



ELITE

# PROGRAM BOOK

3<sup>rd</sup> CELTI 11<sup>th</sup> COTEFL 11<sup>th</sup> ELITE

"Embracing Changes: Adapting New Technologies and Disruptive Situations to Empower English Language Teaching"

— An International Hybrid Conference —

July 11-12, 2023 | UIN Prof. K.H Saifuddin Zuhri Purwokerto

Hosted Collaboratively by:





## ACKNOWLEDGMENT

This international hybrid conference is organized by four parties: the ELITE Association, Faculty of Education and Teacher Training, Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto, and Faculty of Cultural Science and Communication, Universitas Muhammadiyah Purwokerto, and also the Indonesian Share to Care for Education. It is such a multiple cohosting which makes this possible. Here, we feel honored and also indebted to be a part of such a caring professional team in managing all over steps from its rough plan to its refined implementation. Surely, we owe to other external parties which have supported this conference. As the organizing committee, we would like to express our sincere gratitude to the individuals below. We also thank to others who are beyond the list, but their generousities have affectively imprinted a noble lesson of humanity.

1. Prof. Dr. H. M. Roqib. M. Ag. (Rector of UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia)
2. Assoc Prof. Dr. Jebul Suroso (Rector, Universitas Muhammadiyah Purwokerto, Indonesia)
3. Prof. Dr. H. Suwito, M.Ag. (The Dean, Faculty of Education and Teacher Training UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia)
4. Ambar Pujiyatno, S.S., M.Hum. (The Dean, Faculty of Cultural Science and Communication, Universitas Muhammadiyah Purwokerto, Indonesia)
5. Dr. Hj. Like Raskova Octaberlina, M. Ed (ELITE President)
6. Abd. Ghofur, M.Pd. (Share to Care for Education, Indonesia)
7. Rick Rosenberg (Regional English Language Officer, US Embassy Jakarta, Indonesia)
8. Dr. Gumawang Jati, M.A (President of iTELL)
9. Prof. Didin Nuruddin Hidayat, M.A., TESOL, Ph.D. (UIN Syarif Hidayatullah, Jakarta, and Board of ELITE)
10. Prof. Dr. Hj. Nuriyah, M.Pd. (IAIN Syekh Nurjati, Cirebon, and Board of ELITE)
11. Condro Nur Alim, Ph.D (Faculty of Cultural Science and Communication, Universitas Muhammadiyah Purwokerto, Indonesia)
12. Dr. Mohammed H. Al Aqad (MSU University, Malaysia)
13. Colm Downes (English Scores)
14. Alice Durgayan (EduArmenia, British Council Armenian Branch)
15. Prof. Hisam Al Saghbini (Cambridge Assessment English)
16. Prof. Dr. Luis Cardoso (Polytechnic Institute of Portalegre, Portugal)



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## ABOUT THE CONFERENCE

This seminar is a triple event to cover 11<sup>th</sup> ELITE (English, Linguistics, Literature and Education) , 11<sup>th</sup> COTEFL (Conference on Teaching English as a Foreign Language), and 3<sup>rd</sup> CELTI (Conference on English Language Teaching) conferences. The first belongs to the association of English Lecturers in Indonesia, or PDBI-Kemenag, Perkumpulan Dosen Bahasa Inggris under the Ministry of Religion Affairs. Yet, its membership has gone far beyond. Meanwhile the second is an event usually held by Faculty of Cultural Science and Communication, Universitas Muhammadiyah Purwokerto (UMP), and the last is the one convened by the English Education department, Faculty of Education and Teacher Training, Universitas Islam Negeri Prof. Dr. Saifuddin Zuhri (UIN Saizu), Purwokerto.

The annual ELITE conference moves around its hosting every year among its member affiliations in all over this country. As the association HQ, UIN Malang has had it the most, thanks to its pioneering and generosity in a certain hardship of maintaining its yearly circle. Coming to its eleventh anniversary, ELITE board mandates its trust to its Purwokerto members as its host, particularly to UIN Saizu, which have long proposed to be. This surely coincides with its third CELTI, which is very important to secure its place. Considering similar missions, the COTEFL then decides to merge with for its 2023 agenda. Thus, this conference finally determines to draw the issue on “*Embracing Changes: Adapting New Technologies and Disruptive Situations to Empower English Language Teaching*”, packaged in an international hybrid conference.

Besides, the convening hosts should acknowledge a supporting agent as their parts, the *Indonesian Education Share to Care Volunteers* from which this conference has received profound support in its preparation. It has provided



substantial part of the speakers in this event, with its intensive global networking. Without such additional cohosting with it, this conference would be hard to go on.

Based on the themes proposed and the responses, the ELITE covering should be the rightest scope to represent the varieties of issues proposed by the presenters this year. The topics addressed are so various, revolving mostly around English education in Indonesian and Asian context. In numbers, there are 226 papers submitted, and 219 presenters registered to share their ideas. They are roughly grouped under three major themes: ICT Role in ELT (which is subbed into TELL, CALL, MALL, and AI), the general ELT (covering curriculum, material development, pedagogy, and language testing), and Linguistics and Literature. Due to its nationally acknowledged stand, ELITE has drawn the presenters from all over Indonesia to this conference, and the global networking of its members' affiliations has interested the presenters from abroad. Many of the papers presented here come from our partners from Thailand and Philippines. Thus, the conference is expected to bring beneficial results to improve the learning and education in Indonesia and to the world.



## COLLABORATING HOSTS

1. **Association of Lecturers of English Linguistics, Literature, and Education**
2. **Faculty of Education and Teacher Training**  
Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto
3. **Faculty of Cultural Science and Communication**  
Universitas Muhammadiyah Purwokerto
4. **Indonesian Share to Care for Education**

## ELITE BOARD 2022-2027

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|                        | 3. Basri Zain, Ph.D                       | UIN Maulana Malik Ibrahim Malang     |
|                        | 4. Dr. Ibnu Elmi A.S. Pelu, S.H, M.H      | IAIN Palangkaraya                    |
|                        | 5. Dr. Didin Wahidin, M.Pd                | KEMENRISTEKDIKTI                     |
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|                        | 4. Drs. H. M. Syafii S, M.Pd              | UIN Sultan Syarif Kasim Riau         |
|                        | 5. Dr. Zainuddin, M.A                     | IAIN Langsa                          |
|                        | 6. Dr. Huriyah, M. Pd                     | IAIN Syekh Nurjati Cirebon           |
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| <b>DEWAN PAKAR</b>     | 1. Prof. Dr. Teuku Zulfikar, M.Ed         | UIN Ar-Raniry, Aceh                  |
|                        | 2. Ismail Suardi Wekke, Ph.D              | IAIN Sorong                          |
|                        | 3. Prof. Dr. Ratna Sari Dewi, S.Pd., M.Pd | UIN Syarif Hidayatullah Jakarta      |

|                         |   |                                  |
|-------------------------|---|----------------------------------|
| <b>KETUA</b>            | Dr. Hj. Like Raskova Octaberlina, M. Ed | UIN Maulana Malik Ibrahim Malang |
| <b>WAKIL KETUA</b>      | Dr. Alek, M.Pd                          | UIN Syarif Hidayatullah Jakarta  |
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| <b>WAKIL BENDAHARA</b>  | Fitriyah Ismail, M.Pd                   | UIN Ar-Raniry, Aceh              |

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|                                      | 4. Didin Nuruddin Hidayat, MA.TESOL, Ph.D | UIN Syarif Hidayatullah Jakarta          |
|                                      | 5. Dr. Dwi Fita Heriyawati, M.Pd          | Universitas Islam Malang                 |

