KOLITA 13

Konferensi Linguistik Tahunan Atma Jaya Ketiga Belas
Tingkat Internasional

Koordinator:
Yanti, Ph.D.

Pusat Kajian Bahasa dan Budaya
Universitas Katolik Indonesia Atma Jaya
2015

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2015

Prosiding Tanpa Pengeditan

UNIVERSITAS KATOLIK INDONESIA
ATMA JAYA

JADWAL

Seminar/Konferensi/Kongres	: Konferensi Linguistik Tahunan Atma Jaya (KOLITA) 13
Tempat	: Pusat Kajian Bahasa dan Budaya (PKBB) Unika Atma Jaya, Gedung K2 Lantai 2 dan 3
Hari & Tanggal	: Rabu, 8 April 2015

Selasar K22 07:30 - 08:30	Pendaftaran Ulang, Kudapan Pagi, dan Pameran Buku				
K22.02 08:30 - 08:45	Pembukaan				
K22.02 08:45 - 09:30 Pleno 1	Katharina Endriati Sukamto, Bambang Kaswanti Purwo, Nany Setyono Kurnia MERUJUK DIRI DAN MERUJUK KAWAN BICARA ALA AHOK *Universitas Katolik Indonesia Atma Jaya*				
	K23.02	**K23.03**	**K23.04**		**K23.05**
09:35 - 10:55 Paralel 1	Yasinta Deka Widiatmi *Bina Nusantara Simprug* TUTURAN BAHASA AHOK: GAYA BAHASA DI MEDIA MASSA	Sukardi Weda *Universitas Negeri Makassar* SALING PENGERTIAN DIALEK BAHASA BUGIS	Ronauli Sihombing *Universitas Pendidikan Indonesia* TEACHER'S BELIEFS IN TEACHING GRAMMAR AND CLASSROOM PRACTICE		Sri Hapsari Wijayanti, Heru Prasadja, Maria Tri Warmiyati *Universitas Katolik Indonesia Atma Jaya* PENINGKATAN KEMAMPUAN MENULIS DENGAN ALAT BANTU MULTIMEDIA
	Asriani Abbas *Universitas Hasanuddin* PERSUASIVE LINGUISTIC STRATEGY OF THE LEGISLATIVE CANDIDATE IN MAKASSAR CITY	Widyatmike Gede Mulawarman *Universitas Mulawarman* PERILAKU SINTAKSIS KATA TUGAS BAHASA KUTAI	Rasuna Talib, Titin F. Mohamad *Universitas Negeri Gorontalo* EXPLORING AUTHENTIC LEARNING AND AUTHENTIC ASSESMENT ON ENGLISH CURRICULUM 2013 VERSION		M. Umar Muslim *Universitas Indonesia* KESALAHAN GRAMATIKAL DALAM TULISAN MAHASISWA JEPANG PEMBELAJAR BAHASA INDONESIA
	Mahardhika Zifana, Mutiara Intan Permatasari *Universitas Pendidikan Indonesia* CICAK VERSUS BUAYA JILID II DALAM PERSPEKTIF MEDIA PARTISAN: REPRESENTASI POLRI DAN KPK DALAM PEMBERITAAN WACANA KRIMINALISASI KEDUA PIHAK DI SITUS TVONE DAN METRO TV	Satwiko Budiono, Sri Munawarah *Universitas Indonesia* DILEMA STATUS BAHASA MASYARAKAT USING ANTARA PERNYATAAN DAN KENYATAAN: KAJIAN DIALEKTOLOGI	Ika Yuli Astuti *Hikari Montessori School* DISCOURSE ANALYSIS: HOW DISCOURSE TAKES INTO ACCOUNT IN EFL SETTING CLASSROOM (The classroom observation at Al-Fath Junior High School, Cinere)		Sulastriningsih Djumingin *Universitas Negeri Makassar* EFEKTIVITAS MODEL SINEKTIK DALAM PEMBELAJARAN MENULIS CERPEN MAHASISWA JURUSAN BAHASA INDONESIA UNIVERSITAS NEGERI MAKASSAR
