PROCEEDINGS

icollate

The 2nd International Conference on Linguistics and Language Teaching

Yogyakarta, October 20 - 21, 2017

Theme :

"Literacy in Linguistics and Language Education"

FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2017

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FOREWORD

Praise be to Allah's presence, SWT for His grace, so that the Abstract on ICOLLATE can be completed on time. This book is to complement an international seminar held on 20 - 21 October 2017. This book contains an abstract collection of all tasteful speakers from various universities spread across the country. This seminar is themed Literacy, Linguistics and Language Education which is divided into two subtema namely Literacy and Linguistics and Literacy in Language Education. The subtheme Literacy and Linguistics consists of 10 subsubtems and Literacy in Language Education has 11 subsubtems.With this booklet it is expected that the participants will be easier to follow the theme and subtema that will be chosen in parallel class presentation.

Hopefully the seminar held by Universitas Negeri Yogyakarta in every two years can provide valuable input for the development of linguistics and language teaching in Indonesia.

Committee,

SCHEDULE OF THE INTERNATIONAL SEMINAR

DAY I: FRIDAY, 20 OCTOBER 2017				
TIME	**NAME**	**TITTLE**	**ROOM**	**CHAIR PERSON**
07.30 – 08.00		**REGISTRATION**		
08.00 – 08.40		**INDONESIA RAYA ANTHEM**	BALLROOM 1, 2	COMMITTEE
		WELCOME DANCE		
		REPORT FROM THE COMMITTEE CHAIRPERSON		
		WELCOME REMARKS AND OPENING SPEECH BY THE RECTOR OF YSU		
08.40 – 09.25		**KEYNOTE SPEECH:**		COMMITTEE
	Prof. Ir. Nizam, M.Sc., Dic., Ph.D.	"*LITERACY, LINGUISTICS AND LANGUAGE EDUCATION*"		
09.25 – 09.45		**PHOTO SESSION AND COFFEE BREAK**		COMMITTEE
09.45-10.45		**PLENARY 1**		**Moderator: Erna Andriyanti, Ph.D.**
	Prof. Scott G Paris, Ph.D.	*"SUGGESTIONS TO IMPROVE THE INDONESIAN CURRICULUM"*		
		PARALLEL I		
10.50 – 11.50	Abid	COMMUNICATION STRATEGIES AND L2 ORAL LITERACY	BALLROOM 1, 2	**Moderator: Entusiastik**
	Ali	DEVELOPING REFLECTIVE PICTURE STORYBOOK MEDIA		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		TO IMPROVE THE SOCIAL SELF CONCEPT AND RESPONSIBILITIES OF THE FIFTH GRADE STUDENTS		
	Andayani	INTEGRATION MODEL OF CHARACTER EDUCATION BASED ON SCIENTIFIC-LEARNING FOR INDONESIAN'S LANGUAGE LEARNING		
	Astri Ollivia Kuncahya	METACOGNITIVE STRATEGIES: MAKING CRITICAL LITERACY REAL		
10.50 – 11.50	Andi Kristiawan	READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO INCREASE STUDENTS READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL	PATTIMURA ROOM	**Moderator: Hermawati**
	Avi Meilawati	IMPROVING THE SKILL OF WRITING JAVA FICTION WITH BRAINSTORMING METHOD		
	Banatul Murtafi'ah	DESIGNING AN ONLINE SAFETY POSTER: A LESSON PLAN FOR TEACHING DIGITAL		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		LITERACY		
10.50 – 11.50	Brian Arthur	IMPROVING STUDENT SCORES THROUGH (COOPERATIVE LEARNING) BUDDY SYSTEM IN AN ESL CLASSROOM OF GRADE 4 NORMAL CLASS STUDENTS: ACTION RESEARCH	FATMAWATI ROOM	**Moderator: M. Gita Setyandari**
	Cholimatus Zuhro	IMPROVING STUDENT'S VOCABULARY ACHIEVEMENT AND ACTIVATING THEIR PARTICIPATION USING ROUNDTABLE MODEL OF COOPERATIVE LEARNING AT VOCATIONAL COLLEGE		
	Diana Ika Firdhaus	UNCOVERING CHILDERN'S HOME AND SCHOOL LITERACY		
10.50 – 11.50	Adis Kusumawati	FOREIGNISATION IN TRANSLATING LASKAR PELANGI TO NIJI NO SHONENTACHI	CUT NYAK DIEN ROOM	**Moderator: Dwi Ario Fajar**
	Anisya Rahmawati	THE DIMENSIONAL PHASES OF MOTIVATION OF ENGLISH DEPARTEMENT STUDENTS TOWARD TARGET ORIENTED ACTIVITY		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Asrun Lio	SHIFTING LANGUAGES IN ROUTA SUB-DISTRTICT: A SOCIAL INTERACTION AND COMMUNICATION IN A MULTILINGUAL SOCIETY		
10.50 – 11.50	Puspa Fortuna Zulfa		BALLROOM 3	**Moderator: Paulus Kurnianta**
	Budi Purnomo	INTERPRETATION QUALITY OF CULTURAL TERMS MADE BY TOURIST GUIDES AT MANGKUNEGARAN PALACE OF SURAKARTA		
	Choirul	HUMOR AND TRANSLATION: A CASE STUDY OF "MALAM MINGGU MIKO" SUBTITLE FROM INDONESIAN INTO ENGLISH		
11.50 – 13.15		**LUNCH BREAK**		
		PLENARY 2		
13.15 – 14.15			BALLROOM 1, 2	**Moderator: Anita Triastuti, Ph.D.**
	Prof. Dr. Didi Sukyadi, M.A.	*"MULTIPLE MODEL LITERACY ON LANGUAGE TEACHING"*		
		PARALLEL SESSION II		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
14.20 – 15.20	Endah Ratnaningsih	PATTERNS OF MOTHER TONGUE INTERFERENCE IN PRONOUNCING ENGLISH SOUNDS: A STUDY TOWARDS L1 JAVANESE IN TIDAR UNIVERSITY	BALLROOM 1, 2	**Moderator: Normawati**
	Endang	LITERACY DEVELOPMENT FOUNDATIONS FOR EARLY LITERACY EDUCATION		
	Entusiastik	POSTGRADUATE WRITING AND ACADEMIC LITERACIES DEVELOPMENT: LESSONS FROM INDONESIAN STUDENTS AT A UK UNIVERSITY		
	Rizky Fitri Lestari			
14.20 – 15.20	Hermawati	HOW LEXICAL DENSITY REVEAL STUDENTS' ABILITY IN WRITING ACADEMIC TEXTS	PATTIMURA ROOM	**Moderator: Reza Pustika**
	Hidayati	LEARNING SKILLS INDONESIAN LANGUAGE IN ELEMENTARY SCHOOL PROGRAM WITH THE ACTIVE MODEL OF LEARNING TYPE OF CARD SORT THE PRE SERVICE TEACHER IN ELEMETARY SCHOOL PROGRAM		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Ismail Petrus			
14.20 – 15.20	Kodrat Eko P.S	POETRY SINAU BY F. AZIZ MANNA: ALTERNATIVE LITERATURE IN HIGH SCHOOL INTEGRATION OF MORAL EDUCATION IN THE STUDY FF	FATMAWATI ROOM	**Moderator: Rizatmi Zikri**
	M. Gita Setyandari	READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO INCREASE STUDENTS READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL		
	Sri Sarwanti			
14.20 – 15.20	Evi Fatimatur Rusydiyah	DEVELOPMENT FF TEXT LEVELLING BASED ON SURABAYA'S LOCAL CULTURE	CUT NYAK DIEN	**Moderator: Parwati Hadi Noorsanti**
	Nieza Rima	INTERPERSONAL ANALYSIS OF PARENTS' PORTRAYAL IN ANDERSEN'S SHORT STORIES		
	Dwi Ario Fajar	ECO-LITERACY THROUGH ECOCRITICISM IN PEKALONGAN FOLKLORE		
14.20 – 15.20	Nur Alfi Syahri	IRONY OF HUMOR IN THE	BALLROOM 3	**Moderator: Anisya Rahmawati**