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|  | 3. Fera Zasrianita, M.Pd     | UIN Fatmawati Sukarno Bengkulu       |
|  | 4. Dr. Rodi Hartono, M.Pd    | IAIN Kerinci                         |
|  | 5. Djamila Lasaiba, M.A      | IAIN Ambon                           |
|  | 6. Hidayah Noor, M.Pd        | UIN Antasari Banjarmasin             |
|  | 7. Nur Halimah, S.Pd., M.Hum | IAIN Manado                          |
|  | 8. Yansyah, M.Pd             | Universitas Muhammadiyah Banjarmasin |

| <b>F. Divisi Pengabdian kepada Masyarakat</b> |                                       |   |
|---|---------------------------------------|---|
| - Koordinator                                 | Zulfitri, M.A                         | IAIN Langsa                             |
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|   | 4. Dr. Abdul Gafur Marzuki, M.Pd      | UIN Datokarama Palu                     |
|   | 5. Khristianto, S.S., M.Hum           | Universitas Muhammadiyah Purwokerto     |
|   | 6. Abdul Wafi, S.S., M.Pd             | IAIN Madura                             |
|   | 7. Fitri Rayani Siregar, S.Pd., M.Hum | IAIN Padang Sidempuan                   |

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| - Koordinator   | Amalia Nurhasanah, S. Pd, M. Hum  | UIN Sulthan Thaha Saifuddin Jambi              |
| - Anggota   | 1. Dr. Imroatus Solikhah, M.Pd    | UIN Raden Mas Said Surakarta                   |
|   | 2. Rayendriani Fahmei Lubis, M.Ag | IAIN Padang Sidempuan                          |
|   | 3. Tuti Hidayati, M.Ed            | STAIN Teungku Dirundeng Meulaboh               |
|   | 4. Indrawati, M.Pd                | IAIN Syaikh Abdurrahman Siddik Bangka Belitung |

## THE COMMITTEE

|  |   |   |
|--|---|---|
| Advisor                                | : | Prof. Dr. H. Suwito, M.Ag.  |
| Supervisor                             | : | Dr. Hj. Like Raskova Octaberlina, M.Ed.<br>Ambar Pujiyatno, S.S., M.Hum<br>Abd. Ghofur, M.Pd. |
| Chair                                  | : | Desi Wijayanti Ma'rufah, M.Pd.  |
| Vice                                   | : | Khristianto, S.S., M.Hum  |
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| Treasurer                              | : | Muflihah, S.S., M.Pd.<br>Fitri Rakhmawati, S.S., M.Pd   |
| Program Division                       | : | Irra Wahidiyati, M.Pd.<br>Dr. Widya Nirmalawati, S.S., M.A<br>Titik Wahyuningsih, S.S., M.Hum |
| Public Relation Division               | : | Yulian Purnama, S.Pd., M.Hum.<br>Agus Husein As-Sabiq, M.Pd.                                  |
| Proceeding and<br>Publication Division | : | Khairunnisa Dwinalida, M.Pd.<br>Condro Nur Alim, Ph.D   |
| Equipment & Logistics<br>Division      | : | Endang Sartika, S.Pd.I., M.A.<br>Abdullah Fathin, S.Kom.                                      |

## KEYNOTE SPEAKER



**Dr. Gumawang Jati, M.A.**

Institut Teknologi Bandung  
The President of i-TELL Association

## INVITED SPEAKERS



**Prof. Didin Nuruddin Hidayat,  
M.A., TESOL., Ph.D.**

UIN Syarif Hidayatullah Jakarta  
PR and Cooperation Division of ELITE



**Prof. Dr. Hj. Huriyah, M.Pd.**

IAIN Syekh Nurjati Cirebon  
Advisory Board of ELITE



**Condro Nur Alim, Ph.D.**

Faculty of Cultural Sciences  
and Communication, UMP



**Prof. Dr. Suwito, M.Ag.**

Faculty of Education and Teacher  
Training, UIN Saizu



**Dr. Mohammed H. Al Aqad**

Researcher and Assistant Professor at  
Management and Science University,  
Malaysia



**Colm Downes**

English Scores



**Alice Durgayan**

EduArmenia, British Council  
Armenian Branch



**Prof. Hisham Al Saghbini**

Cambridge Assessment English



**Prof. Dr. Luis Cardoso**

Polytechnic Institute of  
Portalegre, Portugal



**Rick Rosenberg**

Regional English Language Officer  
U.S. Embassy Jakarta, Indonesia



## THE RUNDOWN

3<sup>rd</sup> CELTI, 11<sup>th</sup> COTEFL & 11<sup>th</sup> ELITE  
 AN INTERNATIONAL HYBRID CONFERENCE  
 UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO  
 11 – 12 July 2023

Day 1 : Tuesday, 11 July 2023

| Time  | Activities  | Official  |
|---|---|---|
| <b>Venue: Auditorium Utama UIN Saizu Purwokerto</b>   |   |   |
| 07.30 – 08.00<br>WIB  | Registration  | Committee   |
| <b>Opening Ceremony<br/>08.00 – 08.45 WIB</b>   |   |   |
| <b>Keynote Speech<br/>08.45 – 09.15 WIB</b>   |   |   |
| <b>Dr. Gumawang Jati, M.A.<br/>(President of iTELL)</b>   |   |   |
| “Teaching and Learning with AI: Exploring the Potential of Artificial Intelligence in English Language Education” |   |   |
| <b>Coffee Break<br/>09.15 – 09.30 WIB</b>   |   |   |
| <b>Plenary Session I<br/>09.30 – 10.55 WIB</b>  |   |   |
| 09.30 – 10.00<br>WIB  | <b>Plenary Speaker 1<br/>Rick Rosenberg</b><br>Regional English Language Officer (RELO)<br>“Exploring ELT Exposure by Using American English Resources”   | <b>Moderator:</b><br>Maulana Mualim,<br>S.Pd., M.A.<br>(UIN Saizu Purwokerto) |
| 10.00 – 10.20<br>WIB  | <b>Plenary Speaker 2<br/>Dr. Mohammed H. Al Aqad</b><br>(Management and Science University, Malaysia)<br>“The Linguistic Dynamics of the Post-Pandemic Era: Exploring the Role of Language Studies” |   |

|  |  |  |
|--|--|--|
| 10.20 – 10.40<br>WIB                                   | <b>Plenary Speaker 3 Prof. Dr. Suwito, M.Ag.</b><br>(Faculty of Education and Teacher’s Training, UIN Saizu Purwokerto)<br><b>“Language Acquisition Through Sufism (A Case Study of Sufism Concept and Implementation of Learning English through Subconscious-Installing Method (LET-IM) in Kuantana Indonesia”</b> |  |
| 10.40 – 10.55<br>WIB                                   | Question and Answer Session  |  |
| <b>Venue: Gedung Pascasarjana UIN Saizu Purwokerto</b> |  |  |
| 10.55 – 12.00<br>WIB                                   | Parallel Session 1   | Committee  |
| <b>Venue: Auditorium UIN Saizu Purwokerto</b>          |  |  |
| <b>Lunch and Pray<br/>12.00 – 13.15 WIB</b>            |  |  |
| <b>Plenary Session 2<br/>13.00-16.45 WIB</b>           |  |  |
| 13.15 – 13.35<br>WIB                                   | <b>Plenary Speaker 1</b><br>Prof. Hisham Al Saghbini<br>Cambridge Assessment English   | <b>Moderator:</b> Dr. Ana Mae M Monteza<br>(University of Mindanao Digos College)<br><br><b>Committee:</b> Agus Husein As Sabiq, M.Pd. |
| 13.35 – 13.55<br>WIB                                   | <b>Plenary Speaker 2</b><br>Prof. Luis Cardoso<br>Polytechnic Institute of Portalegre, Portugal<br><b>“Technology Challenges in Education: Understanding New Opportunities for Teaching”</b>   |  |
| 13.55 – 14.15<br>WIB                                   | <b>Plenary Speaker 3</b><br>Alice Durgayan<br>EduArmenia, British Council Armenian Branch  |  |
| 14.15 – 14.30<br>WIB                                   | Question and Answer Session  |  |
| <b>Coffee Break &amp; Pray<br/>14.30 – 15.30 WIB</b>   |  |  |
| <b>Venue: Gedung Pascasarjana UIN Saizu Purwokerto</b> |  |  |
| 15.30 – 16.30<br>WIB                                   | Parallel Session 2   | Committee  |

