PROCEEDING

ENGLISH EDUCATION FOR PROGRESS AND DEVELOPMENT

Editors:
Dr. J. Bismoko   (USD)
Dra. Umi Rokhyati, M.Hum.   (UAD)
Drs. Samsul Ma'arif   (UNY)
Dra. Endang Triningsih   (JETA)

THE 8th NATIONAL JETA CONFERENCE
(JOGJA ENGLISH TEACHERS ASSOCIATION)

Venue: Ahmad Dahlan University of Yogyakarta (UAD)
June 29-30, 2011

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PREFACE

This proceedings are a collection of papers presented in The 8th National Jeta Conference held in Ahmad Dahlan University in June 29-30, 2011. The core theme of the conference is *Instructional Technology, Teaching and Learning strategy, Assessment, Classroom Action Research (CAR) and Research and Development (R&D), Progress and Development and Teaching Demo.* Under this theme there are 30 titles of paper can be read in this proceeding. They can be classified into some topics such as *Instructional technology, Teaching and learning*

Hopefully this proceeding will give benefits to those whose papers are included in it as well as to everyone who reads it. In addition, it can become source of learning for everyone especially English teachers who want to make progress and to develop.

Yogyakarta, August 2011

Editors

HEAD OF COMMITTEE'S WELCOMING SPEECH

Assalamualaikum wr.wb.
Honorable Kadinas Dikpora DIY,
Honorable the Rector of Ahmad Dahlan University and the Dean of Faculty of Teacher
Training and Education
Honorable Conference Presenters and Participants,
Distinguished Guests, Ladies, and Gentlemen,

First of all, let us thank God for this very special occasion. Without His blessing, we would not be able to make this conference happen. Peace always be upon Muhammad, the Prophet and the Last Messenger. It is a great honor and pleasure for me to welcome you all to the 8th JETA Conference and Workshop, which is held at Ahmad Dahlan University, Yogyakarta.

This conference is held every year, and this is the 2nd opportunity for English Department of Ahmad Dahlan University in collaboration with JETA Board to hold the 2011 JETA Conference and Workshop, with coincidentally, myself appointed as the Head of Committee also. This year, the committee and JETA advisors agree on the theme: English Education for Progress and Development. The theme came from the belief that English teachers must be able to develop their professionalism and make their English teaching progressed in order that they really give great influences on students in learning English.

Ladies and Gentlemen,
Although we have a very short preparation for the conference and workshop, I am happy to report that 42 abstracts accepted to be presented in this seminar have gone through a professionally selective process. For that reason, I personally congratulate you all as distinguished speakers to this event! I am also happy to inform that the committee is very lucky to have in total 6 Plenary Speakers who supported us from the very beginning with their capabilities to try and personally come and meet you all. The committee gives a special welcome to Dr. Willy Ardian Renandya from NIE Singapore, Dr. Gumawang Jati, M.A. from ITB Bandung, Dr. Emi Emilia, M. Ed. from UPI Bandung, Dr. J. Bismoko from USD Yogyakarta, Itje Chodidjah, M.A from the British Council, and Louiz Sanguin from Longman. The 3 committee also gives a special thank to Prof. Dr. Bustami Subhan from Ahmad Dahlan University as our keynote speaker today.

Honorable Guests, Presenters and Participants,
As the previous JETA Conferences and Workshops, the organizing committee is committed to make this seminar a success with its ready applications to not only university but high school academicians. It is for this reason that I extend my greetings to university lecturers and especially high school teachers who may benefit from the seminar to directly apply it in teaching English creatively to their students. Although, we try to be professional in all situations, on behalf of the committee, please accept our sincere apologies for any inconveniences that crops up before, during or after the seminar.

