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THE IMPLEMENTATION OF SIOP MODEL IN TEACHING ENGLISH AT MECHANICAL ENGINEERING

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ABSTRACT

SIOP (Sheltered Instruction Observation Protocol) is a model of teaching works for teachers of all students, especially EFL students. SIOP can be used to improve academic content skills and language skills. The implementation of this model requires authentic use in a context rich environment that is different with other teaching model. Mechanical Engineering students need the context rich environment in the form of workshop, machinery tools, manuals, and procedures of work which stimulate the learning experience of students in learning English. The purpose of this study was to find out the effectivity of SIOP Model in teaching English at Mechanical Engineering. The study used quasi experiment research by analyzing pre-test and post-test of English. Data was gathered from 30 students of Mechanical Engineering programs by using test of English consisted of listening, speaking, reading, and writing skill. The data revealed that there was a significant effect of students' achievement in studying English for Mechanical Engineering students. The analysis of each score had helped the researcher to discover the effectivity of SIOP Model in teaching English at Mechanical Engineering.

Key words: *SIOP Model, Mechanical Engineering, teaching English*

1 INTRODUCTION

The core competence needed for mechanical engineering students was the ability of student comprehend the simple operational procedures in work places that are delivering in English, productive skills (speaking and writing) and receptive skills (listening and reading). Most of learning contents related to mechanical engineering should be considered in deciding English teaching for the students. In reality, teaching English for mechanical engineering students still concerned with general English while the need is English for specific purposes. As a result, some students still face difficulties in understanding mechanical engineering texts when they studied content knowledge because most of the manuals were written in English. Therefore, English teachers should prepare learning materials suitable to achieve the goal of learning and provide the lesson in a meaningful context of learning using authentic learning materials.

Preparation of lessons and providing direct support for language acquisition are important in the language learning process (Abrams and Ferguson, 2005). Furthermore, Squire (2007) states that teachers can purposefully structure lessons to improve their students' higher-level thinking skills without compromising a respectful environment. Lecturers can help students develop those high level thinking skills by incorporating many avenues to acquiring content knowledge and English language. Moreover, Abrams and Ferguson (2005) propose several ideas in helping students,

- (a) students can learn together, each sharing his or her individual gifts
- (b) provide direct support for language acquisition
- (c) help students adapt to new teaching and testing styles

- (d) respect cultural diversity and individual learning styles
- (e) address learning problems and emotional needs
- (f) provide hands-on, active instructional support
- (g) make time to develop linguistic fluency.

The process of learning should maximise the opportunity of students to practise the language and using materials relevant to the content knowledge by using appropriate method of teaching.

To understand appropriate methods in which students should be exposed, providing lecturer with resources, such as strategies to assist them in teaching students is important. Howard (2007) states that educators of all cultural groups need to develop new competencies and pedagogies to successfully engage the changing population. Although making instruction comprehensible to these students may seem like an impossible task at times, a number of strategies and techniques exist for social and technical studies lecturers to use to reach students at various stages of language proficiency (Cruz et al., 2003).

By giving appropriate teaching and learning strategies, students can learn in a multitude of ways to be effective in the classroom. For instance, Gardner's multiple intelligences theory allows students to apply personal strengths to overcome their weaknesses (Gardner, 1991). Creating opportunities for students to use their unique abilities to demonstrate success in the classroom is vital. Carnell (2005) states that students need learning to be enjoyable and engaging, to be trusted and given responsibility for their learning, and given more opportunities to learn with others. To do so, lecturers must be willing to explore ways to incorporate student's individual needs in the classroom.

Gardner (1991) stated that there is ample evidence that some people take a primarily linguistic approach to learning, while others favor a spatial or a quantitative tack. Until lecturers provide students with the possibilities of encompassing their individual approach to learning as Gardner (2006) suggested, the students do not believe lecturers consider their personal interests. Creating a personal interest in each student is important to the value a student puts on education. Investing personal interest in students whose primary language is not English is as much significant to their learning.

