P2 I

REVISI USULAN PROPOSAL

PENELITIAN PENGEMBANGAN IPTEKS

EVALUATION OF THE 2015 MENTORING PROGRAM IN THE ENGLISH DEPARTMENT OF UNIVERSITY OF MUHAMMADIYAH MALANG

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HALAMAN PENGESAHAN
PENELITIAN P2I

1. Judul	: Evaluation of the 2015 Mentoring program in the English Department of University of Muhammadiyah Malang (UMM)?
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SUMMARY

The Mentoring Program of the English Department of UMM is an extra-curricular program designed to assist first year students to practice their English speaking and independent study. Both aspects become the main foci of the program due to the need to build students' positive attitudes towards English learning and to forge their confidence in using English in their daily lives. The speaking skills are focused on two specific skills; presentation and debate skills; while the English independent study covers the introduction to various English learning activities students could potentially integrate in their daily lives. As this first program is planned to be the pioneer for the next mentoring projects, it is considered necessary to study its execution in order to be able to systematically analyze how the program run as well as its strengths and weaknesses. The study will only focus to evaluate the 2015 mentoring program in the English Department of University of Muhammadiyah Malang (UMM).

To obtain answers to the aforementioned research problems, the current study will employ document analysis and interview as the methods of data collection. The documents analyzed include the mentoring handout, lesson plans, mentors' journals and mentor-mentee evaluation forms. In addition, interview will be conducted to obtain deeper information about the strengths and weaknesses of the program, involving the mentees, mentors and supervisors. Content analysis will later be used to identify the salient themes and patterns occurring from the data to be presented based on the research problems.

The insights gained from this study are expected to assist in understanding the nature of the current implementation of mentoring program. Most importantly, the results of the analysis is expected to be useful in improving the organization of the next mentoring programs to achieve maximum results for the students, the English Department as well as the university in general.

Keywords: *Mentoring program, English Language Teaching, Speaking Skills, Independent Study*

CHAPTER 1
INTRODUCTION

1.1. Background of Study

The English Department of the University of Muhammadiyah Malang (UMM) as one of the leading and popular departments is continuously striving to improve its excellence in teaching in order to produce quality outcome. One of the attempts to do that is by actively participating in various inter-university cooperations both nationally and internationally. On the 4 – 7 Janury 2015, the English Department of UMM sent three delegates to attend the Workshop on Curriculum Development organized by *Majelis Pendidikan Tinggi PP Muhammadiyah* in the University of Muhammadiyah Yogyakarta. The workshop was in cooperation with the Temasek Foundation—a non-profit organization based in Singapore which main focus is to promote networking and cooperation among communities in Asia—and the National University of Singapore (NUS). One of the insights gained from the workshop was the need to strengthten the English language foundation of new students and to minimize the proficiency gap among them. After some consultation with the board of leaders of the department, it was decided to follow up the workshop with a new program for the first year students called the Mentoring Program.

The Mentoring Program of the English Department of UMM is an extra-curricular program designed to assist first year students to practice their English speaking and independent study. Both aspects become the main foci of the program due to the need to build students' positive attitudes towards English learning and to forge their confidence in using English in their daily lives. The speaking skills are focused on two specific skills; presentation and debate skills; while the English independent study covers the introduction to various English learning activities students could potentially integrate in their daily lives. By attempting to informally integrate English learning in their daily lives through speaking and independent study, it is expected that the rich exposure to the language could assist in strengthening the students' English proficiency to be later reinforced in the formal classroom instructional settings, thus improving the quality of learning outcome altogether.

The informal setting of Mentoring Program is achieved by involving senior students as mentors for the first-year student mentees. Each mentor is responsible to tutor ten to twelve mentees during eight mentoring sessions held every Saturday morning in either outdoor or indoor classroom settings. The mentors are students of the fourth to eight semester who are considered highly proficient in speaking English as well as in tutoring their juniors. They were equipped with workshop for mentors, mentoring handout and lesson plans for each

mentoring session. In addition, they are also assigned a lecturer-supervisor to guide them with any practical issues and are supported with a biweekly evaluation meeting for mentors to observe the progress of the program and to ensure the program runs effectively and efficiently.