**Day 2 : Wednesday, 12 July 2023**

| Time  | Activities         | Official  |
|---|--------------------|-----------|
| <b>Venue Gedung Pascasarjana UIN Saizu Purwokerto</b> |                    |           |
| 08.00 – 09.00<br>WIB                                  | Parallel Session 3 | Committee |
| <b>Venue Auditorium UIN Saizu Purwokerto</b>          |                    |           |
| <b>Plenary Session 3<br/>09.00 – 10.15 WIB</b>        |                    |           |

|  |  |   |
|--|--|---|
| 09.00 – 09.30<br>WIB                         | <b>Plenary Speaker 1</b><br>Colm Downes<br>(English Score)<br><b>“Unlocking the Transformative Impact of A.I. and Computer Assisted Language Testing (CALT) on ELT in Indonesia”</b> | <b>Moderator:</b> Widya Nirmalawati, S.S., M.A.<br>(UM Purwokerto)              |
| 09.30 – 10.00<br>WIB                         | <b>Plenary Speaker 2</b><br>Condro Nur Alim, M.A., Ph.D. (Universitas Muhammadiyah Purwokerto)<br><b>“Redefining Teachers’ Roles in AI-based English Language Teaching”</b>          |   |
| 10.00 – 10.15<br>WIB                         | Question and Answer Session  |   |
| <b>Coffee Break</b><br>10.15 – 10.30 WIB     |  |   |
| <b>Plenary Session 4</b><br>10.30-11.45 WIB  |  |   |
| 10.30 – 10.50<br>WIB                         | <b>Plenary Speaker 1</b><br>Prof. Dr. Hj. Huriyah, M.Pd.<br>(ELITE-IAIN Cirebon)<br><b>“The Factor Contributing to the Learners Success in Language Learning”</b>                    | <b>Moderator:</b><br>Windhariyati Dyah K, M.Pd., M.A.<br>(UIN Saizu Purwokerto) |
| 10.50 – 11.10<br>WIB                         | <b>Plenary Speaker 1</b><br>Prof. Didin Nuruddin Hidayat, M.A. TESOL, Ph.D.<br>(ELITE-UIN Jakarta)<br><b>“Social Media as an English Learning Platform During Pandemic”</b>          |   |
| 11.10 – 11.45<br>WIB                         | Question and Answer Session  |   |
| <b>Closing Ceremony</b><br>11.45 – 12.00 WIB |  |   |
| <b>Lunch and Pray</b><br>12.00 -13.00 WIB    |  |   |
| <b>City Tour</b><br>13.00-16.00 WIB          |  |   |

Sincerely yours,

Committee of 3<sup>rd</sup> CELTI, 11<sup>th</sup> COTEFL  
and 11<sup>th</sup> ELITEConference



*Chair,*  
  
Desi Wijayanti Ma'rufah, M.Pd.



## PARALLEL SESSION

### OFFLINE PARALLEL SESSION SCHEDULE

3rd CELTI, 11th COTEFL & 11th ELITE

AN INTERNATIONAL HYBRID CONFERENCE

UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

11 – 12 July 2023

| Day 1. Tuesday, 11 July 2023  |                                       |  |   |
|---|---------------------------------------|--|---|
| Parallel Session 1 (10.55- 12.00)   |                                       |  |   |
| Room 1 (Pascasarjana, PPS 02, 3rd Floor)  |                                       |  |   |
| PiC Room:Fadly Ariel Mubaroq<br><a href="http://wa.me/6285727334195">http://wa.me/6285727334195</a> |                                       |  | Moderator: Azka Farzanggi<br>Fidinansyah<br><a href="http://wa.me/62895360918860">http://wa.me/62895360918860</a> |
| No  | Presenters                            | Institution                            | Title   |
| 1   | Santiana                              | Universitas Siliwangi                  | An Overview of Artificial intelligence in Language Teaching and Learning  |
| 2   | Sri Wahyuningsih<br>Sujud Nurul Abror | IAIN Kudus                             | Investigating Teachers' Roles in Enhancing EFL Classroom: Indonesian High School Students' Voices                 |
| 3   | Ratu Sarah Pujasari                   | Universitas Siliwangi                  | Scrutinizing Future Education: Metaverse Concept in Higher Education  |
| 4   | Puspita Mayaratri                     | UIN Sayyid Ali Rahmatullah Tulungagung | Should ChatGPT be Banned from EFL Classroom?  |
| 5   | Tri Pujiani, M.Pd                     | Universitas Harapan Bangsa             | Enriching EFL Classroom Activities with Online Games  |

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|   | Ida Dian Sukmawati      |   |  |
| <b>Room 2 (Pascasarjana, PPS 04, 3rd Floor)</b>   |                         |   |  |
| <b>PiC: Muhammad Abdul Rozaq Hidayat</b><br><a href="http://wa.me/6289692812765">http://wa.me/6289692812765</a> |                         | <b>Moderator: Iqbal Hidayat</b><br><a href="http://wa.me/6285385102757">http://wa.me/6285385102757</a>    |  |
| 1   | Ririn Kurnia Trisnawati | Universitas Jenderal Soedirman  | "I can maximize my abilities in the analysis of literary studies: students' perceptions of Publish and Flourish Project" |
|   | Mia Fitria Agustina     |   |  |
|   | Dian Adiarti            |   |  |
|   | Eka Dyah Puspita Sari   |   |  |
| 2   | Ana Rohdiana            | SMPN Unggulan Sindang   | "The Adventure in Mangrove forest" as a Learning Resource in Differentiated Project Based English Learning               |
| 3   | Ila Amalia              | UIN Banten  | TED Talks: Video-based Materials to Improve Students' Listening Skill  |
| 4   | Arina Shofiya           | UIN Sayyid Ali Rahmatullah Tulungagung  | Perception and Practices of Outcome Based Education: An outlook at English Department                                    |
|   | Nanik Sri Rahayu        |   |  |
| 5   | Dea Silvani             | Universitas Siliwangi   | Project Based Learning in an ESP Class: Voices from Indonesian EFL Students  |
| <b>Room 3 (Pascasarjana, PPS 05, 3rd Floor)</b>   |                         |   |  |
| <b>PiC: Mutiara Alya Rizqia</b><br><a href="http://wa.me/6285747585835">http://wa.me/6285747585835</a>          |                         | <b>Moderator: Hana Qotrun Nada</b><br><a href="http://wa.me/6285741462296">http://wa.me/6285741462296</a> |  |
| 1   | Ema Wilianti Dewi       | IAIN Syekh Nurjati  | Activating Learner's Autonomy with Supportive instructional Practice in Distance Learning during Post Pandemic Era       |
|   | Siti Roki'ah            | Universitas Sebelas Maret   |  |

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|---|--------------------------|---|--|
| 2   | M.Galuh Elga.R           | Universitas Islam Malang  | "...I Can Expand My Imagination": the Secondary Students' Narrative in Creative Writing English Through Padlet   |
| 3   | Wahab Syakhirul Alim     | IAIN Madura   | Student's Difficulties on Making Video assessment in English Teaching Media Blended Learning at 5th Semester of TBI IAIN Madura                          |
| 4   | Muhamad Riki             | UIN Prof. K.H. Saifuddin Zuhri  | The Potential of Using Quizizz Application on English Language Teaching  |
| 5   | Fitri Rayani Siregar     | UIN SYAHADA PADANGSIDIMPUAN   | The Effect of Using Snowball Throwing Model on Students' Speaking Ability at the XI grade Students of SMA N 3 Padangsidempuan                            |
| <b>Room 4 (PPS o6, 3rd Floor)</b>   |                          |   |  |
| <b>PiC:Siti Maryam</b><br><a href="http://wa.me/6285713401957">http://wa.me/6285713401957</a> |                          | <b>Moderator: Fakhrezy Rizal Maulana</b><br><a href="http://wa.me/6281390993518">http://wa.me/6281390993518</a> |  |
| 1   | Bunga Nuur Primayu Utami | Poltekkes Kemenkes Semarang   | EFL Student's Coping Strategies In Speaking Test In Post-Pandemic Era  |
| 2   | Ferri Susanto            | Universitas Muhammadiyah Bengkulu   | Lecturers Pedagogic Competence for Building Transformation Character Education of English Language Learning  |
|   | Fera Zasrianita          | UIN Fatmawati Sukarno Bengkulu  |  |
| 3   | Aldias Surya Dadari      | Universitas Muhammadiyah Purwokerto   | Assessing Student's Digital Literacy in English Enrichment Program   |
| 4   | Eka Sustris Harida       | UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan  | The Effect of Picture Word Inductive Model (PWIM) on Writing Ability in the 4.0 Era (An Experimental Study to the Students SMA Negeri 1 Angkola Selatan) |