Last but not least, my deepest gratitude goes to Kadinas Dikpora DIY, Drs. Kadarmanta Baskara Aji, the Rector of Ahmad Dahlan University, Drs. Kasiyarno, M.Hum., the Dean of Faculty of Teacher Training and Education, Drs. Ishafit, M.Si., the hardworking committee members and many other individuals, institutions and companies who have directly and indirectly supported the well-running of this seminar. I sincerely hope this seminar is inspiring, fruitful and memorable. May Allah, the Almighty, bless us all with the health and mind to make this event a successful one! Thank you.
Wassalamualaikum wr.wb.
Azwar Abbas, S.Pd., M.Hum

JETA CHAIRPERSON'S SPEECH

Assalamu'alaikum wr. wb.
Honorable Head of Provincial Office of Education
Honorable Rector of Ahmad Dahlan University of Yogyakarta
Honorable Head of Committee of JETA Conference
Honorable All JETA Supervisors
Distinguished guests, ladies and gentlemen

First of all, let us thank God for having blessed us with great health, happiness and prosperity, so that we can gather in this venue on this wonderful occasion to have a conference. Allow me to take this opportunity to extend to you all my warmest and heartfelt welcome to this inspiring event, the 8th National JETA Conference on 'English Education for Progress and Development'.

Distinguished guests, ladies and gentlemen, On behalf of the JETA committee, I would like to extend my most gratitude and thanking to the Rector of Ahmad Dahlan University of Yogyakarta, all invited speakers, Dr. Gumawang Jati, M.A, Dr. Willy Ardian Renandya, Dr. Emi Emilia, M.Ed, Itje Chodidjah, M.A, and Dr. J. Bismoko, all JETA supervisors, all presenters and participants who attend this JETA Conference. This conference is held by JETA in collaboration with Ahmad Dahlan University of Yogyakarta. The theme is related to "instructional technology, teaching and learning strategy, assessment, classroom action research, and research and development". The design of this conference is in the form of seminar and workshop. Teaching demonstration and best practice presentation from teachers are also scheduled in this conference. Hopefully we all teachers will be able to get relevant information from teachers, lectures and practitioners and perspectives concerning the progress and development of English education especially in Indonesia.

Ladies and gentlemen,
As a professional teacher we should be more and more capable of actualizing all potentials, thus it's necessary for us as a teacher to share and discuss our practical, thoughts , and experiences of how and what the teachers can do much better to teach in the classroom. It's also necessary for us to promote such involvement in improving 5 the quality of English teaching and learning. Therefore, we should be aware that joining the seminar or workshop is teachers' need. I personally hope that by joining the event, we all will get benefits concerning instructional technology, teaching and learning strategy, assessment, classroom action research, as well as research and development. Besides we can make friends with whom we can share our personal experience, which can support our professional development.

Distinguished guests, ladies and gentlemen,
On behalf of the JETA committee, I would like to extend my deepest gratitude to all sponsors who have supported the well being of this conference. A special thank goes to all the supporting units in Ahmad Dahlan University of Yogyakarta, the hardworking committee and all parties involved. Although much work remains ahead of us, we have on our side strong collective desire to work together for this conference.

Last but not least, we would apologize for any inconvenience which occurs during the conference. Finally, I hope this conference is inspiring and beneficial for us all. And together with JETA, let's start thinking globally and act locally. May God bless us and enlighten our visions. Have a nice conference. Thank you.
Wassalamu'alaikum wr. wb.
Endang Triningsih

HEAD OF YOGYAKARTA PROVINCIAL OFFICE OF EDUCATION, YOUTH AND SPORT
AT THE 8TH JETA NATIONAL CONFERENCE
JUNE 29 – 30, 2011

Assalamu'alaikum wr. wb.

Let us pray and thank God for blessing and granting us good health and opportunity to attend the 8th JETA National Conference. First of all, I would like to express my sincere appreciation to JETA board members and the organizing committee for their efforts to hold this conference. Meanwhile, the English Department of Ahmad Dahlan University deserves a special mention for hosting this activity. English as an international language has gained a higher level of significance and importance. It plays an important role in every sector of the global world. International forums and arrangements on politics, economy, sports, arts, military, education, etc. are mostly carried out in English. It is even used in meetings where none of the participants speaks it as his/her mother tongue or national language. When people from different language backgrounds meet, English comes handy.