	Muh. Jaelani Al-Pansori *STKIP Hamzanwadi Selong* ANALISIS PENGGUNAAN BAHASA DALAM SPANDUK IKLAN PARTAI POLITIK PERIODE 2014-2019 DI LOMBOK TIMUR	Sang Ayu Putu Eny Parwati *Balai Bahasa Provinsi Bali* STRUKTUR SEMANTIS VERBA 'MAKAN' DALAM BAHASA BALI	Astri Khoirun Nissa, Budi Jaya *Universitas Pendidikan Indonesia* TEACHER'S DIFFICULTIES IN DESIGNING LESSON PLAN OF 2013 CURRICULUM		Fatimah Hidayahni Amin, Siti Hikmah *Universitas Negeri Makassar,* *Universitas Sultan Ageng Tirtayasa* IMPLEMENTASI TEKNIK PEMBERIAN TOPIK LANGSUNG DALAM PENGAJARAN PERCAKAPAN BAHASA INGGRIS
11:00 - 12:20 Paralel 2	Agung Pramujiono, Nunung Nurjati *Universitas PGRI Adi Buana* KESANTUNAN BERBAHASA DALAM INTERAKSI INSTRUKSIONAL GURU SD DI SURABAYA	Doni Jaya *Universitas Indonesia* COUNTABILITY IN INDONESIAN AND ENGLISH: A COMPARATIVE ANALYSIS	Anggia Mirzadevi, Jimy C. Gunawan *Universitas Negeri Malang* TINJAUAN-ULANG KRITIS TERHADAP MAKNA REDUPLIKASI-KHAS BAHASA MADURA		Mohd. Amin bin Abd. Rahman *SMK Tanjung Pauh* PENDEKATAN PROSODI SEMANTIK BAGI MENENTUKAN NILAI DAN PENGGUNAAN LEKSIS
	Leonora Farilyn Pesiwarissa *Universitas Pattimura* SISTEM SAPAAN MASYARAKAT TUTUR DI LINGKUNGAN ASRAMA MILITER TNI ANGKATAN DARAT	Angeline Iskandar, Lanny Hidajat *Universitas Katolik Indonesia Atma Jaya* A COMPARATIVE AND CONTRASTIVE STUDY OF CAUSAL CLAUSES IN ENGLISH AND INDONESIAN	Aveny Septi Astriani *Universitas Diponegoro* PROSES FONOLOGIS PADA BAHASA JAWA KUNO		David Wijaya *Universitas Katolik Indonesia Atma Jaya* TEACHING THE SEMANTIC AND PRAGMATIC ASPECTS OF THE ENGLISH COMPARATIVE: INSIGHTS FROM NATURAL SEMANTIC METALANGUAGE ANALYSIS
	Catur Kepirianto *Universitas Diponegoro* STRATEGI PRAGMATIK TUTUR JUAL-BELI DI PASAR TRADISIONAL KAWASAN PECINAN SEMARANG	Malikhatul Lailiyah *Universitas Negeri Malang* AWARENESS-RAISING ACTIVITIES ON READING COMPREHENSION OF THE FOURTH SEMESTER EFL STUDENTS	F.X. Sawardi *Universitas Sebelas Maret* KAUSATIF MORFOLOGIS DAN KAUSATIF PERIFRASTIK DALAM BAHASA JAWA		Wan Iman binti Wan Salim, Vijayaletchumy a/p Subramaniam *Universiti Kuala Lumpur Malaysia,* *Universiti Putra Malaysia* KERESAHAN TERHADAP BAHASA ASING (FOREIGN LANGUAGE ANXIETY, FA): KAJIAN MENGENAI KERESAHAN TERHADAP PENILAIAN NEGATIF (FEAR OF NEGATIVE EVALUATION, FNE) DALAM KALANGAN PELAJAR UNIVERSITI KUALA LUMPUR MALAYSIA FRANCE INSTITUTE (UNIKL MFI)
	Kharisma Ulinnuha, Dien Rovita *Universitas Indonesia* UNGKAPAN SERAPAH BETAWI DALAM KUMPULAN CERITA *GAMBANG JAKARTE* KARYA FIRMAN MUNTACO	Muhamad Bayu, Cici Riksa Wiliyanti *Universitas Pendidikan Indonesia* THE USE OF PQ4R IN TEACHING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT	Ika Nurhayani, Tunggul Puji Lestari *Universitas Brawijaya* KATA GANTI MILIK TANG DAN SANG DALAM BAHASA MADURA		Prihantoro *Universitas Diponegoro* TOWARDS MORPHOLOGICAL RESOURCE OF F-WORDS TO IMPROVE AUTOMATIC CENSHORSHIP SYSTEM