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| 5  | Fera Zasrianita  | UIN Fatmawati<br>Sukarno Bengkulu  | The Roles Relevance Development of English Lecturer toward Harmer's Teaching Theory in industry Revolution 5.0           |
| <b>Room 5 (PPS 07, 3rd Floor)</b>  |  |  |  |
| <b>PiC: Indah Maulidatin Khasanah</b><br><a href="http://wa.me/6281227059970">http://wa.me/6281227059970</a> |  | <b>Moderator: Bahrul Anam</b><br><a href="http://wa.me/6283170520838">http://wa.me/6283170520838</a> |  |
| 1  | Eulis<br>Rahmawati   | UIN SMH Banten   | Students' Need on Speaking Classroom Activities as the Basis of Developing Project Based Learning Model                  |
| 2  | Neni Marlina<br>Nita Sari<br>Narulita Dewi                                       | Universitas Siliwangi  | The Effects of English Spoken Grammar Learning on the Students' Fluency and Accuracy in foreign Language Speaking Skills |
| 3  | Artika Wina<br>Fitriani<br>Gigih Ariastuti<br>Purwandari<br>Indah<br>Puspitasari | Politeknik Yakpermas<br>Banyumas<br>Universitas Jenderal<br>Soedirman                                | Teaching English For Nursing Using Content-Based Instruction At Yakpermas Politeknik, Banyumas                           |
| 4  | Dyah Aisha<br>Azkiya   | UIN Syarif<br>Hidayatullah Jakarta   | Utilizing Movie as an Interactive Learning Media to Improve Students' Writing Skills in Narrative Text                   |
| 5  | Marisa Fran<br>Lina<br>Eni Suriyah   | UIN Salatiga   | Remaking Religious Moderation Reading Text For Students In Disruptive Era: Study English and Islamic Values              |
| <b>Hybrid (Plenary Room, Auditorium UIN Saizu)</b>   |  |  |  |
| <b>PiC: Zaenal</b>   |  | <b>Moderator: Sulasih Nurhayati, S.S.,<br/>M.Hum</b>   |  |
| 1<br>offline   | Anita  | UIN Sultan Maulana<br>Hasanuddin Banten  | The Effectiveness of Quartet Card Game on Students Speaking Ability  |

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|--------------|-------------------------------|---|---|
|              |                               |   | for Junior High School ( An Experimental Research at The Eighth Grade of Smp At Taufiqiyah )      |
| 2<br>offline | Zakila Mardatila Eryad        | Universitas Negeri Malang                           | Investigating EFL Learners' Academic Writing Skills: Critical Challenges, and Potential Solution  |
|              | Luthviza Nabila Putri Eryad   | Politeknik Negeri Malang                            |   |
|              | Arya Firas Putra Eryad        | Madrasah Tsanawiyah Negeri 1 Malang                 |   |
|              | Like Raskova Octaberlina      | UIN Maulana Malik Ibrahim Malang                    |   |
| 3<br>offline | Ratna Sari Dewi               | UIN Jakarta   | Glosbe's English to Minang Digital Dictionary: Language and Algorithm Analysis                    |
| 4<br>online  | Finita Dewi                   | Universitas Pendidikan Indonesia                    | Exploring Students Experiences with ChatGPT for Writing assistance: Perceptions and Effectiveness |
| 5<br>online  | Vanessa Cometa                | University of Mindanao Digos College                | Technological Acceptance Among College Students in the New Normal                                 |
|              | Kristine S. Costante          |   |   |
|              | Jeriz W. Escorido             |   |   |
| 6<br>online  | Eva Nikmatul Rabbianty, M.Pd. | Tarbiyah Faculty, State Islamic Institute of Madura | AI in Academic Writing: Assessing Current Usage and Future Implications                           |
|              | Siti Azizah, M.Pd             |   |   |
|              |                               |   |   |
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| Parallel Session 2 (15.30 - 16.30)  |   |                                   |  |
|---|---|-----------------------------------|--|
| Room 1 (Pascasarjana, PPS 02, 3rd Floor)  |   |                                   |  |
| <b>PiC Room: Fadly Ariel Mubarog</b><br><a href="http://wa.me/6285727334195">http://wa.me/6285727334195</a>     |   |                                   | <b>Moderator: Azka Farzanggi Fidinansyah</b><br><a href="http://wa.me/62895360918860">http://wa.me/62895360918860</a>          |
| 1   | Taranindya Zulhi Amalia                   | IAIN Kudus                        | Implementing Digital Literacy in Developing Students' Creative Reading Ability in English Language Learning of Class Inclusion |
| 2   | Muhammad Awaludin Nur Fauzi               | UIN Prof. K.H. Saifuddin Zuhri    | Student Perception Towards Improving Reading Skill Using Cyber Literature  |
| 3   | Ana Wiyasa Nugrahawati                    | UIN Raden Mas Said Surakarta      | Integrating Google Docs and Meet in Teaching Reading At UIN Raden Mas Said Surakarta: Students' Perceptions                    |
| 4   | Fathor Rasyid                             | IAIN Kediri                       | Learning Styles, Self-Regulation and Reading Achievement: Evidence from Indonesia  |
| 5   | Pipit Mulyah                              | STAI SUFYAN TSAURI MAJENANG       | Quora: A Popular Platform to Increase Reading Comprehension Skill  |
|   | Desi Wijayanti Ma'rufah                   | UIN Prof.K.H. Saifuddin Zuhri     |  |
| 6   | Sigit Pramono Jati                        | UIN Sunan Ampel Surabaya          | FL and Its Relevance to ELT in Indonesian Higher Education   |
| Room 2 (Pascasarjana, PPS 04, 3rd Floor)  |   |                                   |  |
| <b>PiC: Muhammad Abdul Rozaq Hidayat</b><br><a href="http://wa.me/6289692812765">http://wa.me/6289692812765</a> |   |                                   | <b>Moderator: Iqbal Hidayat</b><br><a href="http://wa.me/6285385102757">http://wa.me/6285385102757</a>                         |
| 1   | Muhammad Zaenal Anwar<br>Sri Wahyuningsih | Institut Agama Islam Negeri Kudus | Photovoice in the EFL Classroom: Academic Stress Coping Among Indonesian Pre-service English Teachers during Online Learning   |

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|---|----------------------------|-------------------------------------|--|
| 2 | Suhandhini                 | Universitas Muhammadiyah Purwokerto | Empowering English Fluency: UMP Youth Progressive Conference Enhances Students' Language Proficiency                 |
| 3 | Ahmad Jailani              | STAIN Bengkalis                     | Teaching English Using Social Media: Pre-Service English Teachers' Perceptions                                       |
|   | Kurniati                   |                                     |  |
| 4 | Nadiyah Ma'mun             | UIN Walisongo Semarang              | EFL Undergraduate Students' Self-Efficacy in Writing Thesis of English Education Department at An Islamic University |
| 5 | Dhini Anjarwati            | Universitas Negeri Malang           | Gender Representation in English Textbook for 4th Grade Entitled Student's Book My Next Words for Elementary School  |
| 6 | Actinis Muqsitha Paradista | UIN Saifuddin Zuhri Purwokerto      | Peer-teaching in TOEFL Preparation Course  |

**Room 3 (Pascasarjana, PPS 05, 3rd Floor)**

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|--|---------------------|---|--|
| <b>PiC: Mutiara Alya Rizqia</b><br><a href="http://wa.me/6285747585835">http://wa.me/6285747585835</a> |                     | <b>Moderator: Hana Qotrun Nada</b><br><a href="http://wa.me/6285741462296">http://wa.me/6285741462296</a> |  |
| 1  | Fajarudin Akbar     | Golden English  | "Accessibility and Interactivity: Fostering a More inclusive Language Teaching and Learning with Microsoft Edg |
| 2  | Meike Imelda Wachyu | SMAN 1 Tasikmalaya  | "The Effectiveness of Using Canva as an interactive Hypermedia in Learning English"                            |
| 3  | Erna Wardani        | Jenderal Soedirman University   | Conducting Online Learning in Vocational School Using Ms. Teams As A Learning Platform                         |
| 4  | Faisal              | Universitas Muhammadiyah Purwokerto   | Mnemonic Device 'FRIENDS': It's impacts on Students' Writing Fluency in the Post-COVID19 Pandemic              |

