@gmail.com">juliadikarini@gmail.com</a></td>
<td>1402</td>
<td>79 - 81</td>
<td>Yudi Jumadi</td>
</tr>
<tr>
<td>14.50 - 15.40</td>
<td>Hery Yufriadi</td>
<td>CLASSROOM INTERACTION IN SPEAKING CLASS USING NEWSPAPER AT A SENIOR HIGH SCHOOL</td>
<td>University of Lampung</td>
<td><a href="mailto:hery.yufriadi@yahoo.com">hery.yufriadi@yahoo.com</a></td>
<td>1401</td>
<td>83 - 89</td>
<td>Nurani Yunnur</td>
</tr>
<tr>
<td>15.00 - 15.40</td>
<td>Abdul Mutin</td>
<td>DEVELOPING ENGLISH PROFICIENCY AT THE EARLY STAGE: AN INVESTMENT FOR THE FUTURE</td>
<td>English Department, Universitas Negeri Lampung</td>
<td><a href="mailto:abdulmutin@yahoo.com">abdulmutin@yahoo.com</a></td>
<td>1402</td>
<td>91 - 94</td>
<td>Yudi Jumadi</td>
</tr>
<tr>
<td>15.40 - 16.40</td>
<td>Faizah Sari</td>
<td>&quot;MY MAJOR TOILET&quot; COMMON GROUND IN AN L2 INTERACTION AND INTERLANGUAGE PRAGMATICS OF REQUEST</td>
<td>LTI BUAJ</td>
<td><a href="mailto:faizah.sari@atmajaya.ac.id">faizah.sari@atmajaya.ac.id</a></td>
<td>1401</td>
<td>95 - 101</td>
<td>Imnati Indra Dewi</td>
</tr>
</tbody>
</table>
# Jadwal & Daftar ISI / Schedule & Table of Contents

**Universitas Katolik Indonesia Atma Jaya**

**Jadwal & Daftar ISI / Schedule & Table of Contents**

Symposium/Conference/Congress

Place: Yustinus Building, 14th Floor.

Day & Date: Friday, 26 - Saturday, 27 November 2010

- **07.30 - 08.30**
  - 07.30 - 08.20: Franklin Taluje, EXIT CARDS FOR REFLECTIVE TEACHING IN THE CAP CLASSROOM, SINUS INTERNATIONAL, franklinres@yahoo.com, 1401, 103 - 106, Simon Amo Marugu
  - 08.30 - 09.30: Francis Borgias Atip, INTEGRATING COMMUNICATIVE EXERCISES FOR STUDENTS OF ECONOMICS, Senata Dharma University, atip@staff.ssd.ac.id, francisborgias@yahoo.co.id, 1401, 107 - 110, Hasan Basri
  - 09.45 - 10.45: Ratna Talib, RECALLING AN OPENING JOURNAL IN EFL CLASSROOM, Universitas Negeri Gorontalo, ratnatarib@yahoo.com, 1401, 123 - 129, Hasan Basri
  - 10.00 - 11.00: Sri Eniati Talib & Narenza Yanius, ROLLING A SOLUTION FOR LANGUAGE LEARNING AUTONOMY, Universitas Islam Negeri Malang, srinatari@yahoo.co.id, 1401, 141 - 146, Francis Borgias Atip
  - 11.00 - 12.00: Lise Rasolona Ralovilina, THE MOVEMENT OF INTERFERENCE IN STUDENTS' ENGLISH PRODUCIBILITY IN INTERNATIONAL ELEMENTARY SCHOOLS, University of Antwerp, lille_rasolona@yahoo.com, 1401, 155 - 156, Yohanes Hartadi