JADWAL

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Hari & Tanggal	: Rabu, 8 April 2015

Selasar K23 12:20 - 13:20	Makan Siang			
	K23.02	**K23.03**	**K23.04**	**K23.05**
13:20 - 14:40 Paralel 3	Melody Violine *Universitas Indonesia* NOMINA TURUNAN DALAM BAHASA INDONESIA: SEBUAH TINJAUAN PADA TATARAN KLAUSA	Kamil Mubarok, Rizki Hidayatullah Nur Hikmat *Universitas Pendidikan Indonesia* REDUPLIKASI DALAM NOVEL AZAB DAN SENGSARA KARYA MERARI SIREGAR KAJIAN MORFOLOGI PADA NOVEL ANGKATAN BALAI PUSTAKA	Tiar Adam Simanjuntak *YABN/SIL Indonesia* MENGUKUR TINGKAT KETAHANAN BAHASA DENGAN GUIDE TO LANGUAGE PLANNING (GLP) SEBAGAI LANGKAH AWAL DALAM PERENCANAAN BAHASA-PENELITIAN AWAL	Tasliati *Kantor Bahasa Provinsi Kepulauan Riau* PEMBENTUKAN VERBA INTRANSITIF BAHASA MELAYU KUANTAN
	Nadra, Sri Wahyuni *Universitas Andalas* KATA PENGGOLONG UNTUK BENDA CAIR DALAM BAHASA INDONESIA	Ade Mulyanah *Balai Bahasa Provinsi Jawa Barat* PENERJEMAHAN UNSUR BUDAYA KATEGORI KEBUDAYAAN MATERIAL DALAM NOVEL "ECLIPSE" KARYA STEPHENIE MEYER: KAJIAN STRATEGI *FOREIGNIZATION* DAN *DOMESTICATION*	Mualimin *Universitas Diponegoro* IMPERATIVE SENTENCES IN JAVANESE OF TEGAL	Yusra D., Enggar Yuliwati *Universitas Jambi* PENGUNGKAPAN SUASANA AKRAB DALAM BAHASA MELAYU JAMBI
	Cahya Komara *Universitas Pendidikan Indonesia* ANALISIS STRUKTUR LEXICAL BLEND NAMA PRODUK WARALABA INDONESIA	Nuken Tadzkiroh Lekso, Ika Susanti, Amy Krisdiana *Universitas Diponegoro* METAFORA DALAM KIDUNG RUMEKSA ING WENGI KARYA SUNAN KALIJAGA (KAJIAN ETNOGRAFI KOMUNIKASI)	Teti Sobari *STKIP Siliwangi Bandung* KAJIAN PENGGUNAAN BAHASA DALAM HIKAYAT	La Ino *Universitas Halu Oleo* MAKNA PREFIKS BAHASA MUNA
	Mochamad Edwin Iskandar *Universitas Pendidikan Indonesia* VERBALISASI KATA SIFAT DALAM TWITTER MOTIVASI MARIO TEGUH @MTLOVENHONEY (SEBUAH KAJIAN MORFOLOGI)	Ronald Maraden Parlindungan Silalahi *Universitas Bunda Mulia* READABILITY LEVELS OF TRANSLATED TEXTS: A DISCOURSE ANALYSIS	Kamaludin Yusra, Yuni Budi Lestari *Universitas Mataram* BAHASA, PIKIRAN, DAN KESADARAN: PERBANDINGAN LINGUISTIK ANTROPOLOGIS KONSEP RUANG DAN WAKTU DALAM BAHASA INGGRIS, INDONESIA, DAN NUSA TENGGARA	Diaspora Markus Tualaka *Universitas PGRI Kupang, Nusa Tenggara Timur* PENGETAHUAN EKOLEKSIKON PERTANIAN GENERASI MUDA GUYUB TUTUR BAHASA WAIJEWA
14:45 - 15:30 Pleno 2	Ghivan Christine Jaluluan, Christela Cindy, Suwarni Wijaya Halim *Universitas Katolik Indonesia Atma Jaya* SWEARING BY MALE AND FEMALE ON TWITTER: A CASE STUDY			
Selasar K.22 15:30 - 15:45	Kudapan Sore			