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| 5   | Benny Krisbiantoro                                      | Harapan Bangsa University   | Examining the Utility and Performance of Online Scoring Rubrics in the Context of Educational assessment               |
| 6   | Alfi Hulwaton Nasichah                                  | UIN Prof. K. H Saifuddin Zuhri Purwokerto   | The Role of Cooperative Learning Method in Teaching English to Improve Students' Skill: a Systematic Review            |
| <b>Room 4 (PPS 06, 3rd Floor)</b>   |   |   |  |
| <b>PiC: Zulfa Nur Farikhah</b><br><a href="http://wa.me/6281320767996">http://wa.me/6281320767996</a> |   | <b>Moderator: Fakhrezy Rizal Maulana</b><br><a href="http://wa.me/6281390993518">http://wa.me/6281390993518</a> |  |
| 1   | Siwi Damayanti<br>Annisa Nurul Firdausi                 | UNY   | Synthetic Personalization of Jacinda Ardern at the 2023 Parliament Farewell Speech: a Social-Semiotic Multimodal Study |
| 2   | Muhammad Zainal Muttaqien                               | UIN Raden Mas Said Surakarta  | Text vs Discourse: Reformulating Definitions for integrating Different Perceptions                                     |
| 3   | Yureta Saffana Nur Qaina                                | Sastra inggris Universitas Muhammadiyah Purwokerto  | Digital World Literature and Its Utilization for Literary Studies  |
| 4   | Andri Aushaf Farhan                                     | Universitas Muhammadiyah Purwokerto   | Technology in Literary Production  |
| 5   | Titik Ceriyani Miswaty                                  | Universitas Bumigora  | Metaphoric Expression in Black Cat Novel   |
| 6   | Naeli Rosyidah<br>Slamet Pambudi<br>Prima Septyo Wibowo | Universitas Nahdlatul Ulama Purwokerto  | Developing Santris' Speaking Skill with "EnglishTren" for Facing Global Challenges                                     |
| <b>Day 2. Wednesday, 12 July 2023</b>   |   |   |  |

| Parallel Session 3 (08.00 - 09.00)  |                             |  |  |
|---|-----------------------------|--|--|
| Room 1 (Pascasarjana, PPS 02, 3rd Floor)  |                             |  |  |
| <b>PiC Room: Fadly Ariel Mubaroq</b><br><a href="http://wa.me/6285727334195">http://wa.me/6285727334195</a>     |                             |  | <b>Moderator: Azka Farzanggi Fidinansyah</b><br><a href="http://wa.me/62895360918860">http://wa.me/62895360918860</a>    |
| 1   | Erna Iftanti                | UIN Sayyid Ali Rahmatullah Tulungagung     | “What the EFL Students Experience about Writing “introduction” Section of an Article for Publication”                    |
| 2   | Muthiah Afifah              | UIN Syarif Hidayatullah Jakarta            | Practicing Assessing: Measuring Reliability of Self-, Peer-, and Lecturer-Assessment at Higher Education Level           |
| 3   | Muchamad Rafi               | UIN Prof. K. H. Saifuddin Zuhri            | The Implementation of Kahoot! Application to Assist Student's Reading Skills   |
| 4   | Nuriyatul Hamidah           | UIN Sayyid Ali Rahmatullah                 | A Sociocultural Perspective on Teachers' Feedback in EFL Students' Argumentative Writing                                 |
| Room 2 (Pascasarjana, PPS 04, 3rd Floor)  |                             |  |  |
| <b>PiC: Muhammad Abdul Rozaq Hidayat</b><br><a href="http://wa.me/6289692812765">http://wa.me/6289692812765</a> |                             |  | <b>Moderator: Iqbal Hidayat</b><br><a href="http://wa.me/6285385102757">http://wa.me/6285385102757</a>                   |
| 1   | Muh. Basuni                 | UIN Sayyid Ali Rahmatullah Tulungagung     | “The Students' English Native-Likeness and Its Contributing Factors  |
| 2   | Ustufiarrizqi               | UIN Syarif Hidayatullah Jakarta            | ‘Are they willing to communicate?’ Measuring tertiary students' willingness to communicate in planning classroom project |
| 3   | Fera Sulastri               | Universitas Siliwangi                      | Revisiting Students' Belief of Fable: a Case Study of Children's Literature Class  |
| 4   | Dinda Khairunnisa Hana Muti | <u>Universitas Muhammadiyah Purwokerto</u> | The Effect of Duolingo in English Learning for Non-English Students  |

| Room 3 (Pascasarjana, PPS 05, 3rd Floor)   |                          |   |   |
|--|--------------------------|---|---|
| <b>PiC: Mutiara Alya Rizqia</b><br><a href="http://wa.me/6285747585835">http://wa.me/6285747585835</a>       |                          |   | <b>Moderator: Hana Qotrun Nada</b><br><a href="http://wa.me/6285741462296">http://wa.me/6285741462296</a>                     |
| 1  | Made Wahyu Mahendra      | Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar | Assessment of Language Proficiency and Its Correlation to Classroom Language: a Case Study on Primary School English Teachers |
| 2  | Asri Siti Fatima         | SILIWANGI UNIVERSITY                                    | Mobile Blended Learning in Indonesian Efl Higher Education: How Is It Implemented?  |
| 3  | Fahriany                 | Universitas Islam Negeri Syarif Hidayatullah Jakarta    | The EFL Students' Final Academic Writing : (A Study Of Advisers' Direct and Indirect Corrective Feedbacks )                   |
| 4  | M.Galuh Elga.R           | Universitas Islam Malang                                | "... It's Uneasy for Me to Come Back": Returning English Teacher's Challenges to Teach EFL Class                              |
| 5  | Chavid Rozan Yosandhi    | Universitas Muhammadiyah Purwokerto                     | The Effectiveness of Video Games in Learning English  |
| Room 4 (PPS 06, 3rd Floor)   |                          |   |   |
| <b>PiC: Indah Maulidatin Khasanah</b><br><a href="http://wa.me/6281227059970">http://wa.me/6281227059970</a> |                          |   | <b>Moderator: Bahrul Anam</b><br><a href="http://wa.me/6283170520838">http://wa.me/6283170520838</a>                          |
| 1  | Brevidhia Mumtazka Naila | Universitas Muhammadiyah Purwokerto                     | An Analysis Of Directive Elements Performed In Film "The Exorcist"  |
| 2  | Zusana E. Pudyastuti     | Sekolah Tinggi informatika & Komputer indonesia         | Using Telegram Application to Promote Student Engagement in ESP Classroom   |
| 3  | Dwi Astuti               | Universitas Negeri Jakarta                              | Grammarly in Enhancing Students' Self-Directed Learning (Library Research of Benefits and Weaknesses)                         |

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| 4   | Muhammad Mustangin       | STMIK Komputama Majenang            | Students' Tenses Mastery and Reading Functional Text Ability : a Case Study                                     |
|   | Pipit Mulyah             | STAI Sufyan Tsauri Majenang         |   |
| 5   | Suci Amaliyah            | UIN Syarif Hidayatullah Jakarta     | The Existency Of English Vocabulary Learning Strategies Through Online Learning                                 |
| <b>Room 5 (PPS 07, 3rd Floor)</b>   |                          |                                     |   |
| <b>PiC: Zulfa Nur Farikhah</b><br><a href="http://wa.me/6281320767996">http://wa.me/6281320767996</a> |                          |                                     | <b>Moderator: Fakhrezy Rizal Maulana</b><br><a href="http://wa.me/6281390993518">http://wa.me/6281390993518</a> |
| 1   | Abdul Muin               | UIN SMH Banten                      | Enhancing Students' Speaking Skill By Utilizing Spinning Wheel at MTs Al-Ma'arif Kabupaten Serang               |
| 2   | Nurul Fadhillah          | IAIN Lhokseumawe                    | English Students' Internship as Teaching Practice Preparation   |
|   | Zurriyati                |                                     |   |
| 3   | Nurlaila                 | IAIN Lhokseumawe                    | Developing EYL Materials in English Subject for Students of PGMI Department of IAIN Lhokseumawe                 |
| 4   | Bintang Adde Harki Putri | Universitas Muhammadiyah Purwokerto | Repetition Drilling Method: A Way to Improve EFL Speaking Skill for The Ninth Grade of Junior High School       |
| 5   | Abdurrahman Hi. Usman    | IAIN Ternate                        | Students' Perception on Professional Teacher  |