Rogers (1995) states that the process of innovating new ideas begins with recognition of a problem or need, which stimulates research and development activities designed to create an innovation to solve the problem or need. A need exists to provide lecturers with content-based strategies to instruct students appropriately to ensure they comprehend social and technical studies instruction. Content-based instruction as defined by Cruz et al. (2003) is an approach to teaching subject matter. Subject area lecturers ask themselves how they can teach their students (Dong, 2004). Cruz et al. (2003) describe the goals of content-based instruction as a way to provide comprehensible instruction, ensuring that students understand the content of the lesson through modified communication and teaching or assessment strategies, including native language support, and promote English language development through providing comprehensible instruction that enables students to connect the meaning and form of language, as well as by providing numerous opportunities for meaningful language use in interaction with peers who more proficient in English and/or with the lecturer.

Based on the literature review above, the researchers can conclude that the appropriate method of instruction addressed to meet the learning needs of students at mechanical engineering is the sheltered instruction observation protocol (SIOP) model. SIOP is an educational model and procedure that focuses on teaching language through a content-based approach. SIOP Model can be applied in teaching mechanical engineering students. The SIOP model incorporated many of Gardner's (1991) multiple intelligences. Incorporating multiple methods or strategies based on constructivist elements into lecturers' lessons has benefits, and the SIOP model supports each of these elements. DeCapua, Smathers, and Tang (2007) suggest that lecturers can create lessons that are standards based yet suitable for students' various ability levels. Echevarria et al. (2008) describe Pearson's model as a scientifically-based, research-driven approach that uses sheltered instruction to teach English students, which is a practical approach to teaching subjects in a way that make the concepts easier to understand while strengthening the student academic English development. Through this approach, students gain knowledge in a way they can understand regardless of the time it may take them to learn academic and English language.

SIOP model has some steps in teaching English. First, SIOP model develops detail steps in teaching English. Second, it contains the instructions that help students to comprehend the procedural and operational steps. Third, SIOP consisted of eight components, they were Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice & Application, Lesson Delivery, and Review & Assessment (Echevarria, Vogt, and Short, 2004).

Constructivism and Pearson's SIOP model supports each of these ideas in helping students. Fostering constructivism into the classroom and implementing the SIOP model can be accomplished in a number of ways. Both constructivism and the SIOP model are beneficial to students as they build students' personal interest within the classroom and create strategies for success (Gardner, 1999). Building personal interest can be accomplished through sheltered instruction. Sheltered instruction allows lecturers to modify their teaching to make content understandable for students while promoting their English-language development (Echevarria et al., 2006). Thus, creating a sheltered approach to instruction could promote comprehensible input for students while lecturers incorporate appropriate methods to teach ELLs. Sheltered instruction refers to students being sheltered in that the lecturer modifies the academic material to make it comprehensible for students (DeCapua et al., 2007).

During sheltered instruction, lecturers present content in ways that enable students to learn the academic material as they work on English proficiency (DeCapua et al., 2007). Not only do lecturers present content in various ways, the strategies used during sheltered instruction are numerous. Additionally, through sheltered instruction, lecturers provide the comprehensible input necessary for students to succeed. The SIOP model provides opportunities to incorporate into daily lessons the collaborative, active, and cooperative learning elements of constructivism. The SIOP features that lecturers should create in their lesson planning include preparation, scaffolding, grouping options, integration of processes, application, and assessment.

According to the SIOP model, when lecturers prepare a lesson, they should first consider the content and language objectives by making the learning meaningful for the student (Echevarria et al., 2008). For example, task-oriented projects and small group activities replace traditional note taking and individual worksheet assignments (DeCapua et al., 2007). Supporting students through any means to help them be successful in the classroom is important. Lecturers incorporate supplemental materials, meaningful activities, and adapt content for students (Echevarria et al., 2008). Additionally, incorporating other strategies into lessons promotes success for students. As supported by the SIOP model, strategies such as role playing, hands-on, pictorial representations, performance-based assessments for individuals, portfolios, oral reports, and group or individual projects are used to enhance student understanding of key topics, issues, and details in content concepts being taught (Echevarria et al., 2011). Bandura's (1977) social learning theory supports these strategies. Through observing others, students learn to model behaviors as observed in others and later use the idea formed as a guide for action (Bandura, 1977). Appropriate modeling for students provides a powerful tool to demonstrate the idea of scaffolding as a part of sheltered instruction.