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		WORKPLACE INTERACTION		
	Rika Mutiara	EXPRESSION OF DISAGREEMENT IN THE TEXTBOOK AND CORPORA		
	Paulus Kurnianta	A READING ON PRAMOEDYA ANANTA TOER'S PLAY, MANGIR: CRITICISM ON JAVANESE DISCURSIVE PRACTICE ABOUT WOMAN		
15.20 – 15.40		**COFFEE BREAK**		
		PARALLEL SESSION III		
15.45 – 16.45	Mohd Rashid	THE EFFECTIVENESS OF COOPERATIVE LEARNING IN TEACHING AND LEARNING OF MALAY	BALLROOM	**Moderator: Astri Ollivia Kuncahya**
	Noberta Nastiti Utami	REPRESENTATION OF MULTICULTURALISM ON FRENCH LANGUAGE METHODE "ECHO"		
	Normawati	PROMOTING LEARNER'S SELF-DETERMINATION THROUGH LANGUAGE DEVELOPMENT PROGRAM: THE STREET CHILDERN EXPERIENCE		
	Nurnaningsih	AN ANALYSIS OF CULTURE OF POLYGAMY IN SAUDI		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		ARABIA BASED ON NOVEL "PRINCESS: A TRUE STORY OF LIFE BEHIND THE VEIL IN SAUDI ARABIA" BY JEAN P. SASSON		
15.45 – 16.45	Pradnya Permanasari	6TS IN DEVELOPING ELEMENTARY STUDENTS' LANGUAGE AND LITERACY	PATTIMURA ROOM	**Moderator: Andi Kristiawan**
	Reza Pustika	THE IMPORTANCE OF EXTENSIVE READING ACTIVITIES TO FACILITATE STUDENTS' READING INTEREST TND TO ENHANCE STUDENTS' CRITICAL THINKING SKILL		
	Muhammad Agus Muafiqi	WEBSITE-BASED LEARNING TO INCREASE STUDENTS' INTEREST AND MOTIVATION IN LANGUAGE LEARNING		
15.45 – 16.45	Risang Baskara	PROMOTING DIGITAL LITERACY IN ENGLISH CLASSROOMS THROUGH MOODLE-BASED FLIPPED CLASSROOM	FATMAWATI ROOM	**Moderator: Cholimatus Zuhro**
	Rizatmi Zikri	THE ROLE OF PARENTS IN		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		OPTIMIZING CHILDERN'S LITERACY AND LANGUAGE DEVELOPMENT IN GOLDEN AGE		
	Hawa Farhah			
15.45 – 16.45	Parwati Hadi Noorsant	IMPERATIVE SPEECH OF JAPANESE WOMEN IN HANAMIZUKI'S FILM	CUT NYAK DIEN ROOM	**Moderator: Budi Purnomo**
	Maman Suryaman	NUSANTARA OF LITERATE		
	Fitri Hidayati			
15.45 – 16.45	Siti Sumiyati	LITERACY IN FRENCH AS SECOND LANGUAGE (FSL) LEARNING AT WAYSTAGE LEVEL	BALLROOM 3	**Moderator: Diana Ika Firdaus**
	Nuning C.S.	LITERACY AND LANGUAGE TEACHING		
	Sukma Awliyawati	THE EFFORT TO INCREASE STUDENTS' LITERACY IN STORY TELLING (FABLE TEXT) USING PUPPET AS MEDIA IN 7 GRADE AL KAUTSAR SMPIT AL HARAKI		
19.00	**WELCOME DINNER: ALL SPEAKERS AND PARTICIPANTS**		**PENDAPA TEDJO**	COMMITTE

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
			KUSUMO, FACULTY OF LANGUAGES AND ARTS, YSU	
DAY II: **SATURDAY, 21 OCTOBER 2017**				
07.30 – 08.00		**REGISTRATION**		
08.00 – 09.30		**PLENARY SESSION 3**		
	Pangesti Wiedarti, Ph.D.	*"SCHOOL LITERACY MOVEMENT"*	BALLROOM 1, 2	**Moderator: Sukarno**
	Prof. Dr. Bambang Kaswanti Purwo (MLI)	*"DEVELOPMENT OF INDONESIAN CHILDREN LITERACY: PRELIMINARY SNAPSHOT IN SOME ELEMENTARY SCHOOL"*		
09.30 – 09.50		**COFFEE BREAK**		
09.50 – 10.50		**PLENARY SESSION 4**		
	Dr. Kathryn Rivai	*"LITERACY ACQUISITION AND ITS CHALLENGES AMONG THE CHILDREN OF MIGRANT LABOURERS IN SABAH"*	BALLROOM 1, 2	**Moderator: Ashadi, Ed.D.**
		PARALLEL SESSION IV		
11.00 – 12.00	Roswita Lumban Tobing	STUDENTS BEHAVIOR THROUGH CULTURE LITERATION TS THE REFLECTION OF THE NATIONAL CHARACTER	BALLROOM 1, 2	**Moderator: Maria Octa Elsavana**

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Suwarno	MULTICULTURAL LITERACY IN LANGUAGE EDUCATION UTILIZATION OF FOLKLOR NUSANTARA AS MATERIAL OF WORK AND CHARACTER EDUCATION		
	Syed Adil Zaidi	COMBATING THE ATTENTION DEFICIT DISORDER OF STUDENTS IN EFL CLASSROOM FOR ENHANCING THE LITERACT LEVEL		
	Sari (UNTIDAR)			
11.00 – 12.00	Tati Irmaya	USING READER RESPONSE STRATEGY TO IMPROVE NARRATIVE READING COMPREHENSION AND WRITING ACHIEVEMENTS OF THE ELEVENTH GRADERS OF SMAN 10 REJANG LEBONG	PATTIMURA ROOM	**Moderator: Sukarno**
	Yusuf Yulianto	WEBSITE BASED LEARNING TO INCREASE STUDENTS' INTEREST AND MOTIVATION IN LANGUAGE LEARNING		
	Zuvyati Aryani	CHILDERN HOME LITERACY: ANIMATED FILMS AND SPEAKING SKILL		
11.00 – 12.00	Rohali	REPRESENTATION OF PERFORMATIVE UTTERANCE ON	FATMAWATI ROOM	**Moderator: Romulo**

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		PARIS JE T'AIME IMPROVING SCIENTIFIC LITERACY USING SYSTEMIC FUNCTIONAL LINGUISTICS FRAMEWORK		
	Farida Agoes	THE INFLUENCE OF REITERATION LEXIACAL COHESION AS THE RETHORICAL COMPONENT OF TEXT INTO THE FLOW OF STORY		
11.00 – 12.00	Siti Perdi Rahayu	SUPRASEGMENTAL PHONEMES AND CHARACTER BUILDING	CUT NYAK DIEN ROOM	**Moderator: Riyan Nuari**
	Sri Diana	BILINGUALISM AND ITS IMPACTS ON BILINGUAL SPEAKERS		
	Udiana Dewi	DIALECT PREJUDICE: LANGUAGE ATTITUDE OF ENGLISH TEACHERS TOWARD LOCAL DIALECT OF SPOKEN ENGLISH IN EFL CLASS		
11.00 – 12.00	Rizki Eka W.H	SHARED-READING PRACTICE: A SIGNIFICANT IMPACT OF PARENTS' INVOLVEMENT IN SUPPORTING YOAUNG CHILDERN'S EARLY LITERACY DEVELOPMENT	BALLROOM 3	**Moderator: Banatul Murtafiah**