As an effort for development in Indonesia, the government continuously tries to improve the quality of education. In the provincial level, the government has set up 3 pillars of development, namely culture, education and tourism. In the field of education, the Yogyakarta Provincial Office of Education, Youth and Sport has determined its vision to be the catalyst toward a competitive community of Yogyakarta. This means that we envision Yogyakarta as an outstanding province in the field of education. The vision is based on the fact that the provincial income relies heavily on its human resource. Despite the national standards of education that the government has introduced, it is undeniable that the quality of teachers, including English teachers, varies. Many of them have reached satisfactory competence, while many others still have to work hard to catch up with the basics. Therefore, I hope that this conference can provide the participants with opportunities to share experience, solve problems, learn new innovations and start and maintain networking. In turn, there will be new centers of excellence in the English education in Yogyakarta.

Finally, we wish you good luck and hope that the conference will be successful and fruitful. Thank you.

Wassalamu'alaikum wr. wb.
June 29, 2011
Drs. R. Kadarmanta Baskara Aji7

THE RECTOR'S OPENING SPEECH

Assalamualaikum wr.wb.
Honorable Kadinas Dikpora DIY,
Honorable Conference Presenters and Participants,
Distinguished Guests, Ladies, and Gentlemen,

First of all, let us thank God for this very special occasion. Without His blessing, we would not be able to make this conference happen. Peace always be upon Muhammad, the Prophet and the Last Messenger. On behalf of Ahmad Dahlan University and on my own behalf, I welcome you to Yogyakarta, to our campus and to the 8th JETA Conference and Workshop.

In this special occasion, I would like to express my sincere appreciation to JETA Board, JETA Advisors, and all organizing committee members for their initiative to organize this very important conference and workshop. I would also like to express my gratitude to the keynote speaker, plenary speakers, and all other speakers, who despite of their busy schedules are still willing to spend their most valuable time for sharing their knowledge and expertise.

Ladies and Gentlemen
The fact that this international seminar has been conducted eight times since 2004 clearly demonstrates the academic and scientific importance in English language teaching. It is interesting to note that English teachers must always be able to develop their professionalism and make their English teaching progressed. By incorporating information technology, good assessment and research, I am convinced that discussions throughout this conference and workshop will be very much interesting and improve the quality of the English teaching and learning process in our schools. I wish you a very pleasant stay here in this two-day conference and workshop, and a productive and successful meeting. Finally, I declare the 8th JETA Conference and Workshop is officially opened.

Wassalamualaikum wr.wb.
Yogyakarta, June 29th, 2011
Drs. Kasiyarno, M.Hum.
Rector

LIST OF PRESENTERS AND PAPERS

THE IMPORTANCE OF SITUATIONAL CONTEXT
IN TEACHING SPEAKING AS ONE OF THE PRODUCTIVE LANGUAGE SKILLS

Margana
English Education DepartmentFaculty of Languages and Arts
State University of Yogyakarta

Abstract

When English teachers are engaged in teaching speaking, the use of a context of a situation plays an important role as it can drive learners to contextually understand how the language is employed by the participant(s). It is also of great importance for target language learners to clearly engage in how language works as a means of a communication. Added to this, the context of a situation can facilitate them to maximally learn and acquire the target language. This is based on the theory that language is constrained by the context. Without the context, language is assumed as a dead document.

As a matter of a fact, most English teachers tend to ignore the context of the situation when they teach speaking. As far as the writer concerns, English teachers commonly give learners a list of gambits and ask them to imitate and memorize the gambits. Very rarely do English teachers put all gambits in a context. Only some of the gambits are used in the selected dialogs as the input texts or the main materials. To some extent, this is believed to only provide learners with junk language data which exist in short-term memory storage of learners' brains leading to the failure of gaining the target language.

In lieu with the above issue, this paper is going to review the importance of the inclusion of the context of a situation in teaching speaking in elementary and secondary school levels or above. It may confer theoretical and practical knowledge to English teachers to deal with teaching speaking for their students.