- **11.45 - 12.45**
  - 11.45 - 12.45: Yasep Windu Ari Wibowo & Hery Yudhanto, LEARNING STYLES AND LEARNING STRATEGIES OF WRITING AT AN ENGLISH CLASS AT LAMPUNG STATE POLITECHNIC, University of Lampung, yasepwindo@yahoo.com, 1402, 157 - 159, Rehadwi
  - 12.45 - 13.45: Ignasiya Yayan, A LONGITUDINAL RESEARCH ON ARGUMENTS IN SENIOR HIGH SCHOOL GRADUATE, Kuta Wacana Christian University (KWARDA), ignasiyayayan@yahoo.com, 1401, 161 - 165, Yohanes Hartadi
  - 13.45 - 14.45: Catur Sumaryo, READING STRATEGIES USED BY EFL LEARNERS, University of Lampung, catusumaryo@yahoo.com, 1402, 167 - 170, Rehadwi
<table>
<thead>
<tr>
<th>Nama / Name</th>
<th>Judul / Title</th>
<th>Institusi / Institution</th>
<th>Alamat Email / Email Address</th>
<th>Ruang / Room</th>
<th>Halaman / Page</th>
<th>Moderator / Chair Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatma Desi</td>
<td>INCONGRUITY IN THE PUNCHLINES LEADS TO HUMOR IN &quot;GARFIED'S COMIC STRIPS SERIES&quot;</td>
<td>School of Yayasan Karya Kasih Mandiri</td>
<td><a href="mailto:fatma_desi@yahoo.co.id">fatma_desi@yahoo.co.id</a></td>
<td>1401</td>
<td>171 - 175</td>
<td>Anna Marietta da Silva</td>
</tr>
<tr>
<td>Ade Mulyanah</td>
<td>A CORPUS STUDY OF METAPHORS IN ENGLISH AND INDONESIAN</td>
<td>Balai Bahasa Bandung</td>
<td><a href="mailto:ad_arlet@yahoo.com">ad_arlet@yahoo.com</a></td>
<td>1402</td>
<td>177 - 180</td>
<td>Clara Herlina Karjo</td>
</tr>
<tr>
<td>Setyo Untoro</td>
<td>CROSS CULTURAL UNDERSTANDING THROUGH PROVERBS</td>
<td>National Centre for Indonesian Language (Pusat Bahasa)</td>
<td><a href="mailto:zerolari@yahoo.com">zerolari@yahoo.com</a></td>
<td>1401</td>
<td>181</td>
<td>Anna Marietta da Silva</td>
</tr>
<tr>
<td>Vici Alfani P.</td>
<td>VERBALISM OF A TEN-YEAR-OLD INDOENSIAN CHILD WITH CONGENITAL BUNNEDNESS</td>
<td>Linguistics – University of Indonesia</td>
<td><a href="mailto:alfe_nani2@yahoo.com">alfe_nani2@yahoo.com</a></td>
<td>1402</td>
<td>183 - 186</td>
<td>Clara Herlina Karjo</td>
</tr>
<tr>
<td>Irenneke Indra Dewi</td>
<td>I LOVE YOU BECAUSE YOU . . . THE STUDY OF THE STUDENTS' AWARENESS IN USING METAPHORS</td>
<td>BINUS University</td>
<td><a href="mailto:ireneke@binus.edu">ireneke@binus.edu</a></td>
<td>1401</td>
<td>187 - 189</td>
<td>Faziah Sari</td>
</tr>
</tbody>
</table>

Closing
Abstract

A fact that any normal child, at the age 4, is able to communicate in his or her native language (L1) correctly, fluently, and appropriately makes lots of people amazed. At that age, a child has already been able to understand almost any piece of language spoken to him or her by the adults. Amazingly, the adults can also understand what the child said to them without any serious misunderstanding. “How can this happen?” No one, even the experts in the field of language acquisition, knows for sure. It is assumed that there must be an ultra sophisticated system of recording, processing, producing, saving, and retrieving language that enables him or her to be able to communicate in L1. It is hypothesized that this system will operate optimally if it is stimulated by exposures to the language learned consistently and abundantly.

If English teachers can make use of these factors optimally in their teaching, they may be considered to have invested invaluable capital for the development of children’s proficiency in English.

Key words: L1, L2, FL, English proficiency, early stage, communicate

INTRODUCTION

Benefits always begin from investment. This is also true for education in general and especially in English teaching and learning. Only the thing invested might be different from one area to area, but the essence of this investment is the same: to give benefit for the stake-holders. So, if we want to give benefits for ourselves and the learners, we, English teachers, should invest our best knowledge, skills and practices. Specifically, in the context in which the teaching and learning English is not a native language (L1) nor a second language (L2), but a foreign language (FL), the need for the best investment of knowledge, skills and practices is extremely urgent.

HOW A CHILD ACQUIRES HIS OR HER L1

Observing the ability of a child around 4 years of age to communicate with other children of the same age and/or other people older than him or her brings us to a question: “How can this happen?” Up to the present time, as far as I know, there is no one, even the experts in the field of language acquisition, knows for sure how this is going on. What they can do is that they propose a hypothesis that human being is equipped with a very sophisticated device which can record, process, produce, and retrieve any piece of language. With this device, a child can receive unlimited number of sentences directed to him or her. With this device he or she also can produce unlimited number of sentences that can be well understood by others. It might be this ultra sensitive device that linguists call as “Language Acquisition Device (LAD). The fact that there is no normal child, as long as he or she is not deaf and dumb and does not have speech defect, who can not communicate in his or her L1 may legitimate this claim.