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Anisa Nur 'Aini			
12.00 – 13.00		**LUNCH**		
		PARALLEL SESSION V		
13.00-14.00	**Mentari Sinaga**		BALLROOM 1, 2	**Moderator: Adis Kusumawati**
	Pradana Akbar Tanjung			
	Endang Nurhayati	JAVA LANGUAGE GREETING IN PUPPET SHOW		
13.00-14.00	Ina Yuliana	ECO-RECEPTION ON COMPILATION OF ENVIRONMENTAL-ORIENTED SONG LYRICS OF MULTIPLE INTELLIGENCE STUDENTS (MUSICAL-NATURAL) AT IX GRADE STUDENTS OF SMP NEGERI 2 TANJUNG SELOR. THESIS. POSTGRADUATE PROGRAM OF SURABAYA STATE UNIVERSITY	PATTIMURA ROOM	**Moderator: Asrun Lio**
	Maria Octa Elsavana	EFFECTS OF METACOGNITIVE STRATEGIES AND LISTENING ANXIETY ON ELEVENTH GRADERS' LISTENING		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Dwiyanto Djoko Pranowo	LITERACY ABOUT HIGHER EDUCATION SYSTEM		
13.00-14.00	Rizky Ismail J.	PROMOTING SFL'S MULTI-STRATA LANGUAGE REALISATION AS A FRAMEWORK FOR ENGLISH LITERACY EDUACTION IN INDONESIA	FATMAWATI ROOM	**Moderator: Endang**
	Rohmatul Fitriyah	ACADEMIC LITERACY PRACTICE: THE LANGUAGE USED IN HEDGING AS AN ACADEMIC ARGUMENTATION IN EFL STUDENTS' ESSAYS		
	Siti Aisyah	AN EVALUATION OF ENGLISH LISTENING MOBILE APPLICATIONS FOR GRADE ELEVEN STUDENTS OF SENIOR HIGH SCHOOL		
13.00-14.00	Romulo	ECHOS AND CHAROT IN GAY SPOKEN DISCOURSE: A SOCIOLINGUISTIC INQUIRY	CUT NYAK DIEN ROOM	**Moderator: Evi Fatimatur Rusydiyah**
	Riyan Nuari	JAVANESE 'DANGDUT' AND LANGUAGE ACQUISTION FOR NON-JAVANESE PEOPLE		
	Widyawati	THE ART OF "MAMACA" AND "UI-DAUL": A CULTURAL APPROACH IN KAMPUNG LITERASI		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		PASEAN-PAMEKASAN		
13.00-14.00	Nurhadi	THE LEVEL OF INTERNET USAGE TIME AND LITERATURE APPRECIATION OF YSU STUDENTS	BALLROOM 3	**Moderator: Tati Irmaya**
	Sri Rejeki And Anastasia	IMPROVING THE DELF A1 LISTENING ABILITY OF STUDENTS OF SMAN 1 KARTASURA BY TRAINING		
	Wening Sahayu	UTILIZING TEXTBOOKS TO IMPROVE THE CHARACTER OF LEARNERS: LITERACY FUNCTION		
	Sulis Triyono	LITERACY OF WRITTEN DISCOURSE ON GERMAN-LANGUAGE ELECTRONIC MEDIA: AN ANALYSIS OF TEXTUAL AND CONTEXTUAL DISCOURSE		
	Sukarno	LITERACY FOR CHARACTER EDUCATION IN TEILIN		
14.00-14.30	**WRAP-UP SESSION & CLOSING**		BALLROOM 1, 2	**ANITA TRIASTUTI, PH.D.**
14.30	**END OF PROGRAM**		BALLROOM 1, 2	**COMMITTEE**

TABLE OF CONTENTS

FOREWORD iii

SCHEDULE OF INTERNATIONAL SEMINAR Iv

TABLE OF CONTENTS Xix

SUGGESTIONS TO IMPROVE THE INDONESIAN LITERACY CURRICULUM
Prof. Scott G Paris, Ph.D. 1

Prof. Dr. Didi Sukyadi, M.A. 17

DEVELOPING YOGYAKARTA SPECIAL REGION
AS A MULTILITERATE PROVINC 18
Pangesti Wiedarti, Ph.D.

Prof. Dr. Bambang Kaswanti Purwo (MLI) 26

THE CHALLENGES OF LITERACY ACQUISITION AND LEARNING AMONG THE CHILDREN OF MIGRANT LABOURERS IN SABAH 27
Dr. Kathryn Rivai

FOREIGNISATION IN TRANSLATING LASKAR PELANGI TO NIJI NO SHONENTACHI 32
Adis Kusumawati

PROMOTING SOCIAL MEDIA LITERACY AND HARMONY: ANALYZING IMPOLITENESS IN SOCIAL MEDIA 38
Alvan Bastoni Nuradila

PROBLEMS IN TRANSLATING SADNESS EXPRESSION IN THE NOVEL *BONJOUR TRISTESSE* 39
Amarra Rizky Gabriella, Myrna Laksman-Huntley

THE DIMENSIONAL PHASES OF MOTIVATION OF ENGLISH DEPARTEMENT STUDENTS TOWARD TARGET ORIENTED ACTIVITY 40
Anisya Rahmawati

SHIFTING LANGUAGES IN ROUTA SUB-DISTRTICT: A SOCIAL INTERACTION AND COMMUNICATION IN A MULTILINGUAL SOCIETY 49
Asrun Lio

INTERPRETATION QUALITY OF CULTURAL TERMS MADE BY TOURIST GUIDES AT MANGKUNEGARAN PALACE OF SURAKARTA 61
Budi Purnomo

JAVANESE 'DANGDUT' AND LANGUAGE ACQUISITION FOR NON-JAVANESE PEOPLE 67
Choirul Fuadi[1], Anisa Nur'aini[2] and Riyan Nuari[3]

ECO-LITERACY THROUGH ECOCRITICISM IN PEKALONGAN FOLKLORE
Dwi Ario Fajar 73

JAVA LANGUAGE GREETING IN PUPPET SHOW "KARNA TANDHING"
Endang Nurhayati and Avi Meilawati 79

THE GIRLS OF RIYADH'S PERSONALITIES IN THE NOVEL OF *BANATU'R-RIYADH*, THE WORK OF RAJA'ASH-SHANI'I **Eva Eva Farhah[1], M.Farkhan M[2]**	86
DEVELOPMENT OF TEXT LEVELLING BASED ON SURABAYA'S LOCAL CULTURE **Evi Fatimatur Rusydiyah**	95
INTERFERENCES OF INTEROGATIVE SENTENCES IN ENGLISH AND JAVANESE LANGUAGE IN YOGYAKARTA (CONTRASTIVE ANALYSIS) ***Evi Pebri Ila Rachma, S.Pd***	103
TRANSLATION OF LUCKY LUKE COMIC SERIES TITLE FROM FRENCH TO INDONESIAN ***Fairuz Syeh Assegaf, Myrna Laksman-Huntley***	104
THE INFLUENCE OF REITERATION LEXIACAL COHESION AS THE RETHORICAL COMPONENT OF TEXT INTO THE FLOW OF STORY **Farida Agoes, Nur Rohmah**	105

COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH ON STUDENTS' READING LEVEL 111
Jonel Ladesma Capasoro

ORIENTAL IMAGES OF THE MALAY FEMALE OTHER IN JOSEPH CONRAD'S *AN OUTCAST OF THE ISLANDS* 112
Ladjiman Janoory

MENTAL PROCESSES IN TEACHERS' REFLECTION PAPERS: A TRANSITIVITY ANALYSIS IN SYSTEMIC FUNCTIONAL LINGUISTICS 113
Leonardo O. Munalim

PERANAN ELEMEN LIRIK DALAM PERUBATAN TRADISIONAL MAIN PATERI 114
Mahadi Husin

LANGUAGE AT THE AD HEADER IN WOMEN'S FASHION MAGAZINE "ELLE" 115
Marisa Safitri, Myrna Laksman-Huntley

PREPODERANCE MODALITY IN STUDENTS' ENGAGING ARGUMENTATIVE ESSAYS 116
Marwito Wihadi; Eva Tuckyta Sari Sujatna;

UNFLATTENING POLITICAL LITERACY THROUGH SYNTHESIZING CONVERSATIONAL IMPLICATURE EMBEDDED IN A POLITICAL DISCOURSE 117
Miftahul Furqon

KONTEKS DALAM BIMA SAKTI
Muhammad Che Majid 118

THE AUTHENTICITY OF DIALOGUES USED IN LISTENING SECTION OF SENIOR HIGH SCHOOL NATIONAL EXAM: CONVERSATION ANALYSIS PERSPECTIVE 119
Moh. Mahmud, Oikurema Purwanti, Aswandi

IMPROVING SCIENTIFIC LITERACY USING SYSTEMIC FUNCTIONAL LINGUISTICS FRAMEWORK 120
Mulyati

INTERJECTIONS EQUIVALENCES IN *LES AVENTURES DE TINTIN: L'ÉTOILE MYSTÉRIEUSE* 121
Nasya Nabila Nursabrina, Myrna Laksman-Huntley

INTERPERSONALANALYSIS OF PARENTS' PORTRAYAL IN ANDERSEN'S SHORT STORIES 122
Mentari Sinaga, Nieza Ayurisma

IRONY OF HUMOR IN THE WORKPLACE INTERACTION
Nur Alfi Syahri 129

TYPE OF IDEATIONAL GRAMMATICAL METAPHOR EXISTED IN "DIARY OF WIMPY KID" SERIES 1-3 137
Nur Indah Arfiantia, M.R Nababanb, Riyadi Sentosa

IMPERATIVE SPEECH OF JAPANESE WOMEN IN HANAMIZUKI'S FILM
Parwati Hadi Noorsanti 138

A READING ON PRAMOEDYA ANANTA TOER'S PLAY, *MAGIR*: CRITICISM ON JAVANESE DISCURSIVE PRACTICE ABOUT WOMAN 143
Paulus Kurnianta