Keywords: Context of Situation Productive skills

INTRODUCTION

It is obvious that the context of a situation in teaching speaking provides learners with meaningful concepts in their brains enabling them to easily keep the language data in their long-term memory instead of short-term memory . This relies on the theory that meaning of language tends to be clearly revealed when it puts in context. The meaning of language cannot be separated from its context (Nida, 1984).Through the context second language learners are believed to maximally learn and acquire the target language. Cummins in Celce-Murcia and Olshtain (2000) states that second language learners tend to easily acquire the target language when contextualized and interactive language use of the target language is utilized. On the other hand, second language learners take a long time to acquire the target language when target language teachers provide them with the de-contextualized and impersonal forms of language. In shorts, the use of contextualized language data is believed to facilitate learners to acquire the target language more easily compared to the use of de-contextualized language data. This implies that English teachers of the elementary and secondary school levels or above are encouraged to create a meaningful context during language classroom activities.

As a matter of a fact, most English teachers tend to de-contextualize the target language when they develop tasks of any language skill including speaking. For example, when they teach speaking, very often English teachers give conversational gambits and ask them to drill and memorize them without putting them in their contexts. In other words, second language instruction is conducted with word lists followed by meaningless exercise and drills. Students are then given an example of a dialog and asked to read the dialog in turns followed by answering questions in reference to the dialog given. In some dialogs, the characters or participants are labeled with the use of capital letters A and B which do not represent the participants. Look at the following dialog.

A : Excuse me. How should I call you?
B : Please call me Wynona?
A : Where are you from?
B : I am from Italy. I live in Rome.
A : What language do you speak?
B : I speak Italian.

(Taken from English for Vocational Schools, LP2IP Yogyakarta)

In some English books for elementary school and secondary school students, there are many dialogs which are not contextual in nature leading to the confusion on part of target language learners. The dialogs are not accompanied by the context of a situation including topic and setting which constrain the appropriate language choice used in the dialogs. This directly or indirectly influences the failure of the second language learning and acquisition. Look at the following dialog.

Rianto : Hi, Susi. This is Murni, my wife.
Susi : Hello, I am glad to see you.
Murni : Thank you. The same to you.
Susi : Where are you from?
Murni : I am from East Java. I'm Javanese.
Susi : Is your husband from East Java, too?
Murni : No, he isn't. He is from West Java. He is Sundanese. Where are you from?
Susi : I am from Manado.
Murni : Is your husband from Manado, too?
Susi : Yes, he is. (Taken from *Bahasa Inggris untuk Guru SD*)

In reference the above issue, this paper is aimed at promoting the importance of the context of a situation in teaching speaking. It reviews theoretical and practical use of the issue of a contextualization to deal with teaching speaking as one of the productive language skills which can be used as a leading consideration for English teachers to rethink the selection or the development of the materials for teaching speaking in elementary and secondary school levels.

THE NOTION OF THE CONTEXT OF A SITUATION

As previously mentioned, language cannot be separated from the context as it describes how language works according to the situation. To clearly understand the essence of the context of a situation the following reviews the notion of the context of a situation.

The term *context* is successfully defined by many scholars. Nunan (1993:7) defines a context as the situation that confers 'rise to the discourse and within which the discourse is embedded'. The term *discourse* refers to 'stretches of language perceived to be meaningful, unified, and purposive' (Cook, 1989:156). According to Cook (1989), the meaning of discourse is different from text which is defined as a stretch of language interpreted formally without context. Different to Cook's definition, Brown and

Yule (1983) state that text is a technical term to 'refer to the verbal documentation of a communicative act'. Nunan (1993) employs the term *text* to refer to any written record of a communication event. The text can be spoken text (a casual conversation, a shopping transaction, a lecture, and others) and written text (poems, newspapers, advertisements, and the like). According to him, the term *discourse* to deal with the interpretation of the communicative event in context.

Nunan (1993:7) further claims that context is divided into two, namely the linguistic context and non-linguistic context. The former refers to the language that surrounds the part of discourse. The latter is concerned with experiential contexts within which the discourse occurs. The non-linguistic context includes the type of a communication event, the topic, the purpose of the event, the setting, the participants and the relationships between them, and the background knowledge and the assumption that underlie the communicative event. Goh and Elaine (2004) propose the elements of oral communication are concerned with five contextual factors which include participants (adult or child, family, friend or stranger), topics (politics, sports, food, etc), the activity surrounding (studying, family dinner, playing game, etc), the role of the participants (teacher, student, counselor) and the setting (in a restaurant, at school, in a library, in a terminal, etc). Those five factors are interrelated one another.