In addition to LAD which is implanted by “The Super Power of the Universe” in human brain, as discussed above, other factor that makes the child acquire the language is the availability of inputs which stimulate the LAD to operate optimally. It might be this data input which is called by Krashen (1989) as “exposures”. Concerning the relationship between LAD and exposures to the language Kadarisman (2009) argues, “the LAD hypothesis is proposed as a probable answer to the logical problem of language acquisition. Linguistic development in the young mind proceeds step-by-step manner. The LAD is equal to Grammar Zero (G0). As it is exposed to language use surrounding the child, the following process occurs: G0 -> G1 -> G2 -> G3 -> ... Gn. This means exposure to language data triggers or activates innate principles within the LAD, making Gn develop into G1, G2, G3, etc., and finally into Gn. G0 is adult grammar or linguistic competence”.

In relation to the role of exposures for the development of a child’s L1, Lenneberg (1981) elaborately describes as follows:
Seventh Conference on English Studies
Center for Studies on Language and Culture - Atma Jaya Catholic University

At the completion of 12 weeks, when the adults talked to him and nodded him, a baby smiles. This is followed by squealing-gurgling sounds usually called cooing (vowel-like in character and pitch-modulated).

At the completion of 16 weeks baby responds to human sounds more definitely. He turns his head and his ears seem to search for speaker. Occasionally he produces some chuckling sounds.

At the completion of 20 weeks, he begins the vowel-like cooing sounds to be interspersed with more consonantal sounds; to be common with labial fricatives; spirants and nasals; though all vocalizations he produced were very different from the sounds of the mature language of the environment acoustically.

At the completion of 6 months, the production of cooing changes into babbling resembling one-syllable utterances. Neither vowels nor consonants he produces have very fixed recurrences. Most common utterance sound he produces is somewhat like ma, mu, da, or d1.

At the completion of 8 months, he reduplicates (or more continuous repetitions) frequently; the intonation patterns he applies become distinct and the utterances can signal emphasis and emotions.

At the completion of 10 months, vocalizations he produces are mixed with sound-play such as gurgling or babbling. It appears that he wishes to imitate sounds, but the imitation are never quite successful. He begins to differentiate between words heard by making different words' adjustments.

At the completion of 12 months, he replicates identical sound sequences with higher relative frequency of occurrence and words (mamma or dada). Signs of understanding some words and simple commands emerge (show me your eyes).

At the completion of 18 months, he has definite repertoire of words—more than three, but less than fifty. He is still much babbling, but several syllables intricate with intonation pattern. There is no attempt to communicate information and no frustration for not being understood. He can produce words that may include items such as thank you or come here, but there is little ability to join any of the lexical items into spontaneous two-item phrases. His understanding is progressing rapidly.

At the completion of 24 months, he has vocabulary of more than 50 items (some children seem to be able to name everything in environment). He begins spontaneously to join vocabulary items into two-word phrases and all phrases appear to be his own creations. His communicative behavior and interest in language definitely increase.

At the completion of 30 months, his new vocabulary adds with every day words very fast. There is no babbling at all, and his utterances have communicative intent. He will be frustrated if he is not understood by adults. His utterances consist of at least two words many of which have three or even five words. His sentences and phrases have characteristic child grammar, that is, they are rarely verbatim repetitions of an adult utterance. The intelligibility is not very good yet, though there is great variation among children. He seems to understand everything that is said to him.

At the completion of 3 years, he has vocabulary of some 1000 words of which about 80% of utterances are intelligible even to strangers. Grammatical complexity of utterances he produces is roughly that of colloquial adult language, although mistakes still occur.

At the completion of 4 years, the language he produces is well-established, and if deviations from adult norm occur, these tend to be more in style than in grammar.

WHAT HAPPENS TO A CHILD WHO IS NOT EXPOSED TO A LANGUAGE?

What happens to a child who does not receive enough exposures to a language? The case of Genie may answer the above question.

Genie as reported by Fromkin et al. (1981) “was girl of thirteen years, nine months. At the time of her discovery and hospitalization in 1979 she was an unsocialized, primitive human being, emotionally disturbed, unlearned, and without language”. What had happened to her? Fromkin et al. continued their report, “There is evidence that from about the age of twenty months until shortly before admission to the hospital Genie had been isolated in a small closed room, tied into a potty chair where she remained most or all hours of the day, sometimes overnight. A cloth harness, constructed to keep her from handling her feces, was her only apparel of wear. When not strapped into the chair she was kept in a covered infant crib, also confined from the waist down. The door to the room was kept closed, and the windows were curtained. She was hurriedly fed (only cereal and
baby food) and minimally cared by her mother, who was almost blind during most of the years of Genie’s isolation. There was no radio or TV in the house and the father’s intolerance of noise of any kind kept any acoustic stimuli which she received behind the closed door to a minimum. Genie was physically punished by the father if she made any sounds. According to the mother, the father and old brother never spoke to Genie although they barked at her like dogs. The mother was forbidden to spend more than a few minutes with Genie during feeding”.