EXPRESSION OF DISAGREEMENT IN THE TEXTBOOK AND CORPORA 144
Rika Mutiara

JAVANESE 'DANGDUT' AND LANGUAGE ACQUISITION FOR NON-JAVANESE PEOPLE 150
Riyan Nuari, Choirul Fuadi, Anisa Nur'aini

REPRESENTATION OF PERFORMATIVE UTTERANCE ON PARIS JE T'AIME 151
Rohali

SUGESTOPEDIA TODAY: CULTURAL LANGUAGE LEARNING OUTSIDE CLASS 158
Anicleta Yuliastuti and Rommel Utungga Pasopati

ECHOS AND CHAROT IN GAY SPOKEN DISCOURSE: A SOCIOLINGUISTIC INQUIRY 159
Romulo

PERANAN LATAR DALAM PERISTIWA BAHASA SEMBANG WHATSAPP 165
Rosli Ab. Rahman, PhD

TRANSLATION OF FRENCH AND INDONESIANINTERJECTION IN *NEUF CONTES CHARLES PERRAULT* AND *KUMPULAN DONGENG PERRAULT* 166
Salsabila Ramadita, Myrna Laksman-Huntley

SUPRASEGMENTAL PHONEMES AND CHARACTER BUILDING 167
Siti Perdi Rahayu

BILINGUALISM AND ITS IMPACTS ON BILINGUAL SPEAKERS 168
Sri Diana

LITERACY OF WRITTEN DISCOURSE ON GERMAN-LANGUAGE ELECTRONIC MEDIA: AN ANALYSIS OF TEXTUAL AND CONTEXTUAL DISCOURSE 174
Sulis Triyono

DESIGN OF CRITICAL ECO-LINGUISTICS IN GREEN DISCOURSE: PROSPECTIVE ECO LINGUISTICS ANALYSIS 175
Tommi Yuniawan and Fathur Rokhman

THE TEACING OF ARABIC LANGUAGE AND LITERATURE 176
Tri Yanti Nurul

DIALECT PREJUDICE: LANGUAGE ATTITUDE OF ENGLISH TEACHERS TOWARD LOCAL DIALECT OF SPOKEN ENGLISH IN EFL CLASS 182
Udiana Dewi

THE ART OF "MAMACA" AND "UI-DAUL" A CULTURAL APPROACH IN KAMPUNG LITERASI PASEAN-PAMEKASAN 188
Widyawati

LANGUAGE MANNERS AMONG TEACHERS AND STUDENTS IN SECONDARY SCHOOL OF AMINUDDIN BAKI CHEMOR, IPOH, PERAK: A PRAGMATIC ANALYSIS 193
Abdullah Yusof[1], Mohd Rashid Md Idris[2], Siti Maisarah Binti Abdullah[3]

COMMUNICATION STRATEGIES AND L2 ORAL LITERACY 201
Abid

LITERACY STRATEGIES IN READING EXERCISES OF STUDENTS' BOOK "BRIGHT **Ackytoffvuxomi**	208
THE IMPLEMENTATION OF LITERACY STRATEGIES IN TEACHING READING COMPREHENSION OF REPORT TEXT FOR 9TH GRADE JUNIOR HIGH SCHOOL STUDENTS **Ade Iskandar**	209
THE TRANSFORMATION OF SHORT FILM INTO SHORT STORY TEXT AS A CREATIVE LITERATURE LEARNING MEDIA **Aji Septiaji**	210
REFLECTIVE PICTURE STORYBOOK MEDIA TO IMPROVE THE SOCIAL SELF-CONCEPT AND RESPONSIBILITY OF THE FIFTH GRADE STUDENTS **Ali Mustadi**	211
INTEGRATION MODEL OF CHARACTER EDUCATION BASED ON SCIENTIFIC-LEARNING FOR INDONESIAN'S LANGUAGE LEARNING **Prof. Dr. Andayani, M.Pd.**	218
READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO INCREASE STUDENTS READING HABITS AND PRODUCTIFITY AT MANGUNAN ELEMENTARY SCHOOL **Andi Kristiawan, S.S.1, Martha Gita Setyandari Pertiwi, S.Si.**	219
E-NEWSPAPER AS AN ONLINE SOURCE TO PROMOTE ELECTRONIC LITERACY ON UNIVERSITY STUDENTS' ENGLISH LANGUAGE LEARNING **Andyani Larasati**	220
BOARD GAME WITH CARD GAME TOWARD STUDENTS' SPEAKING MASTERY **Ani Agus Riani**	228
THE IMPLEMENTATION OF VISUAL LITERACY THROUGH GOOGLE MAPS IN TEACHING WRITING TRANSACTIONAL DIALOGUE **Arif Wahidin**	234
METACOGNITIVE STRATEGIES: MAKING CRITICAL LITERACY REAL **Astri Ollivia Kuncahya**	235
THE SKILL OF WRITING JAVA FICTION WITH BRAINSTORMING METHOD **Sri Hertanti Wulan, Avi Meilawati**	242
DESIGNING AN ONLINE SAFETY POSTER: A LESSON PLAN FOR TEACHING DIGITAL LITERACY **Banatul Murtafi'ah**	243
IMPROVING STUDENT SCORES THEOUGH (COOPERATIVE LEARNING) BUDDY SYSTEM IN AN ESL CLASSROOM OF GRADE 4 NORMAL CLASS STUDENTS: AN ACTION RESEARCH **Brian Arthur**	252
IMPROVING STUDENT'S VOCABULARY ACHIEVEMENT AND ACTIVATING THEIR PARTICIPATION BY USING ROUNDTABLE MODEL OF COOPERATIVE LEARNING AT VOCATIONAL COLLAGE. **Cholimatus Zuhro**	262
A TEXT-BASED CONCEPTUAL MODEL FOR COLLEGE GENERAL ENGLISH **Christina Eli Indriyan, S.Pd., M.Hum.**	270
THE CORRELATION AMONG LEARNING STYLES, CLASSROOM ENVIRONMENT, AND LISTENING COMPREHENSION OF ENGLISH	271

EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY **Destia D. Mulyani**	
UNCOVERING CHILDERN'S HOME AND SCHOOL LITERACY **Diana Ika Firdhaus**	272
LITERACY ABOUT HIGHER EDUCATION SYSTEM **Dwiyanto Djoko Pranowo**	278
PESTA RAKYAT: WRITING TRAINING OF FOLKLORE AS EFFORT TO CIVILIZE CHILDREN LITERACY **Dyah Ayu Putri Utami, Luthfina Lailatul Mahmudah, Fadzilah Dewi Subekti, Anggrayeni Praditiya Utami**	279
DEVELOPING MULTIMEDIA FOR TEACHING SPEAKING FOR INDONESIAN STUDENTS IN EFL CLASS BASED ON ENGLISH CURRICULUM 2013 **Elanneri Karani dan Kusumawati**	280
PATTERN OF MOTHER TONGUE INTERFERENCE IN PRONOUNCING ENGLISH SOUNDS: A STUDY TOWARDS L1 JAVANESE IN TIDAR UNIVERSITY IN THE ACADEMY YEAR 2016/2017 **Sri Sarwanti and Endah Ratnaningsih**	281
LITERACY DEVELOPMENT FOUNDATIONS FOR EARLY LITERACY EDUCATION **Endang Fauziati**	286
POSTGRADUATE WRITING AND ACADEMIC LITERACIES DEVELOPMENT: LESSONS FROM INDONESIAN STUDENTS AT A UK UNIVERSITY **Entusiastik**	272
THE IMPLEMENTATION OF SQ3R AND CIRC IN TEACHING READING FOLKTALES **Faisal**	288
CHANGES IN SENTENCE STRUCTURE OF JEAN DE LA FONTAINE'S POEM AND FOLKTALE **Fitria Ramadhani, Myrna Laksman-Huntley**	289
BUILDING CHILDREN'S ENGLISH LITERACY THROUGH BILINGUAL STORY **Heidy Wulandari, S.Pd., M.Hum**	290
STUDENTS' ATTITUDE TOWARDS LEARNING ENGLISH **Ewieth Citra Amalia Djamil, Magvirah El Walidayni Kau, Helena Badu**	291
HOW LEXICAL DENSITY REVEAL STUDENTS' ABILITY IN WRITING ACADEMIC TEXT **Hermawati Syarif**	292
LEARNING SKILLS INDONESIA LANGUAGE IN ELEMENTARY SCHOOL PROGRAM WITH THE ACTIVE MODEL OF LEARNING TYPE OF CARD SORT THE PRE SERVICE TEACHER IN ELEMETARY SCHOOL PROGRAM **Hidayati Azkiya and M. Tamrin**	300
LEARNING MAHARAH AL-QIRAAH WITH THINK-PAIRSHARE MODEL STUDENT OF ARABIC LANGUAGE EDUCATION IMAM BONJOL STATE ISLAMIC UNIVERSITY PADANG **Ilya Husna**	308
INCREASING SPEAKING ABILITY USING SUGGESTOPEDIA METHOD IN LITERACY BASED ON ENGLISH LEARNING IN 7TH GRADE AN NABA SMPIT AL HARAKI **Ina Yuliana**	309