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Hari & Tanggal	: Kamis, 9 April 2015

Selasar K23 07:30 - 08:30	Pendaftaran Ulang, Kudapan Pagi, dan Pameran Buku			
	K23.02	K23.03	K23.04	K23.05
08:30 - 09:50 Paralel 4	Dewi S. Wahyudi, Deny A. Kwary *Universitas Airlangga* A MULTIMODALITY ANALYSIS OF VIDEO ADVERTISEMENTS AIMING AT DIFFERENT GENDERS: A CASE STUDY ON CLEAR WOMEN ANTI HAIR FALL TONIC AND CLEAR MEN ANTI HAIR FALL TONIC	Hanna Sundari *Universitas Indraprasta PGRI* COMPARATIVE STUDY OF COLLABORATIVE WRITING AND PROCESS WRITING TO WRITING PERFORMANCE	Luluk Isani Kulup *Universitas Adi Buana Surabaya* STRATEGI KOMPENSATORI DALAM PEMBELAJARAN BAHASA KEDUA ANAK USIA PRASEKOLAH	Suwanto Raharjo, Retantyo Wardoyo, Agfianto Eko Putra *Teknik Informatika Fakultas Teknologi Industri IST AKPRIND, UGM* DESAIN PEMBANGUNAN KORPUS INDONESIA (TINJAUAN INFORMATIKA)
	Triana Salihah, Menik Winiharti *Universitas Bina Nusantara* POLITENESS STRATEGY IN THE DAILY CONVERSATION USED BY A BETAWINESE FAMILY	Erwin Rahayu Saputra *Universitas Pendidikan Indonesia* IMPLEMENTING GENRE-BASED APPROACH IN TEACHING WRITING	Regina Kunthi Rosary, B. Kushartanti *Universitas Indonesia* PENYEBUTAN PERISTIWA DALAM REPRODUKSI NARASI BENTUK TULIS OLEH ANAK-ANAK USIA 7-9 TAHUN	Clara Herlina Karjo *Universitas Bina Nusantara* TOWARD A BETTER USE OF GOOGLE TRANSLATE
	Ilham Mulya Putra Pradana, Viny Wardatur Rosy Rozana *Universitas Negeri Malang* A SOCIOLINGUISTIC STUDY OF SPOKEN GAY LANGUAGE IN MALANG	Esti Puspitasari, Khainur Jannah, Siti Nurzanah *Universitas Pendidikan Indonesia* FOCUS ON FORM METHOD IN TEACHING GRAMMAR (A CASE STUDY AT ONE OF VOCATIONAL SCHOOLS IN CIMAHI)	Yetty Morelent, Hasnul Fikri *Universitas Bung Hatta* PEMBENTUKAN KARAKTER DAN KEMAMPUAN BERBAHASA ANAK MELALUI BERCERITA	Deby Irawan *Universitas Pendidikan Indonesia* INTER-RATER RELIABILITY IN PERFORMANCE TEST: EDUCATIONAL BACKGROUND EFFECT ON ASSESSMENT
	Magdalena Ngongo *Universitas Kristen Artha Wacana* MOOD SYSTEM OF TEXT IN GOSPEL OF MARK, NEW TESTAMENT USING KUPANG MALAY LANGUAGE: A SYSTEMIC FUNCTIONAL LINGUISTIC ANALYSIS	Afandi Setiawan, Azaria Devina *Universitas Katolik Indonesia Atma Jaya* TEACHING GRAMMAR USING DESCRIPTIVE APPROACH IN LANGUAGE TEACHER EDUCATION PROGRAMS	Rifki Oktoviandry *Universitas Indonesia* USING TAGXEDO IN TEACHING WRITING A DESCRIPTIVE TEXT TO FIRST GRADE OF JUNIOR HIGH SCHOOL STUDENTS	Ade Rivky Hanif, Ade C. Yudha Bestari *PT Semartians Indonesia* DIGITALLY ENGAGING GAME: THE EFFECTIVENESS OF SMARTY ANTS READING WORLD (SARW) AS ANIMATED COMPUTER-BASED PROGRAM IN ENHANCING EARLY LEARNERS' READING SKILL
09:55 - 11:15 Paralel 5	Yulia Sri Hartati, Defina *STKIP PGRI Sumatera Barat, Institut Pertanian Bogor* PENERAPAN PEMBELAJARAN KOOPERATIF TIPE JIGSAW PADA MATA KULIAH SINTAKSIS	Ihsan Nur Iman Faris *Universitas Pendidikan Indonesia* WHAT THE TEACHER OF SENIOR HIGH SCHOOL IN A RURAL AREA OF CIANJUR IMPLEMENTS TO DEVELOP HER TEACHING	Widiatmoko *PPPPTKB* PENGEMBANGAN KOMPETENSI PEDAGOGIS GURU BAHASA INGGRIS	Arista Mega Utami, Rissa Risyana Rusman, Santika, Trecy Rizkiana Alifah *Universitas Pendidikan Indonesia* CERMINAN SISTEM PEMERINTAHAN DALAM LEKSIKON PERANGKAT ADAT DI KASEPUHAN CIPTAGELAR, KECAMATAN CISOLOK, KABUPATEN SUKABUMI:STUDI ANTROPOLINGUISTIK
	Miftahul Ilmi, Selvya Margaretha *Universitas Katolik Indonesia Atma Jaya* REFUSAL STRATEGIES MADE BY EFL LEARNERS BASED ON SOCIAL STATUS AND GENDER THROUGH ROLE-PLAYS	Rica S. Wuryaningrum *Universitas Wijaya Kusuma* FAMILIARIZING BUSINESS ENGLISH STUDENTS WITH PHRASAL VERBS TO BOOST THEIR SPEAKING SKILL	Dangin, Nurvita Wijayanti *Universitas Sanata Dharma* THE STUDY OF ENGLISH PHONOLOGICAL ERRORS OF ADVANCED SECOND LANGUAGE LEARNERS IN PRONOUNCING SIMILARLY-SPELLED WORDS	Mahardhika Zifana, Mahmud Fasya, Dede Kosasih *Universitas Pendidikan Indonesia* DARI CICALENGKA KE CILILITAN:KAJIAN ETNOLINGUISTIK TERHADAP CIRI HIDROGRAFIS PADA SISTEM TOPONIMI SUNDA
	Yessy Tri Noviani, Wulandari Putri *Universitas Pendidikan Indonesia* EFL LEARNING STYLE PREFERENCES OF ENGLISH AND NON-ENGLISH POST-GRADUATE STUDENTS	Nurhayati *Universitas Diponegoro* REVIEWING THE APPLICATION OF CRITICAL DISCOURSE ANALYSIS ON SEMINAR PAPERS	Tatie Soedewo, Irma Rasita Gloria Barus *Institut Pertanian Bogor* AN ERROR ANALYSIS IN ABSTRACT WRITING OF THE GRADUATE STUDENTS OF INSTITUT PERTANIAN BOGOR	Nani Sunarni *Universitas Padjadjaran* NILAI-NILAI KEARIFAN LOKAL TENTANG PANGAN DAN PAPAN DALAM LEKSIKON TUMBUHAN *AWI* : KAJIAN ETNOLINGUISTIK DI KAMPUNG SANDING, SITURAJA, KABUPATEN SUMEDANG
	Muhardis, Fetri Reni *Universitas Andalas* REGISTER BAHASA VERBAL HIPNOTERAPIS DALAM MENYUGESTI PECANDU ROKOK	Riris Mutiara Paulina, Shenny Ayunuri Beata *Universitas Buddhi Dharma* THE MAIN PROBLEM IN STUDENTS' PUBLIC SPEAKING ANXIETY	Fathin Anjani Hilman, Fida Anisah, Lestiyani Sunarto *Universitas Pendidikan Indonesia* JUNIOR HIGH SCHOOL STUDENTS' IMPROVEMENT IN VOCABULARY THROUGH NUMBERED HEAD TOGETHER (NHT) METHOD	Lanny Isabela Dwisyahri Koroh *Universitas PGRI Nusa Tenggara Timur* BENTUK, FUNGSI, DAN MAKNA TUTURAN RITUAL *PAING NUZAN* DALAM MASYARAKAT RIUNG KABUPATEN NGADA NUSA TENGGARA TIMUR