During scaffolding, lecturers provide personalized supports to students to help students succeed (Carolan & Guinn, 2007). Scaffolding can be accomplished through the SIOP model. The implementation of the SIOP model is one key to improving the academic success for students (Echevarria et al., 2008). Furthermore, when lecturers use the SIOP lesson planning as a guide, they offer students an advantage in understanding the content and language objectives vital to their growth as students.

This paper aims to find out two things

- (h) the implementation of SIOP model in teaching English at mechanical engineering
- (i) the effectiveness of SIOP Model for teaching English at mechanical engineering.

2 METHOD

The type of this research was quasi-experiment research. The researcher used pretest-posttest group design (Creswell, 2003 and Gall, Gall, & Borg, 2003) as follows:

Class	Pretest	Treatment	Posttest
A	O1	X	O2
B	O1	Y	O2

Pretests (O1) were given to experimental group (class A) and control group (class B), interventions (X and Y) were implemented and posttest measurement (O2) was made. O1 was the English ability of mechanical engineering students before the implementation of SIOP Model, X was SIOP Model implementation, Y was conventional teaching, and O2 was the English ability of mechanical engineering students after the implementation of SIOP Model.

The population of this research was the mechanical engineering students who were taking English at Universitas Islam Riau registered in 2014/2015 academic year. The total number of the population was 114 students consisted of three classes namely M1, M2, and M3. The researcher used random sampling technique to choose one experimental class and one control class. The classes chosen were M1 as control class and M2 as experimental class which each was consisted of 30 students.

To collect the data, the researcher used two instruments, observation and test. Observation was used to know the implementation of SIOP Model. Test was used to know the students' achievement before and after teaching learning process. The test was arranged based on the learning materials applied in teaching learning process using SIOP Model. The research was done for three months (12 meetings), from October 2014 until December 2014.

The data from observation of teaching English using SIOP Models were described descriptively, while to find the effectivity of this model in improving students' ability the scores of the achievement test were analyzed statistically by using t-test.

3 FINDINGS AND DISCUSSION

This research was done to find out two things;

- (a) The implementation of SIOP model in teaching English at mechanical engineering
- (b) The effectiveness of SIOP Model for teaching English at mechanical engineering. The findings of this research can be explained as follows.

3.1 The Implementation of SIOP Model in Teaching English at Mechanical Engineering

Before implementing the SIOP Model in teaching English at mechanical engineering, the researcher developed learning materials that followed the steps of teaching based on SIOP Model. The learning materials were developed based on the syllabus. There were seven topics in the learning materials: *Engineering, Materials, Drilling Machine, Automotive Engine, Welding Machine, Lathe Machine, and Health and Safety at Work*. Each topic was arranged based on the steps of SIOP Model. It can be seen in table below.

Table 1: The content of students' learning materials based on SIOP Model

No	Activities	Steps of SIOP Model
I.	Lesson Preparation	Lesson Preparation
	A. Basic Competence	
	B. Content Objective of Learning	
II	Parts of Activities	Building Background Comprehensible Input
	A. Reading Activity	

	B. Writing Activity	Strategies Interaction Practice and Application Lesson Delivery
	C. Speaking Activity	
	D. Grammatical Review	
	E. Listening Activity	
III	Evaluation	Review and Assessment
	A. Performance Test	
	B. Written Test	
	1. Listening Section	
	2. Reading Section	

To implement this model, the researchers applied two teaching strategies: SPQRS and Graphic Organizer. SPQRS (Survey, Question, Predicting, Reading, Respond, and Summary) is a reading strategy. Starting with survey activity the students were asked to look for the key words in the passages. Question activity, the lecturer attracted the students to raise questions that the students had about the text, shared them with the group and wrote down a few questions that the students would answer while reading. Next is predicting activity, the lecturer asked the students to think about what the important idea and information of the reading and wrote prediction of temporary summary. Reading activity, the lecturer and the students were reading the text to find out the key information and idea. Respond activity, the activity held by the lecturer and the students in the form of discussion groups to answer the questions that they found while reading the text. Summary activity, the students wrote to summarize the information that was just read. SPQRS is a collaborative learning strategy to promote students to be active in the teaching-learning process.

Graphic organizer was used during writing and listening activities. The lecturer read the reading passage aloud to the students, and each group member completed the graphic organizers. The graphic organizer helped the students to write the process and procedures of mechanical in sequential order.