ECO-RECEPTION ON COMPILATION OF ENVIRONMENTAL-ORIENTED SONG LYRICS OF MULTIPLE INTELLIGENCE STUDENTS (MUSICALNATURAL) AT IX GRADE STUDENTS OF SMP NEGERI 2 TANJUNG SELOR **Jefri Trial Fani**	313
PRE-SERVICE TEACHER'S STRATEGIES IN PROMOTING LITERACY AMONG SENIOR HIGH SCHOOL LEARNERS **Kasih Elisabet Roostini**	314
POETRY SINAU BY F. AZIZ MANNA: ALTERNATIVE INTEGRATION OF MORAL EDUCATION IN THE STUDY OF LITERATURE IN HIGH SCHOOL **Kodrat Eko P.S**	323
LITERACY IN CLASS: AN INVESTMENT IN STUDENTS' CAPITAL CULTURE AND IDENTITY **Luciana**	333
READING GOOD BOOKS AND SILENTREADING AS PRACTICE TO INCREASE STUDENTS' READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL **M. Gita Setyandari Pertiwi, S.Si.and AndiKristiawan, S.S.**	334
STUDENTS' ATTITUDE TOWARDS LEARNING ENGLIS **Ewieth Citra Amalia Djamil, Magvirah El Walidayni Kau, Helena Badu**	341
NUSANTARA YANG LITERAT **Maman Suryaman**	349
ERRORS AND CORRECTIVE FEEDBACK IN WRITING IMPLICATIONS TO OUR CLASSROOM PRACTICES **Maria Corazon Saturniana Aspeli**	350
EFFECTS OF METACOGNITIVE STRATEGIES AND LISTENING ANXIETY ON ELEVENTH GRADERS' LISTENING COMPREHENSION **Maria Octa Elsavana, Soni Mirizon, Ismail Petrus**	351
AN EVALUATION OF SPEAKING TASKS IN STUDENTS' BOOK FOR SENIOR HIGH SCHOOL GRADE X SEMESTER 1 **Melati**	361
ENGLISH TEACHERS' PERCEPTIONS AND IMPLEMENTATIONS OF PORTFOLIO ASSESSMENT IN JUNIOR HIGH SCHOOL **Mohammad Muis**	362
THE EFFECTIVENESS OF COOPERATIVE LEARNING IN TEACHING AND LEARNING OF MALAY **Mohd Rashid Idris (Assoc. Prof. Dr.), Nurul Syahida Abdul Ghani, AbdullahYusof (M.A)**	363
DO VOCABULARY LEARNING STRATEGIES CORRESPOND TO READING COMPREHENSION? **Muhaimin, Suharsono, Ahmad Munir**	373
REPRESENTATION OF MULTICULTURALISM IN FRENCH LANGUAGE METHODE "ECHO" **Norberta Nastiti Utami**	374
PROMOTING LEARNER'S SELF-DETERMINATION THROUGH LANGUAGE DEVELOPMENT PROGRAM: THE STREET CHILDREN EXPERIENCE **Normawati Mohd Shariff**	375
VISUAL LITERACY IN FRENCH LANGUAGE TEACHING FOR HIGH SCHOOL STUDENTS: TEXTBOOK AND ITS IMPLICATION IN LANGUAGE CLASSROOM	376

AS MULTIMODAL **Nuning Catur Sri Wilujeng**	
THE LEVEL OF INTERNET USAGE TIME AND LITERATURE APPRECIATION OF YSU/UNY STUDENTS **Nurhadi**	377
THE ANALYSIS OF TEACHER AUTONOMY TOWARDS LANGUAGE ABILITY OF YOUNG LEARNERS: TRENDS, ISSUES, AND CHALLENGES **Nurlia Irvani, Alif Karyawati**	386
AN ANALYSIS OF CULTURE OF POLYGAMY IN SAUDI ARABIA BASED ON NOVEL "PRINCESS: A TRUE STORY OF LIFE BEHIND THE VEIL IN SAUDI ARABIA" BY JEAN P. SASSON **Nurnaningsih**	387
6TS IN DEVELOPING ELEMENTARY STUDENTS' LANGUAGE AND LITERACY **Pradnya Permanasari**	394
MODIFIED CHILD-DIRECTED SPEECH (MCDS) AND THE USE OF A NAMING TASK IN COMPARING THE PACING OF LANGUAGE ACQUISITION AND VOCABULARY BUILDING OF AGE 2-6 LEARNERS OF THE FIRST AND SECOND LANGUAGE **Rayven Panes Aledo**	400
FOSTERING LEARNER'S LANGUAGE UND LITERACY DEVELOPMENT THROUGH EXPLORING OF LOCAL WISDOM AND ENVIRONMENT **Retma Sari**	409
THE IMPORTANCE OF EXTENSIVE READING ACTIVITIES TO FACILITATE STUDENTS' READING INTEREST AND TO ENHANCE STUDENTS' CRITICAL THINKING SKILL **Reza Pustika**	415
THE IMPLEMENTATION OF CLUSTERING TECHNIQUE IN INCREASING EFL STUDENTS' ACCOMPLISHMENT IN WRITING DESCRIPTIVE TEXT **Ridwan Hanafiah**	422
STORY TELLING HABIT THROUGH NARRATIVE TEXT AS A STRATEGY TO IMPROVE READING COMPREHENSION: A CASE STUDY TO THE STUDENTS OF ENGLISH DEPARTMENT, STATE UNIVERSITY OF SEMARANG **Rinta Aryani**	423
PROMOTING DIGITAL LITERACY IN ENGLISH CLASSROOMS THROUGH MOODLE-BASED FLIPPED CLASSROOM **FX. Risang Baskara**	430
THE ROLE OF PARENTS IN OPTIMIZING CHILDERN'S LITERACY AND LANGUAGE DEVELOPMENT IN GOLDEN AGE **Rizatmi Zikri**	431
SHARED-READING PRACTICE A SIGNIFICANT IMPACT OF PARENTS' INVOLVEMENT IN SUPPORTING YOAUNG CHILDERN'S EARLY LITERACY DEVELOPMENT **Rizki Eka W.H**	439
PROMOTING SFL'S MULTI-STRATA LANGUAGE REALISATION AS A FRAMEWORK FOR ENGLISH LITERACY EDUCATION IN INDONESIA **Rizky Ismail J.**	447