As this first program is planned to be the pioneer for the next mentoring projects, it is considered necessary to study its execution in order to be able to systematically analyze how the program run as well as its strengths and weaknesses. The insights gained are expected to assist in improving the organization of the next mentoring programs to achieve maximum results for the students, the English Department as well as the university in general.

1.2. Research Problems

The research problems of the current study are listed as follows:

1. How is the implementation of the 2015 Mentoring program in the English Department of University of Muhammadiyah Malang (UMM)?
2. What are the strengths and weaknesses of the 2015 Mentoring program in the English Department of University of Muhammadiyah Malang (UMM)?

2.1. Research Objectives

Based on the research problems, this current study is conducted with following objectives:

1. To investigate the implementation of the 2015 Mentoring program in the English Department of University of Muhammadiyah Malang (UMM)?
2. To analyze the strengths and weaknesses of the 2015 Mentoring program in the English Department of University of Muhammadiyah Malang (UMM)?

CHAPTER II
REVIEW OF RELATED LITERATURE

This section covers the discussion of some literature on mentoring supplemented with literature on the foci of mentoring program; English independent study, and speaking skills focusing on presentation and debate.

2.1. Mentoring

Mentoring literally refers to the activity of helping and giving advice or supervision to younger or less experienced person, especially related to working or studying (Cambridge Dictionaries Online, 2015). Literature document a relatively high number of studies on mentoring within the area of company management, particularly those related to the training of new employees. In the education realm, especially in the field of English Language Teaching (ELT), mentoring has been moderately documented in the area of English teaching practice supervisory (Kullman, 1998; Arnold, 2006; Balassa, Bodo'czky and Saunders, 2010), which can be argued to have the same spirit of the company's version of mentoring; the training of the novice teachers by the more experienced teachers. Using the same underlying definition of aforementioned mentoring, the current study offers a slightly different version of mentoring involving more experienced senior students as the mentors in learning English and the relatively less experienced first-year students of the same major as the mentees.

In other words, the mentoring program in this study refers to the systematic activity of assisting first-year students of English Department of the University of Muhammadiyah Malang (UMM) as the relatively novice learners of the language by their seniors who are comparatively more experienced. As suggested by Kullman (1998), mentors are advised to play a 'non-directive, developmental and collaborative' roles which includes assisting mentees' overall development by providing necessary guidance, feedback and building positive personal attitude and beliefs towards learning through reflection activity. Adopting Arnold's (2006) standard for quality outcome in mentoring, the activity should result in mentees' improved skills in learning, as well as deeper reflection skill which leads mentees to grow personally in 'self-image, self-esteem, and self-confidence', especially in terms of their English Language skills.

Based on the results of preliminary observation and reflection by the English Department lecturers of UMM, the current mentoring program covers three main foci which

become the major concerns among students, they are the students' attitudes towards learning English independently and the speaking skills focusing on presentating and debating skills. Therefore, the following discussion of the literature are directed towards the three mentoring foci—English independent study, presentation skills and debating skills.

2.2. English Independent Study

Rooted in the notion of autonomous learning, English Independent Study (EIS) expects learners to take responsibility of their own learning. This is in line with Smith's (2008) definition of autonomous learning, which is individual's capacity to be in charge of their own learning. Furthermore, learning takes place in the learner's mind (Crabbe, 1993), therefore, it may happen anywhere and anytime. In terms of additional language learning, Crabbe further pinpoints that its success depends heavily on how well learners could use various learning opportunities at their immediate disposal, whether it is inside or outside the classroom settings. In practical sense, EIS requires learners to find and/ or create their own English learning exposure in order to maximize the opportunities for language acquisition (Inayati, 2015). Consequently, it is expected that they are also equipped with strategies to learn the language beyond the classroom boundaries (Krashen, 1982).

Independence in learning has often been associated with successful language learning. Yanren (2007), studying successful Chinese learners who won a number of national English speaking and debate competitions, reported that they spent a huge amount of time learning English independently from frequent watching of English language movies and reading books of their favorite. In addition, Wong and Nunan (2011) found that their Hong Kong-based students who scored highly on a nationally standardized English examination reported that they spent longer time studying and practicing their English independently outside the classroom compared to those who scored low in the examination.