## **ONLINE PARALLEL SESSION SCHEDULE**

3rd CELTI, 11th COTEFL & 11th ELITE

AN INTERNATIONAL HYBRID CONFERENCE

UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

11 – 12 July 2023

| <b>Day 1. Tuesday, 11 July 2023</b>   |                                    |                                    |   |
|---|------------------------------------|------------------------------------|---|
| <b>Parallel Session 1 (10.55 - 12.00)</b>   |                                    |                                    |   |
| <b>Zoom Meeting. Room 1</b>   |                                    |                                    |   |
| <b>PiC: Lintang Fakhra</b><br><a href="http://wa.me/6285640077194">http://wa.me/6285640077194</a> |                                    |                                    | <b>Moderator: Titannisa Nur Athifah</b><br><a href="https://wa.me/085876312460">https://wa.me/085876312460</a>            |
| <b>No</b>   | <b>Presenters</b>                  | <b>Institution</b>                 | <b>Title</b>  |
| 1   | Maria Vineki Riyadini              | UNY                                | “Teachers' Perspectives on ChatGPT as a Language Teaching Resource: Benefits, Challenges, and Pedagogical Considerations” |
| 2   | Bahrudin                           | IAIN Kediri                        | Accuracy Unveiled: a Closer Look at Google Translate and DeepL  |
| 3   | Ida Fitri                          | MA Al-Ittihad; IAI Al Qolam Malang | Artificial intelligence (AI) in Writing English: An EFL Researcher's Perspective  |
| 4   | Renny Kurnia Sari                  | UIN Raden Fatah Palembang          | Teaching Reading Comprehension Strategis in E-Learning Mode At MTsN 02 Model Palembang                                    |
| 5   | Serliah Nur<br>Nurhalisa Eka Putri | UIN Alauddin Makassar              | The Effectiveness Of Using Quizlet As Digital Learning To Improve Vocabulary Mastery Of JHS Students                      |
| 6   | Marina                             |                                    |   |

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|---|-------------------------------|--|---|
|   | Fidyati<br>Dewi Kumala Sari   | Universitas<br>Malikussaleh                | Integrating Information and<br>Communication Technology (ICT) in<br>Education: the Potential Challenges<br>and Benefits |
| <b>Zoom Meeting. Room 2</b>   |                               |  |   |
| <b>PiC: Sofyan Qurniawan</b><br><a href="http://wa.me/6285601511501">http://wa.me/6285601511501</a> |                               |  | <b>Moderator: Naufal Ali Zaidan</b><br><a href="http://wa.me/6289612675379">http://wa.me/6289612675379</a>              |
| 1   | Umi Yawisah                   | IAIN Metro                                 | “The Phenomenon of using Regional<br>Languages on Social Media”   |
| 2   | Wahyuni Lidya Putri           | Universitas Negeri<br>Padang               | A Conversation Analysis of Adjacency<br>Pairs in the Mata Najwa Podcast<br>Episode “Piala Dunia”                        |
| 3   | Rosehana Ariza                | UNP  | An Analysis the Speech Of Students’<br>Fights At School: A Forensic<br>Linguistic Study At Sma Negeri 2<br>Batang Anai  |
| 4   | Nur Laily                     | UNISMA                                     | An Analysis of Acquiring the First<br>Language Acquisition for the Child of<br>a 3 Years Old Blumbungan<br>Pamekasan    |
| 5   | Binti Aisiah<br>Daning Sumari | Universitas Ahmad<br>Dahlan                | An Analysis of interpersonal Meaning<br>in Smartphone Slogan Using the<br>Systemic Functional Linguistics<br>Approach   |
| 6   | Alayca J.<br>Untong           | University of<br>Mindanao Digos<br>College | Mandaya Courtship Songs: a<br>Comprehensive Content Analysis  |
|   | Laren Claire H.<br>Dalumpines |  |   |
|   | Jhon Michael<br>Merka         |  |   |
| <b>Zoom Meeting. Room 3</b>   |                               |  |   |
| <b>PiC: Hanim priyanka</b><br><a href="http://wa.me/6285875143025">http://wa.me/6285875143025</a>   |                               |  | <b>Moderator: Luna Nur Lestari</b><br><a href="http://wa.me/6285870685149">http://wa.me/6285870685149</a>               |

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|---|----------------------------------|---|--|
| 1   | Dini Irawati                     | UINSI Samarinda                               | Maximize telegram in teaching English Listening and Speaking in higher education   |
| 2   | Yogi Widiawati                   | Politeknik Negeri Jakarta                     | Pembuatan Aplikasi Mobile Assisted Language Learning (Mall) Untuk Melatih Reading Comprehension Pada Test Toeic Di Politeknik Negeri Jakarta |
|   | Elitaria Bestri Agustina Siregar |   |  |
| 3   | Novia Robeitah Irham             | UIN Sumatera Utara                            | Problems in Using Google form on English Examination: Exploring Students' Perspective  |
| 4   | Umami Aisah Nasution             | Universitas Islam Negeri Sumatera Utara Medan | Students' Perceptions of Using Mobile assisted Language Learning (MALL) as a Media for Learning English                                      |
| 5   | Lasmi Febrianingrum              | IAIN Madura                                   | Students' Perception on the Use of infographic at Canva Application in Accomplishing TOEFL Class assignment                                  |
|   | Aminatus Zahroh                  |   |  |
| 6   | Marly P. Magnal                  | University of Mindanao Digos College          | Strategies and Proficiency in Language Learning Among College Students in the New Normal   |
| <b>Zoom Meeting. Room 4</b>   |                                  |   |  |
| <b>PiC: Chaoro Lutfia Amalia</b><br><a href="http://wa.me/6281215328644">http://wa.me/6281215328644</a> |                                  |   | <b>Moderator: Vasyania Charla</b><br><a href="https://wa.me/085726307400">https://wa.me/085726307400</a>                                     |
| 1   | Putri Kurniawan Aprilia          | Universitas Islam Malang                      | ,"... Wordwall Is Quite Easy": Students' Perceptions of Using Wordwall.net as English Learning Media"  |
| 2   | Eka Wahjuningsih                 | Universitas Jember                            | ""Storybird"" as An innovative Platform: Engaging Students' Creativity"  |

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|---|---------------------|---|---|
| 3 | Lisa Sersanawawi    | Universitas Islam Negeri Sumatera Utara | Effectiveness Of Using Quizizz In Teaching English  |
| 4 | Sri Aulia Samosir   | Universitas Islam Negeri Sumatra Utara  | EFL Students' Perception of the use "Grammarly Aplication" as Automated Writing Evaluation (AWE)                |
| 5 | Ira Irzawati        | Universitas Katolik Musi Charitas       | Investigating Higher Education Students' Perceptions and Attitudes Towards Duolingo Utilization in EFL Learning |
|   | Agnes Felisya Unamo |   |   |
| 6 | Ani nuraeni silfani | UIN SMH Banten                          | Teaching Spoken Language Strategy at ELLa (English Learning Area) in Kampung inggris Pare                       |