The following were the steps of SIOP Model implementation during teaching and learning process. There are eight steps as follows.

3.1.1 Lesson Preparation

Lesson preparation focused on preparing steps of teaching. The lecturer defined the lesson objectives for both content and language objectives which identified specific content and language skill that the students should know or be able to do as a result of learning. Lesson preparation also involved using supplementary materials by providing some sources to be used like movie from YouTube about the process and procedure of mechanical engineering.

3.1.2 Building Background

Building background component was accomplished by linking students' prior experiences (some of mechanical engineering students were from vocational high school) to the lesson objectives resulting in greater understanding of the lesson. Preteaching vocabulary found in the text aided by visual materials help provide multiple exposures to key terms and concepts. The exposure of new vocabularies helped the mechanical engineering students to comprehend the reading text.

3.1.3 Comprehensible Input

The Comprehensible input component, the lecturer helped the students to acquire correct English pronunciation. The lecturer used many techniques including the use of modeling in the mechanical workshop, visual aids, and hands tools also mechanical tools in the activities of four language domains of speaking, reading, listening, and writing in the classroom and the workshop.

3.1.4 Strategies

The Strategies component, in this step, the lecturer promoted critical thinking skills using metacognitive, cognitive, social, and affective strategies which promoted self monitoring, self-regulating, and problem solving. In this case, the lecturer helped students with using many strategies

to acquire the four language skills listening, speaking, reading and writing by providing the students with many worksheet and procedural of mechanical process. These activities led the students to be more creative and intrigued the students to learn more.

3.1.5 Interaction

The Interaction component led by the lecturer in the classroom, in the workshop, and outside the class. The variation activities promoted the interaction more intensively doen between lecturer and students, students and students. The lecturer provided variative interaction form group work, pairs, project works, and problem solving.

3.1.6 Practice and Application

The Practice and Application component, during the observation, the lecturer led the students with authentic tools and equipment from mechanical workshop and mechanical tool usage. The process and procedures of mechanical in the form of manual helped the students to practice and apply the real working condition in the production line systems. The variation team works have been used by the lecturer to proide the students to practice the language. In this step was given big opportunities for every students in mechanical engineering to get involve with the process of English practice both written and spoken.

3.1.7 Lesson Delivery

The Lesson delivery component, during the observation, the lecturer followed the lesson plan in details. The lesson plan was designed by the lecturer before teaching and learning process in the classroom or in the workshop. The lesson delivery was done quiet well and the combination of variative strategies and approach already helped the students to get involve more than 90 percent attendance.

3.1.8 Review and Assessment

The Review and Assessment, based on the observation, the component of content and topic discussed and practice during English subjeet was refer to the comprehension of whole package of the activities from the beginning of the class and in the middle of the class. The lecturer given some evaluation in form of project team work if the students should prepare their onsite observation and they should present their team work in form of written paper and presentation of their problem solving case in the process of machine in the workshop. It was accumulated of the integrative skill comprehension activities to led the mechanical students to be more active.

From the eight steps of teaching English using SIOP Model, the researchers found that all students got involved in all activities created by the lecturer. Students could practice their language orally, and they were also able to write text in English related to task given by the lecturer based on topics given. The ability to listening and reading also increased since there were many task related these two skills. These four skills were taught integratedly in every meeting, and their grammar and cabulary were improved.

3.2 The Effectivity of SIOP Model in Teaching English for Mechanical Engineering

After implementing the SIOP Model in teaching English at mechanical engineering, the data of pretest and posttest from the experimental class and control class were analyzed. The result of students' scores in this study can be seen in the following table.

Table 2: The mean scores of pretest and posttest and t-test result of English test

Class	Pre- Test	Post -Test	Gain Score	T-Test	T-Table	Remarks
Control	58	65	7	0,49	2,04	Low/No effect
Experiment	59	79	20	13,213	2,04	High/SIOP has effect

table above shows that the students' score at experimental class increased significantly in English from the mean score of pretest 59 before implementing SIOP Model to be 79 at posttest after implementing the SIOP Model. It means that the students got improvement in English at the process

of teaching and learning by using SIOP Model. The t-test analysis also shows that for control class $t\text{-test} < t\text{-table}$, while for experiment class $t\text{-test} > t\text{-table}$. It means that SIOP Model gives significant effect on students' achievement at mechanical engineering. So, it can be concluded that SIOP Model is effective to increase the students English achievement at mechanical engineering.