Considering the threories and previous studies above, EIS was implemented as part of the mentoring program in order build students' awareness and positive attitude towards independent learning, which eventually is expected to enlarge their opportunity of success in learning English. Its implementation is started with some discussion about the nature of EIS followed by brainstorming of ideas about potential English exposure available around their immediate environment. Then, it is followed by real weekly practice of how to use those exposures into students' learning advantages in the form of independent study. Their learning experience is then shared in the class in order to see the progress and clarify some lack of understanding on the students' part. This technique of independent study training has

proven to be effective in terms of its sustainability as reported by Inayati (2015). Studying two Indonesian-based cohorts of English learners, she found that after 12 weeks of such training, the students reported positive perception and continuity of some EIS activities by the students even months after the training finished.

According to Inayati (2015), there are some principles of EIS such as rich exposure to English, learners' freedom to choose their own learning materials, comprehensible and balanced language input and output, and using various EIS strategies. Adopting such principles, the indicators of success for EIS in this mentoring program is set as follows; first, students can identify potential English exposure in their immediate environment; and second, students can do various EIS activities in accordance with the principles of EIS.

2.3. Presentation Skills

As one of the productive skills, speaking is considered a difficult skill to master. One of activities in speaking skill is oral presentation. For EFL learners, oral presentation is a complex skill, as it requires cognitive and sociolinguistic understanding (Adams, 2004, in Yu & Cadman, 2009). In this skill, learners are expected not only to understand the material that they present, but also to have grammar and communication competences (Yu & Cadman, 2009). It means that EFL learners need to be aware of complicated aspects in oral presentation.

Furthermore, given that successful L2 learners can be identified from his or her ability to speak in different situations (Roger, 2008, in Yahay & Kheirzadeh, 2015), it is important for learners to be given opportunities to practice more comprehensively. This is supported by the findings of Ferris (1998, in Yahay & Kheirzadeh, 2015) who investigated ESL students in American institutes. He mentioned that oral presentation and discussion is one area that the students were highly concerned; however, they were also aware that they should have been given more opportunities for the activities.

From those perpectives, presentation is highlighted as one of important activities in the mentoring program. Although language learners are responsible for the progress that they went through (Yahay & Kheirzadeh, 2015), English Department in UMM needs to make sure that the students are provided with adequate exposure to practice using the language. Initially, interesting brainstorming activities such as playing crossword puzzle, or small discussion on certain topics is conducted to famialiarise the students with the context. By the time they are familiar with the vocabulary and the language expression they need in

presenting about certain issue, the students are expected to have oral presentation either individually, in pairs, or even in groups.

A successful oral presentation can be assessed from various criteria. In this context, there are six elements to consider in assessing presentation skill. These criteria are content and analysis, structure, equity, non-verbal, verbal and visual aids. These elements are adopted from the criteria sheet oral presentation used by Cooper (2005). The first element, content and analysis, deals with the content of the presentation that needs to have clear concept. While structure, as the second element, focus on the logical order of the presentation, which needs to be delivered within the time frame. Thirdly, equity is the contribution as the team member in terms of the research and the delivery. The fourth criterion is in regards with non verbal, which identify the body language and gesture during the presentation. On the other hand, verbal as the fifth element focus on the words that are pronounced during the presentation. As the last element, visual aid, oral presentation will be assessed from the visual aids used and the conceptual link with the topic.

2.4. Debating Skills

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney and Burk, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve students' communicative skills, because that is how students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques; one of which is through the use of debate.

Debate is a formal, systematic and structured way of discussing a topic. In speaking, a debate usually involves two teams; the affirmative and the negative teams (Quinn, 2005). The affirmative team is required to argue that certain debate topic is true; while the negative team needs to argue otherwise. Each team should use two basic types of argument to support their stand; the substantive argument which is prepared in favour of a team’s side of the topic and the rebuttal argument which attacks the opposition’s arguments.

The systematic nature of debate is believed to allow learners to be more argumentative and logical in their speaking, thus training their practical communicative skills. Therefore, debating skills is used as one of the foci in the mentoring program since the students of English Department of UMM are expected to be able to speak in a

systematic, argumentative, and logical manner in English; thus, giving them the basics of debate is considered necessary.