Similarly, Duranti and Godwin in Celce-Murcia and Olshtain (2000) also propose four types of context which include (1) setting (physical and interaction), (2) behavioral environment (non-verbal and kinetic), (3) language (co-text and reflexive use of language), and (4) extra-situational (social, political, cultural, and the like). Celce-Murcia and Olshtain (2000) offer two types of the context which correspond to Duranti and Godwin's classification (point 1 and 4). The first type is the situational context that embodies the purpose of a communication, the participants, and the physical and temporal setting. The second type is the discourse context or co-text which means the flow of previous and subsequent language in which a language segment or an exchange occurs. This suggests that in teaching speaking English teachers have to perform the context which facilitates learners to properly interpret how the target language operates.

More comprehensively, the context of a situation is reviewed by Hymes in Warddhaugh (2001) who analyzes the acronym of speaking. According to him, SPEAKING stands for (1) setting and scene (S), (2) participants (P), (3) ends (E), (4) act sequence (A), (5) key (K), (6) instrumentalities (I), (7) norms of interaction and interpretation (N), and (8) genre (G). This means that when someone deals with speaking practices, he/she should consider the elements as represented in the word SPEAKING. *Setting* refers to the time and place of a communication. *Scene* means psychological settings or cultural issues. *Participants* refer to the people involved in communication practices which consist of a combination of speaker-hearer, addressor-addressee, or sender-receiver. It constrains the language choice employed in the communication practices. *Ends* refer to a personal objective that participants accomplish through communication practices. *Act sequence* deals with the actual feature and message of what are said with regard to the topics. *Key* is concerned with the tone, manner or spirit in which a particular intent is communicated, for example serious, precise, sarcastic, mocking, and the like. *Instrumentalities* refer to the selection of channel for example, spoken and the actual speech utilized such as the language, dialect, or register. *Norms of interaction* and *interpretation* deal with particular behaviours and properties which attach to speaking. *Genre* deals with types of utterances that meet the targeted dialog.

In reference to the above discussion, according to the writer's opinion, there are at least three contextual factors that English teachers should consider when they develop the context of conversational events used in teaching speaking. The three elements include the participants, topics, and setting abbreviated as PTS. Those factors are very important to contextualize the use of the target language as language is social in nature.

WHY SHOULD THE CONTEXT OF A SITUATION BE NECESSARY IN TEACHING SPEAKING?

As previously mentioned, to facilitate second language learners to successfully acquire the target language, the contextualization of the use of the target language becomes the main issue in teaching speaking. This relies on the assumption that the contextualization assists second language learners to store the language data in their long-term memory space enabling them to recall any time required. Added to this, Ervin-Tripp (1996) states that the context affects how second language learners understand the actual use of language. In other words, through contextualization of the target language, second language learners gain a holistic description how language operates as language is social in nature. Therefore, the process of second language teaching and learning, teaching speaking in particular, have to be designed to make it balance between learners' linguistic competence and communicative competence. This relies on the theory that focusing on only linguistic forms results in linguistically accurate but socially dysfunctional oral communication Celce-Murcia in Alcon and Safont (2007).

Further, Celce-Murcia et al. (1995) proposes six types of competence targeted in the process of the target language teaching and learning. They include (1) socio-cultural competence, (2) linguistic competence, (3) discourse competence, (4) formulaic competence, (5) interactional competence, and (6) strategic competence. Socio-cultural competence refers to learners' pragmatic knowledge, namely conveying the message appropriately within the overall social and cultural context of communication. This competence embodies three variables which include social contextual factors, stylistic appropriateness, and cultural factors. Linguistic competence deals with the knowledge of language which deals with phonological, lexical, morphological and syntactic issues. Discourse competence refers to the selection, sequencing, and organization of words, phrases, and utterances to gain a unified and meaningful spoken message. Formulaic competence deals with the fixed and prefabricated chunks of language often used in everyday communication. Interactional competence refers to skills of conducting a meaningful interaction. This consists of actional competence, conversational competence, and non-verbal and paralinguistic competence. Strategic competence refers to specific behaviours or thought processes that learners use to enhance the target language learning'. Through the use of context, the six above competences can be realized on learners' mind.