ACADEMIC LITERACY PRACTICE: THE LANGUAGE USED IN HEDGING AS AN ACADEMIC ARGUMENTATION IN EFL STUDENTS' ESSAYS **Rohmatul Fitriyah**	448
SUGGESTOPEDIA TODAY: CULTURAL LANGUAGE LEARNING OUTSIDE CLASS **Anicleta Yuliastuti1 and Rommel Utungga Pasopati2**	457
EXPLORING READING PERCEPTIONS, NEEDS AND PRACTICES AMOUNG TEACHERS AND PARENTS: TOWARDS CREATING A HOME-SCHOOL COLLABORATION PROGRAM **Rosalyn G. Mirasol and Katrina Ninfa Topacio**	458
STUDENTS BEHAVIOR THROUGH CULTURE LITERATION AS THE REFLECTION OF THE NATIONAL CHARACTER **Roswita Lumban Tobing**	459
COMPARING THE PROBLEM SOLVING BETWEEN HIGH AND LOW ACHIEVERS TEST TAKERS TO OVERCOME THE TEST ANXIETY IN TOEFL TEST **Sa'adah Ramadhiyah**	460
LIMITED ENGLISH PROFICIENCY OF CHIANG MAI UNIVERSITY STUDENTS AS EVIDENCE OF ENGLISH LANGUAGE EDUCATION IN THAILAND **Sakorn Ruanklai and Pitipong Yodmongkol**	461
TEACHER'S QUESTIONS TO PROMOTE HIGHER ORDER QUESTIONS IN READING ENGLISH TEXT **Sapto Catur Subekti**	462
EVALUATION OF MACHINE TRANSLATOR (GOOGLE TRANSLATE VSBING TRANSLATOR) FROM ENGLISH TO PERSIAN ACROSS ACADEMIC FIELDS **Seyed Samad**	463
AN EVALUATION OF ENGLISH LISTENING MOBILE APPLICATIONS FOR GRADE ELEVEN STUDENTS OF SENIOR HIGH SCHOOL **Siti Aisyah, S. Pd. and Dyah S. Ciptaningrum, M. Ed., Ed. D.**	464
LITERACY IN FRENCH AS SECOND LANGUAGE (FSL) LEARNING AT WAYSTAGE LEVEL IN FRENCH DEPARTMENT **Siti Sumiyati**	475
IMPROVING THE DELF A1 LISTENING ABILITY OF STUDENTS OF SMAN 1 KARTASURA BY TRAINING **Sri Rejeki Urip and Anastasia Pudjitriherwanti**	476
PRONUNCIATION AND ITS IMPORTANCE IN PROFESSIONAL LIFE **Dr. R. Sucharan Reddy**	484
LITERACY FOR CHARACTER EDUCATION IN TEILIN **Sukarno**	485
THE EFFORT TO INCREASE STUDENTS' LITERACY IN STORY TELLING (FABLE TEXT) USING PUPPET AS MEDIA IN 7 GRADE AL KAUTSAR SMPIT AL HARAKI **Sukma Awliyawati**	486
MULTICULTURAL LITERACY IN LANGUAGE EDUCATION UTILIZATION OF FOLKLOR NUSANTARA AS MATERIAL OF WORK AND CHARACTER EDUCATION	491

Suwarno

DO THE ANXIOUS EFL LEARNERS HAVE LOW COMPREHENSION LEVEL WHEN USING CERTAIN STRATEGY IN READING? **Syahrin**	499
COMBATING THE ATTENTION DEFICIT DISORDER OF STUDENTS IN EFL CLASSROOM FOR ENHANCING THE LITERACT LEVEL. **Syed Adil Zaidi**	500
USING READER RESPONSE STRATEGY TO IMPROVE NARRATIVE READING COMPREHENSION AND WRITING ACHIEVEMENTS OF THE ELEVENTH GRADERS OF SMAN 10 REJANG LEBONG **Tati Irmaya, Rita Inderawati, Ismail Petrus**	508
SIKAP TERHADAP INTEGRASI KAUM DALAM KALANGAN PELAJAR SEKOLAH MENENGAH : TINJAUAN DI SMK TENGKU MAHMUD II, BESUT, TERENGGANU **Wan Ahmad Abd Hakim**	516
UTILIZING TEXTBOOKS TO IMPROVE LEARNING CHARACTER: LITERACY FUNCTION **Wening Sahayu**	517
PEMBELAJARAN MEMBACA PEMAHAMAN DENGAN STRATEGI COGNITIF ACADEMIC LANGUAGE LEARNING (CALLA) BERBASIS KEARIFAN LOKAL SISWA KELAS VII SMP NEGERI 18 PADANG **Witri**	520
TEACHING WRITING TO YOUNG LEARNERS, NOW OR LATE? **Yohana Ika Harnita**	521
THE USE OF PEDAGOGICAL TRANSLATION FRAMEWORK TO IMPROVE READING COMPREHENSION IN JUNIOR HIGH SCHOOL **Yunita Wulansari**	522
WEBSITE BASED LEARNING TO INCREASE STUDENTS' INTEREST AND MOTIVATION IN LANGUAGE LEARNING **Yusuf Yulianto and Muhammad Agus Muwafiqi1**	523
CHILDERN HOME LITERACY: ANIMATED FILMS AND SPEAKING SKILL **Zuvyati Aryani**	524

DEVELOPMENT OF TEXT LEVELLING BASED ON SURABAYA'S LOCAL CULTURE

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Abstract

Reading skills is one of the most important language skills in the process of development of knowledge since transfer of knowledge is mostly done through reading. In fact, every our activity is always associated with reading to recognize symbols, texts, pamphlets, announcements, posters, television shows, train travel schedules, ads, and the internet. All our lives are reading. The results of the PISA survey in 2006 and 2011 showed that the students' reading ability of Indonesia was still low compared to other countries. This condition is certainly questionable, because basically all children are born with the same potential, including the children of Indonesia. However, with these data concluded that habituation and learning model implemented in Indonesia is different from international standards so that such potential was not well developed as other countries.

Surabaya as one of the second largest metropolitan city after Jakarta has high enough concerns in developing a reading culture. Many activities carried out in developing a reading culture in Surabaya. However, one activity that has not been done is to measure the child's reading level. Also, there was no specific program conducted to select tiered books in accordance with the children reading abilities.

Therefore, this research is intended to develop a reading culture program through the design of tiered books in order to increase children read capability and to see their reading comprehension level. The book was designed into 7 levels as new books presented in the midst of the people of Surabaya. The book was developed in accordance with the indicator of Fountas and Pinnel in their book The Continuum of Literacy Learning Grades K-2 and grades 3-5 adapted with Indonesian curriculum. Besides, reading comprehension ability assessment is a new tool. This research was conducted by the research design R & D (Research and Development), implemented in schools in Surabaya that have been involved in Surabaya Literacy program. The study resulted that, in addition to, producing tiered books as many as 7 levels of the book, during the implementation of the product, first-graders reading skills may not necessarily be the ability at level 1 reading. The reading ability of the student depends on a lot of variables, such as a social community the student live, educated family or not, and the attractiveness of the textbook itself.

Keywords: *book tiered, local culture, reading comprehension, and assessment* .

INTRODUCTION

Reading skills is one of the most important language skills in the process of development of knowledge since transfer of knowledge is mostly done through reading. In fact, every our activity is always associated with reading to recognize symbols, texts, pamphlets, announcements, posters, television shows, train travel schedules, ads, and the internet. This indicates that reading activities

dominate all human life so that quality of reading necessarily needs to be improved. By reading, one enhances knowledge and experience, increases the thinking power, and sharpens the reasoning, so that he will achieve significant progress and self-improvement. The fact also shows that the development of knowledge in developed countries has been marked by a culture of reading and writing productivity.

A research conducted by Taufiq Ismail in 1996 entitled "Rabun Membaca – Pincang Menulis", showed the reading culture among students, high school graduate in Germany read 32 titles of books on average, in the Netherlands 30 books, Russian 12 books, Japan 15 books, Singapore 6 books, 6 books Malaysia, Brunei 7 books, while Indonesia 0 books. The study showed that advanced countries are the nations that reading culture of the community is high, while the developing countries are still low. Meanwhile, in the field of publishing scientific papers, the productivity of Indonesia is still low. Based on data from Scimagojr, Journal and Country Rank 2011, Indonesia is ranked 65 with number 12 871 publications. Indonesia's position is under Kenya with 12 884 publications. United States was in the first rank, with publication 5,285,514.

Based on the survey results of the Program for International Student Assessment (PISA) in 2006 data also showed that more than 95% of Indonesian students have the ability to read up to the middle level, while more than 50% of students Taiwan was able to achieve a high level and advance.

While the results of the PISA survey in 2011, has not shown that Indonesia students' reading abilities rises to the level of *advance*. This condition is certainly questionable, because basically all children are born with the same potential, including the children of Indonesia. However, with these data we can conclude that habituation and learning model implemented in Indonesia is different from international standards so that such potential is not well developed as other countries.

The phenomenon becomes our concern as a developing country needs a lot of improvement in order to compete with other countries, especially facing increasingly fierce global competition. To do so, an effort to familiarize literacy is compelled for learners and for all Indonesian people to improve their quality of life.

Surabaya as one of the largest cities in Indonesia has Literacy program initiated by government. Surabaya became City of Literacy Movement since 2004. The program has been grown very rapid and shows good results. One of them is that students' interest in reading is higher proved that Surabaya library visitors increase from year to year. However, Surabaya does not have data on what level of the student reading ability. Therefore, the research aims to make the book tiered in accordance with the characteristics of Surabaya and also to examine the level of students' reading comprehension ability.

LITERATURE REVIEW

Reading text leveling is a system used in book reading level. The leveling text has been developed, such as, the Fountas and Pinnell Level, Basal levels, Rigby level, DRA Level and Reading Recovery Level. In this study, researchers will use text leveling developed by Irene Fountas and Gay Su Pinnell (2008). Indicator of leveling text is used to support a tiered develop textbooks in accordance with the level of the student's ability to read. Reading texts are classified into various parameters,

such as number of words, the number of different words, the number of high-frequency words, long sentences, sentence complexity, word repetition and illustration support.