There are some elements to consider in scoring debate. In detail, there are ten aspects to be analysed in assessing debate such as appearance of team or seriousness of team, delivery, opening assessment, member participation, arguments, rebuttal, team member participation in rebuttal, summary, answer to the audience questions and respects.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the procedures used in the research. The description includes research design, research instrument, data collection and data analysis.

3.1 Research Design

The researcher used descriptive research design to analyse mentoring program administered by the English Department, University of Muhammadiyah Malang. Descriptive study is chosen because the researcher intended to investigate the actual setting and execution of the program.

3.2. Research subjects

The subjects of this study consist of three different roles in mentoring program. First, the study involves mentees as the core subject of the program. Secondly, it includes mentors as one of the crucial components of the program. Lastly, it also involves supervisors who provided close guidance for the mentors to run the program. All these components of mentoring program are going to be systematically studied in order to gain insights about the project.

3.3. Research Instruments

Research instrument refers to the tool that the researcher employ to gain the data. In order to answer the first research question regarding the implementation of the 2015 mentoring program, the study use document analysis from the mentoring program in the form of handout book, lesson plans of each meeting, and mentors' journal. To answer the second statement of problem, which focuses on the strengths and weaknesses of the program, the study uses two instruments. First, mentor and mentee's written evaluation is used to investigate the responses about the program. Second, interview will be employed to obtain better information about the strengths and weaknesses of the program from all three components of mentoring (mentor, mentees, and supervisor).

3.4. Data Collection

Data collection procedure is aimed to obtain the materials needed to answer the research problems of the study. In collecting the data, the researchers used the following procedures:

1. Collecting and selecting the relevant documents to be analyzed (mentor journals, mentor and mentee's evaluation forms)
2. Preparing the interview for mentees, mentors and supervisors
3. Interviewing mentees
4. Interviewing mentors
5. Interviewing supervisor

3.5 Data Analysis

In analyzing the data, the researchers employ content analysis to find the occurring salient themes and patterns of the data classified based on the research problems. To do that, the following procedures are used to analyze the data:

1. Selecting the content of documents used in the study
2. Analyzing the document based on the research problems
3. Analyzing the results of the interview

CHAPTER IV
RESEARCH EXPENSES AND SCHEDULE

4.1 Research Expenses

The total fees and expenses for this 8 month research is **Rp.12,000,000** (twelve million Rupiahs) as divided into the following details:

No	Components	Cost
1	Researchers fee	Rp. 3.600.000
2	Material expenses	Rp. 4.800.000
3	Other expenses	Rp. 2.400.000
4	Communication and transportation fee	Rp. 1.200.000
	T o t a l	**Rp. 12.000.000**

The following are the details.

1. RESEARCHER FEE				
Detail	Volume	Unit	Fee (Rp)	Total (Rp)
1. Researchers' fee for 8 months	3	8	100000	2400000
2. Fee for drafting proposal	1	1	300000	600000
3. Enumerator fee	1	1	600000	600000
				Sub Total (Rp) 3600000

2. MATERIAL EXPENSES				
Detail	Volume	Unit	Fee (Rp)	Total (Rp)
1. Team meeting refreshment	2	1	500000	1000000
2. Fotocopy for research proposal	1	1	200000	200000
3. Team communication expenses	3	1	200000	600000
4. Respondents expenses	15	1	150000	2250000
5. Enumerator expenses	1	1	500000	500000
6. Expenses for report writing	1	1	250000	250000
				Sub Total (Rp) 4800000

3. OTHER EXPENSES				
Detail	Volume	Unit	Fee (Rp)	Total (Rp)
1. Documentation	1	1	300000	300000
2. Observation and recording	1	2	800000	800000
3. Publication	1	1	1300000	1300000
				Sub Total (Rp) 2400000

4. COMMUNICATION AND TRANSPORTATION FEE				
Detail	Volume	Unit	Fee (Rp)	Total (Rp)
1. Field transportation	3	1	150000	450000
2. Respondents' communication expenses	15	1	50000	750000
Sub Total (Rp) 1200000				
TOTAL PENGAJUAN DANA (Rp) 12000000				