**Zoom Meeting. Room 5**

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| <b>PiC: Hasna Naurah Nazihah</b><br><a href="https://wa.me/6283841388157">https://wa.me/6283841388157</a> |                      | <b>Moderator: Cecillia Savila Permata</b><br><a href="https://wa.me/+628971234002">https://wa.me/+628971234002</a> |  |
| 1   | Juliana              | University of Potensi Utama  | A Design Of Reading Comprehension Instructional Model On Narrative Text: A Mixed Method Approach To Enhancing Students' Reading Comprehension              |
| 2   | Siti Mariam          | UIN Walisongo Semarang   | Incorporating Digital Storytelling Based-Flipped Classroom Strategy to Promote Students' Self-directed Learning on Reading Comprehension in Narrative Text |
| 3   | Khairiah Syahabuddin | UIN Ar-Raniry Banda Aceh   | Student Reading Self-Efficacy: Does it Enhance Students' Reading Ability?  |
| 4   | Elfrida BR. Silalahi | Universitas Merdeka Malang   | The Effectiveness Pictures on intensive Reading Class for Students Comprehension   |
| 5   | Siti Nurhayati       | Pribadi Primary School Bandung   | The Efficiency of Extensive Reading Using Reading A-Z on Vocabulary Enrichment   |

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| 6  | Muna Nurhayati Fadhilah    | Universitas Islam Negeri Sumatera Utara   | The Importance Of Linguistics Knowledge In English Language Teaching   |
| <b>Zoom Meeting. Room 6</b>  |                            |   |  |
| <b>PiC: Dea Syafira Ulil Amalia</b><br><a href="https://wa.me/6281226077904">https://wa.me/6281226077904</a> |                            | <b>Moderator: Diva Indro Kuncoro</b><br><a href="https://wa.me/082139182910">https://wa.me/082139182910</a> |  |
| 1  | Soni Ariawan               | Universitas Islam Negeri Mataram  | “Teacher’s Resilience Strategies During Covid-19 Pandemic: Reflections From Students’ Perspectives”  |
| 2  | Muhammad Farid Qadhafi     | Lambung Mangkurat University  | Teachers’ Strategy For Teaching English In Indonesia During Pandemic Era: A Literature Review  |
| 3  | Yeni Arlius                | Universitas Negeri Padang   | An EFL Teacher as a Window into Teacher’s Professional Identity  |
| 4  | Nancy Putri Utami          | Universitas Islam Negeri Sumatera Utara   | Teacher's Role of Linguistic in English Language Teaching  |
| 5  | Ryan Mugent Bustami Shaleh | Institut Agama Islam Negeri Madura  | The Relationship Between Brain Dominance and English Vocabulary Mastery: a Study Among Second Language Learners  |
|  | Nina Khayatul Virdyna      |   |  |
| 6  | Zalsa Febrina Syabilla     | Universitas Islam Malang  | Unlocking the Power of Mentimeter: Exploring EFL Students' Perspectives for Enhancing Writing Proficiency  |
| <b>Hybrid- Zoom Meeting - Room 7</b>   |                            |   |  |
| <b>PiC: Zaenal</b>   |                            | <b>Moderator: Sulasih Nurhayati, S.S., M.Hum</b>  |  |
| 1<br>offline   | Anita                      | UIN Sultan Maulana Hasanuddin Banten  | The Effectiveness Of Quartet Card Game On Students Speaking Ability For Junior High School ( An Experimental Research At The Eighth Grade Of Smp At Taufiqiyah ) |

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|---|--------------------------------|---|---|
| 2<br>offline  | Zakila Mardatila<br>Ersyad     | Universitas Negeri<br>Malang  | Investigating EFL Learners' Academic<br>Writing Skills: Critical Challenges, And<br>Potential Solution  |
|   | Luthviza Nabila<br>Putri rsyad | Politeknik Negeri<br>Malang   |   |
|   | Arya Firas Putra<br>Ersyad     | Madrasah<br>Tsanawiyah Negeri 1<br>Malang   |   |
|   | Like Raskova<br>Octaberlina    | Universitas Islam<br>Negeri Maulana<br>Malik Ibrahim<br>Malang  |   |
| 3<br>offline  | Ratna Sari Dewi                | UIN Jakarta   | Glosbe's English to Minang Digital<br>Dictionary: Language and Algorithm<br>Analysis                    |
| 4<br>online   | Finita Dewi                    | Universitas<br>Pendidikan<br>Indonesia  | Exploring Students Experiences with<br>ChatGPT for Writing assistance:<br>Perceptions and Effectiveness |
| 5<br>online   | Vanessa Cometa                 | University of<br>Mindanao Digos<br>College  | Technological Acceptance Among<br>College Students in the New Normal                                    |
|   | Kristine S.<br>Costante        |   |   |
|   | Jeriz W.<br>Escorido           |   |   |
| 6<br>online   | Eva Nikmatul<br>Rabbianty      | Tarbiyah Faculty,<br>State Islamic<br>Institute of Madura   | AI in Academic Writing: Assessing<br>Current Usage and Future<br>Implications                           |
|   | Siti Azizah                    |   |   |
| <b>Parallel Session 2 (15.30 - 16.30)</b>   |                                |   |   |
| <b>Zoom Meeting. Room 1</b>   |                                |   |   |
| <b>PiC: Lintang Fakhrana</b><br><a href="https://wa.me/6285640077194">https://wa.me/6285640077194</a> |                                | <b>"Moderator: Titannisa Nur Athifah</b><br><a href="https://wa.me/085876312460">https://wa.me/085876312460</a> |   |

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|---|------------------------|---|---|
| 1   | Nabilah Rachmadhani    | Universitas Negeri Padang   | The Use of Euphemism in Jimmy O Yang Stand Up Comedy  |
| 2   | Yohanes Heri Pranoto   | Universitas Katolik Musi Charitas   | Two Tenses for All Sixteen Tenses: a Constructivist Approach  |
|   | Vewent Fest Levinli    |   |   |
| 3   | Rahma Kamanda Sari     | Universitas Negeri Padang   | The Analysis Of Semantics Meaning Found In Comments Of Instagram Account Of Infosumbar Based On Leech' Theories       |
| 4   | Fitri Hidayati Sani    | Universitas Negeri Padang   | The Analysis of Using Deixis Referenxes on Netflix Series "Squid Game" as an Awareness of Social Issues               |
| 5   | Meisyani Gustri Fadila | UNP   | An Analysis of Euphemism on Obama's Speech about the State of American Democracy at the University of Illinois        |
| 6   | Ulfiyatul Hasanati     | IAIN Madura   | A Morphological Analysis On Derivational And Inflectional Morpheme In Animal Farm Novel By George Orwell              |
| <b>Zoom Meeting. Room 2</b>   |                        |   |   |
| <b>PiC: Sofyan Qurniawan</b><br><a href="http://wa.me/6285601511501">http://wa.me/6285601511501</a> |                        | <b>Moderator:Naufal Ali Zaidan</b><br><a href="http://wa.me/6289612675379">http://wa.me/6289612675379</a> |   |
| 1   | Desi Puspitasari       | Institut Agama Islam Negeri (IAIN) Ponorogo   | Technology-Supported Writing instruction in the Hyflex Teaching Space: Its Impact on Motivation and Learning Outcomes |
|   | Pryla Rochmahwati      |   |   |
| 2   | S. Sumihatul Ummah MS  | Universitas Negeri Surabaya   | Blended Learning Models Used by Lecturers in Guiding Thesis EFL Students in Disruption Era                            |
| 3   | Dias Andris Susanto    | Universitas PGRI Semarang   | Investigating Indonesian EFL Learners' Cognitive Language   |