JADWAL

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	K23.02	K23.03	K23.04	K23.05
11:20 - 12:20 **Paralel 6**	Srihidayanti, Sriyuliyanti, Desi Wijayanti Ma'rufah *Universitas Pendidikan Indonesia* IMPLEMENTING THE PROCESS APPROACH IN TEACHING WRITING	Dedy Subandowo *Universitas Muhammadiyah Metro* TINDAK TUTUR DAN KESOPANAN BERBAHASA MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS UNIVERSITAS MUHAMMADIYAH METRO	Ihsan Nur Iman Faris *Universitas Pendidikan Indonesia* A CULTURE SHIFT: THE COMPARISON BETWEEN CULTURAL CONTENTS OF THE ENGLISH TEXTBOOKS OF 2006 CURRICULUM AND 2013 CURRICULUM	Endang K. Trijanto *Universitas Negeri Jakarta* TAYANGAN BUDAYA DI TELEVISI SEBAGAI SARANA PENELITIAN
	Imas Wahyu Agustina *Universitas Negeri Jakarta* TEENAGE EFL STUDENTS' PERCEPTION TOWARD FEEDBACK ON PARAGRAPH WRITING AND ITS EFFECT TO THEIR WRITING PERFORMANCE	Ike Revita, Nico Harared *Universitas Andalas, Bina Nusantara University* IMPOLITENESS IN REQUEST: ANALYSIS OF SMS SENT BY GRADUATE STUDENTS TO THEIR LECTURERS	Udi Samanhudi *Universitas Negeri Sultan Ageng Tirtayasa* PROJECT BASED LEARNING IN EFL SPEAKING CLASS	Danang Try Purnomo *IAIN Surakarta* WACANA BERITA PIDANA MATI KASUS NARKOBA (Telaah Wacana Berdasar Linguistik Sistemik Fungsional)
	Septiana Rahmawati, Joni Ruswono *Atma Jaya Catholic University of Indonesia* A CASE STUDY: APPLYING TASK-BASED LANGUAGE TEACHING (TBLT) IN TEACHING ENGLISH TO YOUNG LEARNERS	Dzahban Jodhie, Muhammad Irsyad, Tiara Rizkina, Wardah Laeli, Amirush Shaffa *Universitas Pendidikan Indonesia* FENOMENA *BOSO WALIKAN* : KAJIAN SOSIOLINGUISTIK DI UNIVERSITAS NEGERI MALANG	Suhendra Yusuf, Zubaedah Wiji Lestari, Efin Marifatika *Nusantara Islamic University,* *Indonesia University of Education* THE IMPLEMENTATION OF KNOW-WANT TO KNOW-LEARNED (K-W-L) STRATEGY IN TEACHING READING DESCRIPTIVE TEXT	Cipto Wardoyo *Universitas Sunan Gunung Jati* ANALISIS HUMOR DALAM TINDAK TUTUR DI SERIAL KOMEDI "PREMAN PENSIUN"
Selasar K23 **12:20 - 13:20**	Makan Siang			
13:20 - 14:20 **Paralel 7**	Cahya Komara, Leny Sriwahyuni, Lia Meirina Widianti *Universitas Pendidikan Indonesia* TINDAK TUTUR ILOKUSI JOKOWI DALAM PIDATO KEPRESIDENAN MENGENAI KEPUTUSAN HARGA BBM	Lia Meirina Widianti *Universitas Pendidikan Indonesia* BLOCKING DALAM PROSES PEMBENTUKAN KATA BAHASA PERANCIS (VERLAN)	Mahardhika Zifana PENCEMARAN NAMA BAIK DALAM PERSPEKTIF HAKIM: Analisis Linguistik Forensik terhadap Pemahaman Wacana Hakim dalam Memutus Perkara Pencemaran Nama Baik	Uti Aryanti *Universitas Indonesia* KESALAHAN PEMBENTUKAN KONSTRUKSI BĂ OLEH PEMBELAJAR BAHASA MANDARIN DI FIB UI
	Yusrita Yanti *Universitas Bung Hatta* MODEL TINDAK TUTUR DIREKTIF DAN EKSPRESIF PIDATO PERDANA PRESIDEN JOKOWI	Fina Andriani *Universitas Indonesia* ANALISIS METAFORA PADA IDIOM DENGAN KOSAKATA WARNA DALAM BAHASA BELANDA	Ihda Rosdiana *Universitas Diponegoro* THE CONSTRUCTION OF IDENTITY IN PRABOWO SUBIANTO'S OPEN LETTER	Iwan Setiawan *Universitas Wisnuwardhana* PEMBELAJARAN BAHASA INDONESIA BERBASIS MULTIPLE INTELEGENSI BERPENDEKATAN *OBSERVATION BASED LEARNING*
		Ambo Dalle *Universitas Negeri Makassar* PERAN ALIH KODE DALAM PEMBELAJARAN BAHASA JERMAN DI UNIVERSITAS NEGERI MAKASSAR	Nurul Hikmayaty Saefullah *Universitas Padjadjaran* JESUISCHARLIE: REPRESENTASI SIKAP SOSIAL TWEEPS ATAS TRAGEDI CHARLIE HEBDO	Dian Eka Chandra Wardhana *Universitas Bengkulu* PENGEMBANGAN MODEL KONSTRUKSI RETORIKA TEKS BAGIAN PENDAHULUAN ARTIKEL JURNAL PENELITIAN BERBAHASA INDONESIA BERBASIS THESIS PROGRAM
K22.02 **14:25 - 15:10** **Pleno 3**	P. Ari Subagyo *Universitas Sanata Dharma* KEPEMIMPINAN WACANA PRESIDEN JOKOWI			
K22.02 **15:10 - 15:30**	Penutupan, Pembagian Sertifikat, dan Kudapan Sore			

DAFTAR ISI

EXPLORING AUTHENTIC LEARNING AND AUTHENTIC ASSESMENT ON ENGLISH CURRICULUM 2013 VERSION

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ABSTRACT

Learning and assessment are two elements which greatlysupport the success of teaching and learning besides another elements. Learning is generally dealing with how the teacher plans and implements the teaching and learning process as the target of competency while assessment refers to a systematic way to collect the information and making inferences about the ability of a student or the quality or success of the subject based on the target competence. The concept of 2013 curriculumin Indonesia, including English subject curriculum,the learning and assessment are dealing with the implementation of authentic learning and authentic assesment. The concept of authentic learning in curriculum 2013 is focused on the student's real world relevance and need. Clearly the student is asked to collect the information with scientific approach: observing, questioning, collecting of information, associating, and communicating /networking. Whereas, the authentic assessment refers to the significant measurement of the learning outcomes for aspect attitude, skill and knowledge. The term "authentic assessment" describes the multiple forms of assessment that reflect students learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities (O'Malley and Lorraine, 1996, p. 4). This paper will discuss more the concept of authentic learning and authentic assessment on English Instruction; implementation of scientific approach, reasons promoting authentic learning and authentic assessment;

Keywords: *Authentic Learning, Authentic Assesment, Scientific Approach*

INTRODUCTION

The Minister of Education and Culture (2013) stated that there are four interrelated reasons why the new 2013 Curriculum had to be introduced. They are current global challenges, required competencies, current negative phenomenon especially among young people, and discouraging perceptions among Indonesian regarding education.