4.2. Research Schedule

No	Activities	Months (2015-2016)								
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Writing proposal	√								
2	Proposal seminar	√								
3	Proposal revision		√							
4	Instrument development		√							
5	Conducting the research			√	√					
6	Data administration				√	√				
7	Data analysis					√	√			
8	Report writing						√	√		
9	Research result seminar							√		
10	Revision on research result								√	
11	Report finishing & submission									√

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APPENDIX 1

RESEARCH PERSONNEL

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f. Fakultas/Jurusan : FKIP/Bahasa Inggris
g. Waktu Penelitian : 8 jam/minggu

Peneliti Anggota 1

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i. Jabatan Struktural : Dosen Jurusan Bahasa Inggris
j. Fakultas/Jurusan : FKIP/Bahasa Inggris
k. Waktu Penelitian : 8 jam/minggu

Peneliti Anggota 2

a. Nama Lengkap : Rahmawati Khadijah Maro, M.PEd.
b. NIDN : 0703068301
c. NIP-UMM : 104.1410.0553
d. Disiplin Ilmu : Pendidikan Bahasa Inggris
e. Jabatan Struktural : Dosen Jurusan Bahasa Inggris
f. Fakultas/Jurusan : FKIP/Bahasa Inggris
g. Waktu Penelitian : 8 jam/minggu

APPENDIX 2

CURRICULUM VITAE

A. Identitas Diri

1	Nama Lengkap	**Nina Inayati, M.Ed.**
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Tenaga Pengajar
4	NIP	10414100549
5	NIDN	0707128601
6	Tempat dan Tanggal Lahir	Malang, 7 Desember 1986
7	E-mail	ninainayati@gmail.com
8	Nomor Telepon/ HP	082225550309
9	Alamat Kantor	Jl. Raya Tlogomas No. 246 Malang
10	Nomor Telepon/ Faks	0341-464318 ext. 121/ Faks. 0341-460435
11	Lulusan yang Telah Dihasilkan	S1: 9 mahasiswa
12	Mata Kuliah yang Diampu	1. Writing 4
		2. Reading 4
		3. Pronunciation
		4. Listening 2
		5. Perkembangan Peserta Didik

B. Riwayat Pendidikan

	S1	**S2**	**S3**
Nama Perguruan Tinggi	Universitas Negeri Malang (Indonesia)	The University of Adelaide (Australia)	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan (TESOL)	-
Tahun Masuk – Lulus	2004-2008	2012-2013	-
Judul Skripsi/Tesis/Disertasi	Intensive Course Students' visit and Learning Patterns in the English Self-Access Center at the State University of Malang	Social media use in ELT: a case study in the Language Center, the University of Muhammadiyah Malang, Indonesia	-
Nama Pembimbing/Promotor	Fransisca Maria Ivone, Ph.D.	Dr. Michelle Picard	-

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

No.	**Tahun**	**Judul Penelitian**	**Pendanaan**
1	2014	Nurturing Lifelong Learning through English Independent Study	Mandiri
2	2013	Social media use in ELT: a case study in the Language Center, the University of Muhammadiyah Malang, Indonesia	Mandiri
3	2013	Systemic analysis of TESOL practitioner's use of social media in higher education ELT	Mandiri

D. Pengalaman Pengabdian Kepada Masyarakat Dalam 5 Tahun Terakhir

No.	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan
1	2015	Pelatihan Pemanfaatan Teknologi Informasi dan Komunikasi Sebagai Media Pembelajaran Bahasa Inggris di MTs Dan MA Muhammadiyah Kota Malang	DPPM-UMM

E. Publikasi Artikel Ilmiah Dalam Jurnal dalam 5 Tahun Terakhir

No.	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
1	Systemic analysis of TESOL practitioner's use of social media in higher education ELT	International Journal of Innovations in English Language Teaching and Research (IJIELTR), Nova Publishing, New York, USA	Vol. 2, No. 2, 2013 Page no. 193 - 207
2	Promoting English Independent Study among EFL University Students	Journal of Language Education in Asia (LEiA), Phnom Penh, Cambodia	Vol. 6, No. 1, 2015 Page no. 46 - 57
3	English Language Teachers' Use of Social Media Technology in Indonesian Higher Education Context	ASIAN EFL Journal (AEJ), London, The United Kingdom	*To be published in the Quarterly Edition, December 2015*

F. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 5 Tahun Terakhir

No.	Nama Pertemuan Ilmiah / Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	The 7th National English Language Teachers and Lecturers (NELTAL) Conference	Independent Study to Complement the Formal English Class Activities	Universitas Negeri Malang, 28 Maret 2015
2	11th Annual CamTesol Conference	Nurturing Lifelong Learning habit through English Independent Study	International Development Program (IDP) Phnom Penh, Cambodia, 28 Februari – 1 Maret 2015
3	3rd UAD TEFL International Conference	English Language Teachers' Attitudes towards social media	17-18 September 2014, Universitas Ahmad Dahlan, Yogyakarta
4	Asia Creative Writing Conference	Enhancing Students' Creative Writing through Photos	31 Maret – 1 April 2011, Politeknik Negeri Jember, Jember

G. Karya Buku dalam 5 Tahun Terakhir

No.	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1.	Grammar and Written Expression	2011	210	UMM Press
2.	Reading and Vocabulary	2011	210	UMM Press
3.	English for International Relations	2010	350	UMM Press

H. Penghargaan dalam 10 Tahun Terakhir (dari pemerintah, asosiasi atau institusi lainnya)

No.	Jenis Penghargaan	Institutsi Pemberi Penghargaan	Tahun
1.	Australia Awards	AusAID Foundation	2012
2.	The Best Working Performance Lecturer of Odd Semester Academic year 2010/2011	Language Center, UMM	2011
3.	Dosen dengan predikat kinerja baik sekali	Badan Kendali Mutu Akademik (BKMA), UMM	2011

I. Pelatihan Dalam 5 Tahun Terakhir

No.	Tahun	Jenis Pelatihan	Penyelenggara
1	2012	Introductory Academic Program	The University of Adelaide, Australia
2	2012	English for Academic Purpose	IALF, Denpasar
3	2011	Training on International Journal Writing	UMM dan RMIT Australia
4	2011	Pelatihan Applied Approach 'Peningkatan Kemampuan Dosen UMM dalam Pengelolaan Active Learning melalui Applied Approach'	Badan Kendali Mutu Akademik (BKMA), UMM

J. Lokakarya/ Workshop dalam 5 Tahun Terakhir

No	Tahun	Jenis Lokakarya	Penyelenggara	Posisi
1	2015	Penulisan Buku Panduan Ekstrakurikuler Bahasa Inggris SD	English Department of UMM	Pembicara
2	2015	Assessment and Teacher Professional Development	American Corner and UMM	Peserta
3	2015	Renstra PSLK 2015-2019	PSLK UMM	Peserta
4	2011	Current Trends in Translation Profession (*Profesi Penerjemah Masa Kini*)	Masyarakat Penerjemah Malang MPM)	Peserta

K. Seminar Dalam 5 Tahun Terakhir

No	Tahun	Jenis Seminar	Penyelenggara	Posisi
1	2015	Seminar Peningkatan Mutu Pendidikan	Program Peningkatan Mutu Pendidikan, FKIP, UMM	Pembicara
2	2014	Success story of study and life abroad	Jurusan Bahasa Inggris, Universitas Negeri Malang	Pembicara
3	2015	Lecture Series on Issues in Teaching Materials and Research	Jurusan Bahasa Inggris, FKIP, UMM	Peserta
4	2011	Tapping Research Potential	Australia Indonesia Partnership	Peserta
5	2011	Applied Approach	University of Muhammadiyah Malang	Peserta

Malang, 26 Oktober 2015

Pengusul,

Nina Inayati, M.Ed.