Research conducted by Schaffner et al (2013) resulted that the level of intrinsic and extrinsic reading motivation on 5th grade students affected by the number of readings in the book. Through his findings, he said that when students were given a number of paragraphs, it would only provoke extrinsic motivation for anxiety of poor grades. However, when they were only given a few paragraphs of text, intrinsic motivation and extrinsic would provoke to understand the text reading accompanied by illustrations. They love to read and not just a fear factor to the teacher for not completing readings. The finding supports the text pattern leveling conducted by Fountas and Pinnell. Fountas and Pinnel do not assume that 1st grader will be at level 1, 2nd grader will be at level 2, 3rd grader will be at level 3 and so on. In other words, the level of the class does not determine the degree level of reading ability, but factors determine the rate level is influenced by many aspects, including the teachers' teaching style, reading habituation at school and at home, parents assistance, socio culture of the community and so forth.

Another study conducted by Unrau and Schlackman (2006) showed that intrinsic and extrinsic motivation did not influence on reading achievement for urban high school students. A theoretical model was initially developed to represents the research-based reciprocal relationship between ethnicity, gender, grade level, intrinsic motivation, extrinsic motivation and reading achievement. When the model was tested, the model SEM showed statistically significant effect. For example, the results of SEM analysis of several groups showed that intrinsic motivation has a stronger positive relationship with reading achievement for Asian students than Hispanic students. Analysis by gender, ethnicity, and grade levels showed a statistically significant decrease over time for the intrinsic and extrinsic motivation. The results also showed a significant decrease in the overall motivation to read during the middle school years for students in urban schools. The result is interesting to study because the intrinsic and extrinsic motivation of students in the urban schools declined year after year. This can be viewed that technological development are increasingly rampant, internet-based games are more interesting than reading becomes one of the factors provoking the low level of motivation of students to read in urban areas. Therefore, a book that remains them motivated to read is highly required.

Similarly, a study conducted by Wigfield et al (2004) examined how two programs of learning to read, the Concept-Oriented Reading Instruction (CORI) and Multiple Strategy Instruction (SI), could influence intrinsic motivation in 3rd grader students reading and driven separately fond of reading (have self-efficacy). Each reading program carried out at the beginning of school year, and lasts 12 week. 150 3rd grade students participated in CORUI and 200 students in SI. The results of pre-post tests showed the response of students in reading motivation only increased in the CORI group. This research is very interesting since the study showed that the strategy of learning to read also become significant factors in the level improvement of student's reading activities.

In the perspective of Levis-Straaus Structural anthropology, the studies indicated that

reading activities involved elements of language. Language is a system. Then the elements of language are called phonemes, a system consisting of relations and oppositions. So, the attractiveness of a reading can be positioned on the integration of phonemes from the local culture. As a Structuralist, Levis-Strauss examined that the language cannot be - separated from the phenomena of nature around. The theory was influenced by various theories of anthropology, psychoanalysis, philosophy and more. But he had found a structural "method" via modern linguistics. The structural method Levi-Strauss developed is different from structural functionalism grounded by Durkheim or even structural dependencies with Marxist influences. Thus, Levi-Strauss's structural anthropology is more influenced by modern linguistics, because with this structuralism, Levi-Straus found his "method" (ShriAhimsa, 2001).

Thus, phonemes packed in a sentence system will be heavily influenced by the local culture, customs, and ancestral heritage, fiction or non-fiction, history and so forth. As the research mentioned above indicates that the student's motivation to read is also shown through teacher reading learning strategies, the number of sentences in a passage, and is also determined by the motivation of the reading.

RESEARCH METHOD

The study used research and development method, refering to the Borg and Gall (1989) with the necessary adjustment to the existing conditions. The steps in this research and development can be detailed as follows. *First*, a preliminary study includes: (1) pre-study include: review of the literature on theories tiered book and the results of relevant research with a focus on research and draft of research and development. The study decided to use text leveling indicator of Fountas and Pinnel (2) qualitative studies include collecting data on local wisdom of Surabaya on social aspects (religious, local culture, folklore of the area of Surabaya, the history of the city of Surabaya, and trend issues in Surabaya). *Second*, drafting the model of tiered book was conducted in the form of an internal *workshop* involving a team of writers and schools to test products. *Third*, initial product trials include analytical test involving *stakeholders* outside of *workshop* internal participants. *Fourth*, operational testing was conducted using a participatory approach involving *stakeholders* (Author, principals, librarians, and prominent cultural / customary / religious / community). *Fifth*, validity test involves experimentation validator expert in the development of tiered book. *Sixth*, the revision of the results of the validity test. *Seventh*, dissemination and implementation include creating reports and recommendations, publication of research results, and the use of textbooks tiered.

The research will be conducted to examine the results of such implementation, which was to look at the reading level of the students at Surabaya-based tiered book local culture. Capturing data through assessment using android based application developed by the State Islamic University Sunan Ampel Surabaya. The application is developed using 7-level reading based on the indicators hierarchy of Fountas and Pinnel as it exists in books tiered. Data of students drawn from 32 schools spread in the southern, northen, center, western, and eastern parts of Surabaya. Overall students drawn were 5300 students. Data collection was performed by 500 librarians. They work under the library and archives department of Surabaya. The librarians before taking to the pitch are trained

in advance how to use the application as well as in the introduction of the concept of indicators of reading texts according to the level provided with 7 levels. This data was taken from February to August 2017. The data were analyzed using qualitative analysis to see how the reading skills of students in each class. Classes are referred to in this study were grade 1 to grade 6 elementary school.

DISCUSSION

The tiered book is presented in a 7-level book. Every level designed to the characteristics of students of different reading abilities. **At level 1** is called the level of pre-starter with indicator 1) The language is simple and familiar, 2) 3 to 5 words per line, 3) 2 to 4 lines per page, 4) short sentences with a pattern of simple sentences, a minimum consists of a subject and a verb and or subjects and adverb, 6) large-sized article on each page, 7) illustrations on each page, 8) consistent writing placement. **Level 2** is called the beginner's level with indicators 1) two or more words that change each page, (2) 4 to 6 words per line, 3) 4 to 6 lines per page, 4) longer sentence, with a more complex pattern , 5) Use a comma to separate words, 6) illustration depicting complex ideas, 6) realistic story with a simple plot. Then, **third** level, called the transition level. That level has several indicators, 1) new words in each sentence, 2) 6-8 lines per page, 3) 2-3 sentences per page, 4) longer and detail sentences, 5) general punctuation (points and capital letters,), 6) a 2-3 simple sentence patterns, 7) a series of long text without pictures or illustrations, 8) an informative text presenting more appropriate topic to the idea of a students.

Of the three levels above, then proceed to the **Level** 4, called the growing level. The book level 4 has indicators 1) the use of figure of speech is simple, 2) the story longer to load a lot of words per page, 3) 2-3 patterns complex sentences similar, 4) contains common punctuation (periods, commas and capital letters), 5) have a high predictive value, and 6) started a series of text contained long (more than 2 paragraphs) without pictures or illustrations. Then, **level** 5, called the independent level. At this level has indicators 1) sentence more than 15 words, 2) load more difficult words, foreign words per page which is presented without repetition, 3) 8-10 lines per page, 4) a 4-5 pattern similar complex sentences, and 5) a series of sentences : a noun, verb, adjective, separated by commas. While at **level 6** is called the proficient level. At this level has indicators 1) more than 20 words sentence, 2) longer sentence by loading patterns increase in the number of sentences, 3) pages filled with text, 4) a 2-3 pattern compound sentence, 5) contain a chart with a scale and caption writing that requires understanding and interpretation in some texts, 6) more complex fantasy story with multiple episodes related to the single grooved.