Referring to those reasons, the Minister of Education Culture produces new curriculum, called 2013 curriculum. It is dealing with the competency-based curriculum, which focus on outcomes-based curriculum. The competence models which are built in new curriculum are the development of attitude, knowledge, thinking and psychomotoric skills. Whereas, the curriculum is emphasized on the student's potency, development, and need. This means that the 2013 curriculum provides well democracy for student to be active and creative in learning.

In relation to the changes of English teaching, the Minister of Education (2013) described some points of the changes that take place similar those in the teaching of Indonesian language, for instances: *first*, materials to be taught are focused on competence in using the language as means of communication to express ideas and transfer knowledge; second, students are familiarized to reading and understanding the meaning of texts and to summarize and to present them in their own language; *third*, through practices, students are taught to familiarize to write texts systematically, logically and effectively; *fourth*, students are introduced to rules of texts in order for them to be able to write texts in line with the existing situation and condition – who, what, where); and the last, students are trained to be familiarized to express themselves and to share knowledge convincingly and spontaneously.

In summary, the newly introduced curriculum is regarded by its holistic perspectives, namely bring a paradigm to provide student's need doing the learning process. The meaning of student's needs are characterized on the changes of some aspects, namely attitude, knowledge and skill in order to expect the students to be competent, creative, innovative, autonomy, and self-confidence. The students are no viewed as the object but also they are both subject and object that determine the successful teaching and learning process. This means, the teaching and learning process is dealing with student-centered learning. The bridge of facilitating the teaching process as mandated of the 2013 curriculum is to use scientific process. It develops the attitude, knowledge, and skill of students. In the decree No. 58, 2014, it is stated that the approach applied in 2013 curriculum is scientific approach which consists of five steps, i.e observing, questioning, associating, collecting the data, and communicating.

In relation to the implementation of scientific approach through five steps, the teacher will apply the learning authentic in which the teaching and learning process is focused on the student's real world relevance and need. By helping teachers, the students are brought to observe their environment, to find

things and try to describe what is observed, to create questions on what is observed and correlated to their prior knowledge and the new knowledge. The integration of these knowledge will be facilitated by teacher to the steps of associating, and communicating. The students will associate the information they learn and try to find the other sources as comparison and the enrichment on what they have learn. The steps of communication encourage students to present what they have learnt and did.

As regard to the process of assesing the student's competence, authentic assessment is one of the elements recommended in the characteristics of 2013 curriculum. Authentic assessment is one which evaluate the process and product of learning. In the 2013 curriculum is dealing with finding out and revising the competence target.

Concepts of Authentic Learning

The Longman Dictionary of Contemporary English (2010, p.97) defines the term of "authentic" is done or made in the traditional or original way – genuine. This implies that authentic is a real thing or primary. Then, in relation to language teaching, authentic has closely link up learning, assessment and material so that it is commonly called authentic learning, authentic assessment and authentic material. However the scope of discussion on this paper deals with authentic learning and authentic assessment in the 2013 curriculum version.

Har (2013) explains ,"authentic learning means learning which happens by actually participating and working onreal-world problems, it engages learners by the opportunities of solving real-world complex problems and finding out solutions, in this way learners practice the skills and knowledge that are relevant and real to workplace situations and learn it at the same time."

Based on the concept above, authentic learning authentic learning means the learning process which occur in the real world, build student's awareness and comprehension in getting knowledge in their real life or environment, to provide chances to solve problems and to reflect something that they learn. In relation to the concept of authentic learning on the 2013 curriculum (Ministry Education and Culture, 2013) it is explained that in authentic learning, the students are encouraged to collect the information by scientific approach, to understand the phenomenon and its correlation to the real world outside school.In practicing the skills and knowledge the students will be dealt with some strategies and activities in authentic learning are practices or exercises, role playing, discussion, studies of cases, problem solving, inquiry, etc.

Thus, it can be generalized that authentic learning is regarded as a model of learning which encourage the students to be always to discover, discuss, to solve, to reflect the lesson based on their real world relevance and need. Empowering authentic learning will give a meaningful chance to students in building communication among teacher-students and student-students. Derewianka (2011,p.3) as cited by Agustien (2014) stated that to participate successfully in school and the community, for example, students need to know how to use language : for achieving different social purposes; for sharing ideas about their experience of the world; for making connection between these ideas; for interacting with others; for constructing coherent texts in both spoken and written modes.

Those points suggested to the English teachers are encouraged to put in mind that the learners learn language to be always communicate not only in the classroom but also they build and have experiences to communicate outside classroom with different situation and different social purposes. The students are familiarized to use these by understanding.

The Steps of Scientific Approach in 2013 Curriculum

Observing

The activity of observation in the teaching and learning process deals with the students' action of optimizing the five sense, i.e see, listen, read or watch. In relation to the language teaching, the students will observe the diversity of texts based on the social function of text, text structures, and language elements (vocabulary, pronunciation, grammar) on the text. The media used by teacher are such as picture, video, recording, etc.

Questioning

In the second step, questioning, students are expected to generate questions based on their observation task done in the first step. They can create questions that they want to answer in which the students will construct the knowledge, such as concept of texts social function , and the procedure of text through collaboration (in group or in pair).Some aspects that are available for fostering students' competence in generating questions, the fact, concept, and the procedures of doing something. For example they can ask some questions, such as " what parts of invitation can you see in this model of invitation?.. what is the generic structure of this text?... what is the function of the text?.. etc.