CURRICULUM VITAE

A. Identitas Diri

1	Nama Lengkap	Laela Hikmah Nurbatra, M.A., M.EdLead.
2	Jabatan Fungsional	Tenaga Pengajar
3	Jabatan Struktural	Dosen
4	NIP	104.1410.0550
5	NIDN	-
6	Tempat dan Tanggal Lahir	Pemalang, 29 Juni 1982
7	Alamat Rumah	Jl. Anyelir 56 Sumbersekar, Dau Malang
8	No. Telepon/Faks/HP	Hp 085791661341
9	Alamat Kantor	Jl. Raya Tlogomas No.246 Malang
10	Nomor Telepon/ Faks	Telp. (0341) 464318 psw 121
11	Alamat Email	nurbatra@yahoo.com
12	Lulusan yang telah dihasilkan	S1= 6 mahasiswa
13	Mata Kuliah yang diampu	a. Writing I b. Writing II c. Listening III

B. Riwayat Pendidikan

No.	Jenjang	Institusi	Tahun Kelulusan	Tempat institusi
1.	S1	Universitas Muhammadiyah Malang	2005	Malang
2.	S2	University of New South Wales	2012	Sydney, Australia

C. Pengalaman Pengabdian Dalam 5 Tahun Terakhir

No	**Tahun**	**Judul Pengabdian**	**Pendanaan**	
			Sumber	**Jml (Juta)**
1.	2013	Pelatihan pemanfaatan internet dalam menyusun materi Bahasa Inggris, pengabdian bagi masyarakat internal (PPMI) kerjasama antara Univeristas muhammadiyah malang Dengan SMK muhammadiyah Kepanjen	DPPM UMM	9
2	2015	Pelatihan penggunaan fungsi internet sebagai media pendidikan dalam pembelajaran bahasa inggris pengabdian bagi masyarakat internal (PPMI) kerjasama antara Univeristas muhammadiyah malang Dengan MTS muhammadiyah 1 dan MA Muhammadiyah Malang	DPPM UMM	9

D. Pengalaman Penulisan Artikel Ilmiah Dalam Jurnal 5 tahun Terakhir

No.	Judul Artikel Ilmiah	Volume/Nomor/Tahun	Nama Jurnal
1.			

E. Pengalaman Penyampaian Makalah Secara Oral pada Pertemuan/ Seminar Ilmiah dalam 5 Tahun Terakhir

No.	Nama Penertemuan Ilmiah/ Seminar	Judul Artikel Ilmiah	Tempat dan Waktu
1.	International Conference on English Linguistics and Literature (ELITE)	Building Critical Thinking Behaviour of Middle School Students through Project-Based Learning	Universitas Islam Negeri Maliki Malang, 2013

G. Pengalaman Penulisan Buku dalam 5 Tahun Terakhir

No.	Judul Buku	Tahun	Penerbit
1.	English for Communication	2007	UMM Press
2.	English for International Relations	2008	UMM Press

H. Penghargaan yang Pernah Diraih dalam 10 tahun Terakhir (dari pemerintah, asosiasi atau institusi lainnya)

No.	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1	Penerima Beasiswa Australian Development Scholarship	AusAid	2010

CURRICULUM VITAE

A. Identitas Diri

1	Nama Lengkap	Rahmawati Khadijah Maro, S.Pd, M.PEd
2	Jabatan Fungsional	Tenaga Pengajar
3	Jabatan Struktural	Dosen
4	NIP	104.1410.0553
5	NIDN	0703068301
6	Tempat dan Tanggal Lahir	Malang, 3 Juni 1983
7	Alamat Rumah	Jl. Veteran 37 Malang
8	No. Telepon/Faks/HP	Hp 081357556012
9	Alamat Kantor	Jl. Raya Tlogomas No.246 Malang
10	Nomor Telepon/ Faks	Telp. (0341) 464318 psw 121
11	Alamat Email	rihawaj@gmail.com
12	Lulusan yang telah dihasilkan	S1= 40 mahasiswa
13	Mata Kuliah yang diampu	a. TEFL b. Pengembangan Kurikulum c. Evaluasi Pembelajaran d. TVE

B. Riwayat Pendidikan

No.	Jenjang	Institusi	Tahun Kelulusan	Tempat institusi
1.	S1	Universitas Muhammadiyah Malang	2005	Malang
2.	S2	University of New South Wales	2012	Sydney, Australia

C. Penghargaan

4.	2010	The Best Student Grade Point for the First and Second Term	Central Queensland University, Australia
5.	2009		