The following table shows the achievement of mechanical engineering students in pretest and posttest of speaking, writing, reading, and listening

Table 3: The mean scores of pretest and posttest of speaking, writing, listening, and reading skills

No	Class	Pre-Test				Post-Test			
		Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
1	Control	55,71	67,50	57,14	61,07	60,17	71,89	68,25	66,07
2	Experiment	57,00	67,80	57,73	65,33	79,60	80,00	79,60	80,17
Different Score		1,29	0,3	0,59	4,26	19,43	8,11	11,35	14,1

The table above shows that the students' scores in control class increased a little bit in all skills of English after implementing conventional teaching strategy. It means that the students got improvement in English at the process of teaching and learning by using the conventional teaching strategy. The table above also shows that the students' score increased significantly in listening, speaking, reading, and writing skill after implementing SIOP Model. It means that the students got improvement in English at the process of teaching and learning by using SIOP Model. The research concludes that SIOP Model significantly influence the students achievement based on the pretest and posttest scores.

Table 4: The result of t-test for control class and experimental class

No	Test		Control	Experiment	t-test	t-table	Remarks
1	Listening	Pre-Test	55,71	60,17	0,493	2.04	Low/No Effect
		Post-test	60,17	79,60	13,213	2.04	High/SIOP has Effect
2	Reading	Pre-Test	57,14	57,73	0,096	2.04	Low/No Effect
		Post-test	68,25	79,60	9,534	2.04	High/SIOP has Effect
3	Speaking	Pre-Test	67,50	67,80	0,141	2.04	Low/No Effect
		Post-test	71,89	80,00	6,135	2.04	High/SIOP has Effect
4	Writing	Pre-Test	61,07	65,33	0,701	2.04	Low/No Effect
		Post-test	66,07	80,17	7,186	2.04	High/SIOP has Effect

From the table of t-test above, it can be seen that the result of t-tests for all English skills are bigger than t-table ($t\text{-test} > t\text{-table}$) in experimental class, while in control class $t\text{-test} < t\text{-table}$. It means SIOP Model gives significant effect toward the improvement the four skills of English (listening, speaking, reading, and writing). It can be concluded that SIOP model is effective to increase achievement of mechanical engineering students in English.

The findings for the implementation of SIOP Model in teaching English at mechanical engineering and its statistical analysis which proved that SIOP Model is effective to increase student achievement of English is in line with the research done by DeCapua et al (2007). They state SIOP works well for English language learners with gaps in the formal education. It is also in line with the research done by Bassiri (2012) that SIOP Model has impact on academic literacy language development in Iranian classroom context.

Other researches also support the effectivity of SIOP Model in teaching English which done by previous studies by Echevarria, Richard-Tutor, and Short (2011), Miner (2006), Ard (2007) and Dennis (2004). Their researches have shown that the SIOP model appears to be effective for elementary and middle school teachers and their ELLs. The finding of this research is supported by another study by Echevarria et al (2004). They did a research-based approach for 1

planning and delivery using sheltered instruction strategies that are proven effective in addressing the academic and English language needs of English language learners at all grade levels.

4 CONCLUSIONS AND SUGGESTIONS

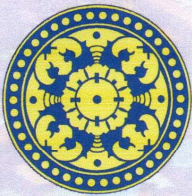
Based on the findings and discussion, the researchers conclude some points related to the implementation of SIOP Model in teaching English at mechanical engineering especially in teaching English for Specific Purposes.

1. The implementation of SIOP Model in teaching English for mechanical engineering students is considered relevant to increase students ability in English. SIOP Model can be implemented well in teaching English at mechanical engineering by combining content based and task based approach or content knowledge and language ability.
2. SIOP Model can be implemented effectively in teaching English for mechanical engineering students which integrate the four English skills. By integrating the four English skills, students' ability to use English for communication and students' understanding on content knowledges can be achieved.
3. It is suggested that English teachers who teach English for non English Department students can apply SIOP Model to create more activities that enable students to practice their English in class and to increase students achievement in the subject taught.

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