The concept of questions in this step give more chances the students and teacher in foster communication.Questioning step is the instructional process that is central to verbal interaction in the classroom. The questions teachers ask serve as the interface between teacher's expectation and student's response. Bellon, and Blank (1992) as cited by Cruicshank, et al (2006, p. 351). Effective questions require students to actively process information and compose an answer. Good questions increase student's engagement, raise the level of thought, help students organize their thoughts, guide students more successfully through academic task, and allow the teacher to monitor understanding and provide feedback. This means, the students whogive response well on the teacher's questions indicate that these students are aware and active to get information, as well organize or response answers. Delivering questions in the class is not only the interactive classroom but also to expect students to communicate in real-life setting, to foster students'involvement actively in learning, to facilitate the students with difficulty in communicating themselves because of their restricted vocabulary. For teacher, to build question meansto check understanding and provide feedback of the lesson.

Collecting Information

Collecting information in the teaching process is targeted to give chance the students to try and to explore information regarding to internalize the knowledge and skill that they obtain or learn. The application of collecting information develops the goal of learning, i.e aspects of attitude, knowledge and skill. The students do or express the new information and try or apply their ability in the real life, either in the classroom or outside classroom. The role of teacher in this step does scaffolding to the student in doing some tasks or exercises. Some aspects are available to be encouraged for students to do this steps, namely the fact and the procedures.

Associating

The step of association is the process of developing the curiosity of classify ad compare the diversity ideas and events in order to keep in the student's mind. In relation to the teaching of English, this step hopes students can connect or associate, compare what text are already known on what the new text found from other sources. The strength of students to do this steps refers to the fact, concept, procedure and metacognitive. For example, they learn a recount text, and then they compare it with other recount texts obtained from other sources. In addition they can make comparison the different types of text.

Communicating

What the students do in this step deal with the activity of communicate the tasks, i.e presenting a whole knowledge and skill that they have already known, either in oral or written form. The strengths of applying this steps deals with fact, concept, procedures, and metacognitive . Whereas This steps shows the students' competence for three aspect of assessment, namely aspects of attitude, knowledge and skill.

Authentic Assesment

The term "authentic assessment" describes the multiple forms of assessment that reflect students learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities (O'Malley and Lorraine, 1996, p. 4).This definition implies that several elements are necessary to be assessed for student's competence, such as self-assessment, achievement, motivation, and attitudes which closely related to the classroom action. Whereas, The defining characteristics of the various alternatives in assessment that have been commonly used across the profession were summed up by brown and Hudson (1998, pp. 654-655), cited by Brown (2004, p.252), as alternative assessment:

1. require students to perform, create, produce, or do something;
2. use real-world contexts or simulations;
3. are nonintrusive in that they extend the day-to-day classroom activities;
4. allows students to be assessed on what they normally do in class every day;
5. use tasks that represent meaningful instructional activities;
6. focus on processes as well as products;
7. tap into higher-level thinking and problem-solving skills;
8. provide information about both the strengths and weaknesses of students;
9. are multiculturally sensitive when properly administered;
10. ensure that people, not machines, do the scoring, using human judgment;
11. encourage open disclosure of standards and rating criteria; and
12. call upon teachers to perform new instructional and assessment roles.

Furthermore, the definition of authentic assessment in 2013 curriculum version is the meaningful measurement on the student's achievement in the aspects of attitude, knowledge and skill. The authentic assessment is comprehensively assessment in order to asses input, process, and output of learning. The assessment should be carried out with a competency-based approach in which aspects of attitude, knowledge, skill are to be evaluated through both processes and outcomes in cycle. Then the evidences of assessment use the basic competencies, core competencies, and standards for school-leaver competencies.

Instrument of Authentic Assesment in 2013 Curriculum

Performance-Based Assesment

The performance-based assessment refers the productive, observable skill, such as speaking and writing, of a content valid task.(Brown, 2004, p.254). This evidence has similar target of assessment of 2013 curriculum in which the target is that the skill used is to use English productively, such as role-playing, simulation, presentation, editing texts, writing or composing texts. The students model the process of higher thinking and autonomy; the assement is cycle both in the process and product. The kind of another instrument are involved, for instance observation, self-assesment, and peer-assesment.

Several way of checking performance-based assesment(MinistryEduction and Culture, 2013) consists of check list, anecdotal/narrative records, rating scale, and memory approach.

Portofolio

The definition of portofolio as stated by Richards and Richard , 2002, p.406) is " a purposeful collection of work that provide information about something one's efforts, progress or achievement in a given area. It is a learning as well as assessment tool."This means that portofolio is focused on the teaching and learning process in order to draw the information of student's progress from he or she starts to finish learning. In the process of learning, the student has a chance to do self-assessment so that she or he is engaged in determining what to involve in the portofolio. Thus, the document of portofolio, for student, is considered as a tool to reflect on what the strength and weakness he or she hasand to give a possible way for student will revise material in the portofolio after feedback from the teacher or others.

The system of assessing student's portofoliocan be based on individual or group works. Therefore the forms of portofolio that are used in accordance to the 2013 curriculum are various, for instances student (s)' essay and compositions in draft and final drafts, report, project outlines, pictures, poetry and creative prose, daily journal / diaries, learning journal, clipping, test, test score, written homework exercise, notes on lectures, audio on recording, video recording.

As regard steps of the way utilizing of portofolio, Brown (2004, p.257-259) mentions the steps and guideline to use portopolio, for instances: (1) state objectives clearly; (2) give guidelines on what materials to include; (3) communicate assessment criteria to students; (4) designated time within curriculum for portofolio development; (6) establish periodic schedules for review and conferencing; (7) provide positive washback-giving final assessment.