Genie was a normal baby. This was the report got from the hospital. Why couldn’t she speak at that age? The reason is apparent. In addition to psychological problem she had, she was completely not exposed to the language. There was no meaningful sound exposed to her from radio or TV. Besides, all the members of the family never spoke to her with the language they used at home. All these conditions happen in a very long time. Consequently, she did not have the ability to speak.

WHAT IS THE BEST TIME TO INVEST KNOWLEDGE, SKILLS AND PRACTICES IN ENGLISH?

In my opinion, the best time to teach language is when the students are in beginning level. Why beginning learners? There are some reasons why English teacher should pay more attention to this group of students. Brown (2001:99) argues:

• in communicative language teaching, the teacher becomes a central determiner in whether students accomplish their goals,
• the students’ capacity in retaining new words, structures, and concepts is limited,
• in an FL situation, some negotiation might be possible in the NL, allowing for a small amount of student control,
• it is important not to let your classes go to excess in the use of the students’ native language.
• beginning students are highly dependent on the teacher.
• every ear and eye is indeed focused on you (2001:99)

With this condition it is quite impossible for the students to be able to comprehend and produce complicated expressions of emotions, needs, thoughts, or desires communicated in English as they are expected. Their knowledge of English grammar does not permit them to understand and produce the language. Their repertoire of vocabulary is not adequate for the learners to understand and carry on communication in English. Their knowledge of English sounds systems and English orthographic system does not allow them from being able to understand and produce written or spoken language in English adequately.

In order that the learners get the most benefits from the teaching and learning English program, the most important step to develop in their comprehension in English utterances. For this purpose, I think, the most appropriate method and technique of teaching that should be applied is Total Physical Response (TPR).

WHY TPR?

As the name implies, TPR is a technique of teaching English that “consists of giving commands to students and having them actually act out what the teacher says. Since the students are not forced to produce responses in the target language, they are able to focus their entire attention to comprehension” (Krashen and Terrel, 1984). Because this technique emphasizes on the use imperative sentences that need physical response as an answer, the teacher can manipulate various kinds of English language items to trigger students’ understanding. More specifically, Asher, the founder of this technique, (1977 in Brown 2001) noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth).

The TPR classroom, then, is one in which students do a great deal of listening and acting.

Asher (1974 in Omaggio, 1986) summarizes three key ideas that underlie the Total Physical Response Method:

1. Understanding of the spoken language must be developed in advance of speaking.
2. Understanding and retention is best achieved through movement of the students’ bodies in response to commands. The imperative form of the language is a powerful tool because it can be used to manipulate students’ behavior and guide them towards understanding through action.
3. Students should never be forced to speak before they are ready. As the target language is internalized, speaking will emerge naturally (p. 73).
PRACTICES OF TPR IN DEVELOPING COMPREHENSION

TPR is a very potential technique in helping students to comprehend English as an FL, at least for beginning level of students. It may help the learners to be familiar with kinds of noun, kinds of verbs, kinds of adjectives and kinds of adverbs. It may also help students to understand alphabet, number, color, height, size, and many more information. In addition, TPR can guide the learners to comprehend simple command to the more complicated ones. All the components of the language are introduced to the students without deliberately telling or teaching them explicitly. To sum up, it can be said that TPR is the most flexible means of technique of teaching that can help students to understand English language.

Following are some examples of the implementation of TPR in teaching English for beginners.

Examples:
1. “Stand up”, “Sit down”
2. “Get out of the class”, “Put off your shoes”
3. “Stand up with one leg”, “Sit down on the floor”, “Put off your right shoes”.
4. “Raise your right hand if your name begins with A”.
5. “Close your left eye if you had breakfast this morning.”
6. “Draw an elephant with no ear on the white board.”
7. “Write your name with your left hand on the blackboard.”
8. “Raise one finger if the word I say begins with sound ....”
9. “Stand up from your seat and touch your friend’s head with your right hand.”
10. “Raise your thumb if you were born on January.”
11. “Nod your head if you have some money.”
12. Etc.

CLOSURE

As seen in the above examples, the teacher does not only expose the students to understand the meaning of those sentences, he or she also unintentionally teaches other aspects of English. In addition, by giving imperative sentences, the teacher unintentionally makes the students be accustomed to idiomatic expressions, phrasal verbs, prepositional phrases, conditional sentences and the like.

The development of students’ proficiency in English begins from their comprehension. In the context of EFL, the role of teachers in providing English exposures is extremely crucial. In other words, the more inputs the learners have the more chances for them to get involved in understanding the messages, and in turn, the more they have understood the messages conveyed through the language the more chance for them to be able to communicate with other people. If we, English teachers, can accomplish this mission, we may claim that we have already invested our best knowledge, skill, and practices for our students’ proficiency in English.

REFERENCE