These indicators were elaborated to develop a tiered book. The indicators were adopted from text indicator leveling of the Fountas and Pinnell and Indonesian curriculum books in 1994. Development is completed with the selection of textbook vocabulary, word count, illustration, print layout, content, concept adjusted to local knowledge element of Surabaya. This is in line with the results Schaffner et al (2013) that the use of the amount of text that matches the characteristics of the students will increase intrinsic and extrinsic motivation of interest in reading and reading comprehension. Although this study only drew data from class 5th, it shows if the amount of text put into consideration in the making of the book will affect the student's motivation to read so that those who cannot read at

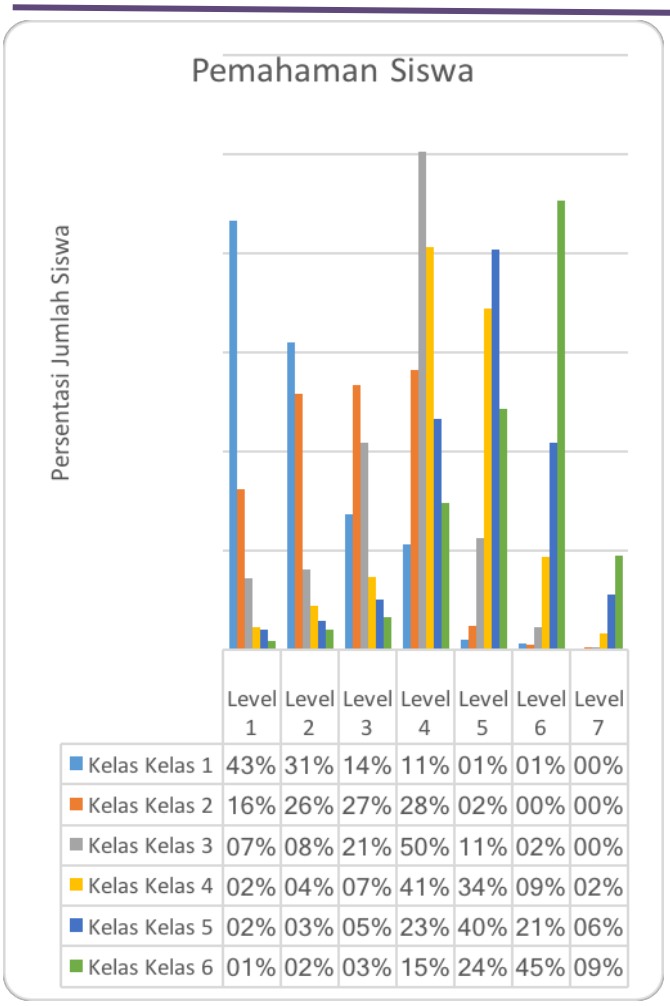
all given the short text will increase their interest in reading and gradually they will be smooth and look for books that have more text as a challenge to read.

The 7 levels of the book were entitled fruits, Surabaya Zoo, School activities, Beautiful commendable morality, religious Travel to Sunan Ampel Surabaya, Healthy Culture in Schools. The books are packed with storylines that fit local cultural context in the hope that the book will be increasingly in demand to be read. Students who have not had the skills of reading also would like the book for their own context, as Levis-Strauss in his structural method says that phonemes in the text system will ease students to understand the content of reading if it fits and relates to the context of the local culture (ShriAhimsa, 2001). Levi-Strauss saw that linguistics is mainly characterized by three features that can be utilized in anthropology. First, as a language is entirely a sign system, so language elements called phonemes is a system consisting of relations and oppositions. These relations are the cultural context of the reader. Second, the system should be studied in a synchronous, before diving into the problems of diachronic. Third, the laws of linguistic show an unconscious level. The laws of grammar, for example applied to people without hesitation. (Levi-Strauss, 1968)

The tiered books above are used side by side with the application reading assessment "let's read" developed by the Laboratory Faculty of Tarbiyah and Teaching UIN Sunan Ampel Surabaya. The data obtained from these activities is the level of fluency, pronunciation and students reading comprehension. However, this study will focus on reading comprehension. Applications were used by assessors with the way the books presented to the students, then the students read, and the assessor gave the questions in accordance with the indicators. Assessors record the quality of answers in the application in accordance with the criteria in the indicator so that the level they read can be identified and classified, whether at level 1, 2,3,4,5,6 or 7?

In the reading assessment used a few indicators. At level 1 has indicators 1) Mention the name of an image, and 2) understand the difference between words and images. While level 2 has an indicator to identify the contents of the text with the help of illustrations, level 3 has indicator 1) determine the meaning of the word in the context of a particular sentence and 2) stop reading when finding a word that is difficult to understand / control of understanding, level 4 has indicator 1) identify the meanings of words in large quantities and 2) mention important parts of a story, level 5 has indicators 1) make meaning of new vocabulary, 2) connect the content of the text with the known facts, and 3) retell the content of reading, level 6 has indicator 1) use the information in the image, locate and use written information in the text, identifying the explicit meaning, and retell the content of reading with coherently. While the last level is level 7 has indicator 1) use the information in images, photographs, maps, and graphs 2) identify implicit meaning, 3) retell the content of reading with coherently and precisely, and 4) able to infer the content of reading.

In the implementation of tiered book usage data found the following student understanding.



	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Kelas Kelas 1	43%	31%	14%	11%	01%	01%	00%
Kelas Kelas 2	16%	26%	27%	28%	02%	00%	00%
Kelas Kelas 3	07%	08%	21%	50%	11%	02%	00%
Kelas Kelas 4	02%	04%	07%	41%	34%	09%	02%
Kelas Kelas 5	02%	03%	05%	23%	40%	21%	06%
Kelas Kelas 6	01%	02%	03%	15%	24%	45%	09%

Graph 1.Reading Comprehension Ability

Data displayed show that the reading skills of students do not depend on its class, but it depends on many factors behind. The data in the graph show that not all students in first grade have the reading comprehension on level 1. At level 1 is 43%, some 31% are at level 2, some also are at level 3 with 13.6, at level 4 with 10.6%, at level 5 with 0.9%, at 0.6% level 6 and level 7 yet. In Class 2 found a 16.2% level 1, level 2 with 25.9%, a 26.7% level 3, level 4 with 28.2%, on a 2.3% level 5, level 6 with 0.5%, and at level 7 with 0.2%.

In grade 3 found some interesting data where the grade 3 are 7.2% at level 1, level 2 with 8%, 20% level 3, level 4 with 50.2%, level 5 with 11.3 %, at level 6 with 2.3%, and at level 7 with 0.2%.

In Grade 4 student data found a 2.3% level 1, level 2 with 4.4%, 7.3% at level 3, level 4 with 40.6%, 34.5% at level 5, level 6 with 9.3%, and at level 7 with 1.6%.

In 5th grade student data found 2.0% at level 1, level 2 with 2.8%, 5.0% at level 3, level 4 with 23.3%, 40.4% at level 5, level 6 with 20.9%, and at level 7 with 5.6%. In 6th grade student data found 0.8% at level 1, level 2 with 2.0%, 3.3% at level 3, level 4 with 14.8%, 24.3% at level 5, level 6 with 45.3%, and at level 7 with 9.4%.

The data showed that every student in the class has a different criteria indicator of reading understanding, so in the learning process the teacher has to adjust to the characteristic of student. Teachers should not be implementing the same strategy in learning to read as the reading ability depends on individuals. Therefore, teachers have to prepare different learning strategies for students of different characteristics. This finding is supported by research Wigfield et al (2004) implementing different learning strategy and found that learning strategies can increase the motivation to read (CORI) and learning strategy that is less able to motivate reading (SI). Other factors are found, in addition to learning reading strategies of teachers, such as social condition of the community, as Schaffner et al., studied in 2013, and the

inappropriate text as Unrau and Schlackman studied in 2006.

Therefore, this study indicates the importance of encouraging students to reading comprehension better by using appropriate learning strategies by teachers, fosters motivation to learn reading comprehension through the design of the book (the number of words, syllables, words, and illustrations or pictures), and considers the factors of ethnography of local communities, such as develop books based on the local culture, so that the reading contains contextual passage to student life.

CONCLUSION / CLOSING REMARKS

The research results in producing 7 levels of tiered guide book with the title of fruits, Surabaya Zoo, School Activites, Beautiful commendable morality, religious Travel to Sunan Ampel Surabaya, Healthy Culture in Schools. In the current study also found when implementing the products that the reading ability of 1st grade students may not necessarily be at level 1 reading ability. The reading ability of student depends on a lot of variables such as a social community student live, educated family or not, and the attractiveness of the books themselves, and how their teachers teach reading strategies.

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It is shared among us that literacy in it broad sense is something certain for the advancement of the human life today an in the future. Meanwhile, literacy is never separated from the problem of language. That is why the culture of literacy must always be fostered, especially through education.

In response to this, this second International Conference and Linguistics and Language Teaching is held. It is expected that this conference enables the cultivation of the insights of literacy, linguistics, and language teaching from various perspectives up to the praxis. Therefore, in this seminar the experts who have been discussing different topics related to the three items mentioned before to gain recognition among the community. Participants are also invited to develop a synergy.

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