Self-Assessment

The definition of self- assessment or self-evaluation as explained by Richards and Richard (2006, p.475) is " checking own's performance on language learning task after it has been completed or checking own's success in using a language." This definition denotes that the students can assess their performance directly after finishing tasks so that they will reflect on what their strength and weakness as a foundation to build the confidence and effort to revise the performance and competence for the further lesson. The chance of assessment by-self is the mirror and paradigm of democracy teaching in order to foster the student's self-confidence and metacognitive. What focus of self- assessment is the process and the product of learning. In the 2013 curriculum, the data of student'sself-assessment are obtained from some sources, such asdiary, jornal, special format (i.e check list and grade). Brown (2004, p.271) lists five categories to create self-assessment, as well as peer-assessment: (1) direct self-assessment of performance, (2) indirect assessment of performance; metacognitive assessment, (4) assessment of socioaffective factors, and student's generated test.

Peer Assesment

Peer assessment refers to activities which learners assess each other's performance. (Richards and Richard, 2006. p. 389). The use of peer assessment is to build the student's openness on what classmate's

comment on what the strength and weakness of performance. This assessment is very useful social skill of students . The forms of peer-assessment are special format, comments.

Considering the kinds of authentic assessment, they denote that in 2013 curriculum must have responsibility in implementing the expectation of assessment in order to foster student's satisfaction of getting assessment, both in verbal and score assessment, as well as the assessment both in the process and product views of assessment. Whereas, the variety of assessment data gives a clear information and the responsibility of assessment is not only done by the teacher but also it is obtained from the student's input.

Reasons Promoting Authentic Learning and Authentic Assessment on English Instruction

Several strengthens of authentic learning and authentic assessment are presented in the following table

No.	Authentic Learning	Authentic Assesment
1	The studentsare accustomed to do the task scientifically as regarding they can connect what they get in the class to their real environment by applying steps of observing, questioning, collecting information, associating, and communicating	Students have responsibility on what they have during the teaching and learning process,
2	The teacher is accustomed to teach and give the task to students scientifically so that the result of learning is meaningful on student's need and relevance on student's real life.	To motivate the students to construct, organize, analyze, interpret, explain, evaluate the information
3	Help students to get new information as the combination of the previous information or prior knowledge so that these two information will force student's insight and skill.	To nurture student' self- confidence, awareness, self-reflection, and understanding what he/she have learnt, obtained, performed.
4	To nurture the teacher's creativeness to be always " authentic teacher" both in the action of teaching and assessment so that the teacher is to be professional	The system and forms of assessment can accommodate the student's individual differences
5	To motivate teacher to be always to plan the lesson by providing a learning set, instructional models or method, the various media and how to utilize media,	To put in line the democracy of assessment by engaging student, classmate, and teacher.
6	To foster teacher's competence personality, social competences in which the process of learning are running well, smoothly because the interaction or communication is built by applying scientific approach.	There is integration among learning, teaching and assessment so that representative aspects ofassemsent (attitude, knowledge, and skill) will be optimal
7	To nurture social skill and academic skill, both students and teacher	For teacher, authentic assessment is regarded as the feedback of the successful teaching and learning process. It is also the foundation of using remedial and enrichment.
8	To accommodate student's individual differences (i.e cognitive styles, learning styles, personality styles, motivation, interest, learning strategies)	To build parents' belief on their children competence and performance
9	To get the data of research (e.i action research)	To be the data of research (i.e action research)

However, it cannot be denied, the application of authentic learning and authentic assessment in the classroom have some problems, both for teachers and students views. The teachers who are not accustomed to create class innovative and creative, to evaluate students with the diversity models to feel boring, annoying, frustration. While it is commonly known the main responsibility of the teaching and learning process in the classroom in accordance of 2013 curriculum is addressed to the teacher. In relation to the English teacher professional development, they must have multiple competences, namely social, personality, pedagogic and professional competences. In addition for the competence of communicative such as stated by Celle-Murcia, et al, 1999), that the language teacher ideally master four competences: language ,actional, social-cultural, strategic competence, and discourse competence.This demand and change will trigger to some inconvenientamong teachers who are not accustomed to do their obligation in the classroom. The rest weakness is to respond the availibity and utilization ICT as helping the teaching and learning process in the classroom. The modern schools have no problems for providing the media including to operate. But the problems are addressed to the non-modern school that have multi limitation of financial. Another problem that is commonly experienced the English teacher their limitation of competence in applying the authentic assessment perfectly. As my personal experience to interview and observeseveral the English teacher at secondary school(atGorontalo regency), they admitted that it was very hard to fulfill the expectation of authentic assessment because of the reduction

of time allotment in the classroom, they must fulfill the time as targeted for teacher 's sertification in which they are being sometimes to teach to another school.

CONCLUSION AND SUGGESTION

The implementation of authentic learning and authentic assessment, notably in English subject give evidence the newly paradigm of education in Indonesia. The authentic of learning involves all the students' senses in order to generate and form students active, innovative and creative. The students are familiarized to connect directly on their real life to the new concept meaningful. While authentic assesment refers to the model of assessment which accommodating multi ways, media, strategies in getting the perfection of assessment as the feedback both for teacher and students.

These two models are parts of expectation of implementing the 2013 curriculum in order to increase the student's competence as an effort to solve the crucial problems of education in Indonesia. These two models are also the priority of the measurement the student's competence in aspects attitude, knowledge, and skill. The integration of these three aspect of assessment will build and foster the student to be competence, autonomy, self-confidence, religious and good character. Solving the teacher's competency in applying these two models need more improvement of quality, such as to attend the scientific meeting (seminar, workshop, up-grading, etc), to involve in MGMP group, to do lesson study model, to be modest and wisdom to conduct of self-reflection, etc.

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