In support to the above statements, Goh and Elaine (2004) claim that a social context plays an important role on the learners' language development. In other words, learners can enrich the target language maximally when they are provided with the meaning and contextual English materials. Hymes in Goh and Elaine (2004:195) urges that language is engaged with use and functions. This implies that ignoring how language operates in context does not give a complete view of the language socialization. Ochs in Candlin and Sarangi (2002) urges that the use of context drives learners to use language meaningfully, appropriately, and effectively when they are involved in communication practices. Celce-Murcia and Olshtain (2000) state that social context as performed in the dialogs stimulates learners to interpret and produce meaningful dialogs. In conclusion, use of the context in teaching speaking for elementary level and above is of great use for meaningfully and appropriately conceptualizing the target language on the part of learners' mind.

HOW IS THE CONTEXT OF A SITUATION EMPLOYED?

In teaching speaking, the context of use of language is of great importance to second language learners. This implies that English teachers of elementary school and secondary school levels or above have to give an emphasis on the inclusion of the context when they select the material of speaking for their students. They are also encouraged to always give the context when develop the materials.

To develop the context, the English teachers may refer to the following issues. First, the English teachers should think the participants of the dialog and give a description of the relationship that they

have. This determines that selection of the words used in the dialog. They also should give the setting of dialogs in order that students do not get confused of comprehending the dialog as the setting facilitates students to decide whether the dialog is formal or non-formal, relaxed or serious, and the like. Next, English teachers also present the topics and the types of communicative events which lead students to gaining the meaningful context. The following presents a description how context is established.

Participants (P)	Topics (T)	Setting (S)
Who are involved in the communication?	What do they talk about?	Where does the communication take place?
What is the relationship between them?	What is the purpose of the communication?	When do the participants conduct a communication?
What social backgrounds do the participants have?	How is the topic conveyed?	What social environment is it?

In reference to the three above issues, the following provide some examples of the dialogs used for teaching speaking which consist of the context of the situation.

> In the break time, John (J), a student of senior high school of New Castle, is recounting a series of stories to his classmate, Mary (M) about getting lost while going to a Wanga Wanga village with his family members to enjoy holiday. The following presents their dialog.

Study the following dialog and act it out.

Mary : Hi, John. How is your life?
John : I am fine, thanks. What about you?
Mary : I am okay. Thank you. John, tell me what you did on your vacation.
John : Well, last week my uncle and his family members, my parents, and I went to Wanga Wanga to have our vacation. But, we got lost when we got there.
Mary : Oh really. How come?
John : My father forgot the way to the Wanga Wanga village. At that time, there was a sharp turn at the end of the village. My mother asked him to turn left without looking at the map. Then he turned left. You know we found a cemetery.
Mary : My goodness.
John : My uncle and his family members followed us. My father should have gone on another twenty yards. But it was getting back into the traffic stream that was the difficulty. All cars stopped because of my father.
Mary : What happened then?
John : Finally, there was a policeman handling the jam and guiding us to the Wanga Wanga village.
Mary : Oh... good. It was an interesting experience, wasn't it?
John : Yes. I hope it does not happen again in the future. Anyway, the bell is ringing. Let's have a class.
Mary : Alright. Let's go.

In reference to the above example, learners do not find difficulties in getting the message as there is a clear context of the dialog. In addition, they get a complete description of how the language operates.

In other words, the text is a finished text as it starts from opening to closing. This of course facilitates learners to maximally acquire the language use in the dialog.

FINAL REMARKS

It is obvious that language should be viewed as a social issue in the sense that language cannot be separated from its context. This implies that English teachers are encouraged to always provide learners with the context of a situation when they engage in teaching and learning process including teaching speaking. The use of contextualized language data is believed to effectively facilitate learners to acquire the target language more easily compared to the use of de-contextualized language data. To do so, English teachers are encouraged to deal with the elements of the context which at least consists of three elements, namely participants (P), topic (T), and setting (S).

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