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|---|---------------------|---|--|
|   |                     |   | Learning Strategy Within Blended Learning in The Covid-19 Pandemic   |
| 4   | Romlah Ulfaika      | Universitas Borneo Tarakan  | The instrumental and integrative Motivation of Students in Blended Learning Class at Eight Graders of Junior High School                         |
|   | Della Arsiani       |   |  |
| 5   | Rismiyanto          | Universitas Muria Kudus   | “Boosting Competencies of EFL Content Knowledge, ICT, and Collaboration through Producing Short Video Drama: Do Students Perceive It Effective?” |
|   | Fitri Budi Suryani  |   |  |
| 6   | Risa Suryani        | UIN Salatiga  | The Effectiveness Of Managing the Classroom Using ELTeach; Teachers’ Perspective   |
| <b>Zoom Meeting. Room 3</b>   |                     |   |  |
| <b>PiC: Hanim priyanka</b><br><a href="http://wa.me/6285875143025">http://wa.me/6285875143025</a> |                     | <b>Moderator: Luna Nur Lestari</b><br><a href="http://wa.me/6285870685149">http://wa.me/6285870685149</a> |  |
| 1   | Eko Sulistiono      | Universitas Islam Malang  | Student Perspective of New Curriculum: Program Pertukaran Mahasiswa Merdeka  |
| 2   | Rini Amelia         | Politeknik Negeri Banjarmasin   | The Perspective of Business Administration Students on Delivering Presentation   |
| 3   | Melissa O. Sagabala | University of Mindanao Digos College  | A Qualitative inquiry on the Behavior of English Major Students Towards Social Media Distractions  |
| 4   | Risa Anggraini      | Universitas Potensi Utama   | Voicing Concerns: Utilization of ICT in Teaching English of One Senior High School in Medan  |
| 5   | Isnayni Rahmah      | UIN Sumatera Utara  | The use of application Kahoot in improving student learning outcomes   |
| <b>Zoom Meeting. Room 4</b>   |                     |   |  |

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| <b>PiC: Chaoro Lutfia Amalia</b><br><a href="https://wa.me/6281215328644">https://wa.me/6281215328644</a> |                           |  | <b>Moderator: Vasyania Charla</b><br><a href="https://wa.me/085726307400">https://wa.me/085726307400</a>                   |
| 1   | Ahmad Husein Nst          | UIN Sumatera Utara                               | “Using Computer assisted Language Learning (CALL) in Post-Pandemic Era: Higher Education Students’ Voice”                  |
| 2   | Ligaya Joyce S. Montebon  | UM Digos College                                 | Morphing into the Flock: a Phenomenological Study of Native Students Immersed in Online Learning Platforms                 |
| 3   | Bustanuddin as Suaidy     | Language Development Center (UM Purwokerto)      | Optimizing the Roles of Website and AI-Based System in Online Translation Service at LDC-UMP                               |
| 4   | FX. Risang Baskara        | Universitas Sanata Dharma                        | Enhancing EFL Learners' Efficacy and Engagement: ChatGPT and the Adoption of Disruptive Technologies in Language Education |
| 5   | Sri Wahyuni               | IAIN Kediri                                      | The Effect of Using Google Classroom In Teaching Reading for Junior High School Students                                   |
| <b>Zoom Meeting. Room 5</b>   |                           |  |  |
| <b>PiC: Hasna Naurah Nazihah</b><br><a href="https://wa.me/6283841388157">https://wa.me/6283841388157</a> |                           |  | <b>Moderator: Cecillia Savila Permata</b><br><a href="https://wa.me/+628971234002">https://wa.me/+628971234002</a>         |
| 1   | Albert Efendi Pohan       | University of Riau Kepulauan Batam               | Collaborative Learning Model: Is It a Suitable Learning Model to be Orchestrated By English Teachers in Society 5.0 Era?   |
| 2   | Sokhira Linda Vinde Rambe | UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan | Group Work Use to Enhance Students’ Participation in Learning English  |
| 3   | Indah Puspitasari         | STKIP PGRI Pacitan                               | Integrating ICT: EFL Students' Challenging in Learning Grammar   |

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|---|-----------------------|---|---|
| 4 | Ihda Husnayaini       | IAIN Syaikh Abdurahman Siddik Bangka Belitung | The Analysis of Students' Ability in Identifying Parts of Speech in Narrative Text                      |
| 5 | Yatni Fatwa Mulyati   | UIN Syarif Hidayatullah Jakarta               | Social media as an English learning platform during pandemic  |
| 6 | Nisurainee Yanamaneng | Universitas Islam Malang                      | The Implementation of Vocabulary Teaching Techniques at Darawittaya Islamic Boarding school in Thailand |

**Zoom Meeting. Room 6**

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| <b>PiC: Dea Syafira Ulil Amalia</b><br><a href="https://wa.me/6281226077904">https://wa.me/6281226077904</a> |                           | <b>Moderator: Diva Indro Kuncoro</b><br><a href="https://wa.me/+6282139182910">https://wa.me/+6282139182910</a> |   |
| 1  | Luthfi Retriansyah        | SMK PP Negeri Kupang  | “We desire to speak English fluently like others”: Unfolding Challenges and Solutions in Learning Speaking                                |
|  | Ikrima Halimatus Sa'diyah | State Polytechnic of Jember   |   |
| 2  | Ronald                    | Universitas Islam Negeri Maulana Malik Ibrahim Malang   | Investigation of English Speaking Availability of Vocational School Students in Private Vocational School Program (SMK-PK) in Malang City |
|  | Putri Bayu Haidar         |   |   |
| 3  | Guindelyn T. Federico     | University of Mindanao Digos College  | Narratives of Language Learners to the Essentiality of Speaking English Policy: a School Program Implication                              |
|  | Jairah A. Ruelo           |   |   |
| 4  | Ida Royani                | UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan  | Pronunciation Learning Strategies used by EFL Learners in University Context  |
| 5  | Rabiatul Adawiyah         | IAIN Palangka Raya  | A Narrative inquiry of Student's English Speech Learning Experience through YouTube   |
| 6  | Udin Kamiluddin           | IAIN Syekh Nurjati Cirebon  | Do Motivation and Learning Style Correlate with Vocabulary Knowledge?   |

**Day 2. Wednesday, 12 July 2023**

| Parallel Session 3 (08.00 - 09.00)  |                           |   |   |
|---|---------------------------|---|---|
| Zoom Meeting. Room 1  |                           |   |   |
| <b>PiC: Lintang Fakhrana</b><br><a href="http://wa.me/6285640077194">http://wa.me/6285640077194</a> |                           |   | <b>"Moderator: Titannisa Nur Athifah</b><br><a href="https://wa.me/085876312460">https://wa.me/085876312460</a> |
| 1   | Sinta Muchlis             | Universitas Negeri Padang               | Conversation Analysis: Turn-taking Analysis on Mata Najwa Podcast Episode Susahnya jadi Perempuan Part II.      |
| 2   | Afanin Nabila             | Universitas Islam Negeri Sumatera Utara | Cross-Cultural Pragmatic Failure in ESL Classroom   |
| 3   | Ren Sherlaine B. Sombilon | University of Mindanao Digos College    | Department of Health Covid-19 infographics Safety Reminder: a Semiotic Analysis                                 |
| 4   | Abdul Karim Panjaitan     | Universitas Negeri Padang               | Euphemism In Public Communication (Based On Age And Status)   |
| 5   | Nindi Oktriyani           | Universits Negeri Padang                | Analysis of Politeness Strategies Contained in the Denny Sumargo instagram's Comments                           |
| Zoom Meeting. Room 2  |                           |   |   |
| <b>PiC: Sofyan Qurniawan</b><br><a href="http://wa.me/6285601511501">http://wa.me/6285601511501</a> |                           |   | <b>Moderator: Mutohar Lutfi</b><br><a href="http://wa.me/6281227097568">http://wa.me/6281227097568</a>          |
| 1   | Dini hidayati             | Universitas Panca Sakti                 | Parents Attitude Toward Heritage Language: Strategies and Obstacles in Maintaining Heritage Language.           |
|   | Bayu andika Prasatyo      | STBA Technocrat                         |   |
| 2   | andina Nurma Fadhila      | Universitas Pendidikan indonesia        | Representation Of Violence In English Children's Lullabies Lyrics   |
| 3   | Uswatun Hasanah Yude      | Universitas Negeri Padang               | Speech Act Analysis to Short Stories University of Toronto Magazine   |

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| 4   | Sasmita Tarihoran                       | Unieversitas Negeri Padang  | The Analysis of associative Meaning Used by Najwa Shihab and Chris Martin in Exclusive interview                               |
| 5   | Wulan Fadila                            | Universitas Negeri Padang   | Analysis of Natural Semantic Metalanguage in "History" Song Lyrics   |
| <b>Zoom Meeting. Room 3</b>   |   |   |  |
| <b>PiC: Hanim priyanka</b><br><a href="http://wa.me/6285875143025">http://wa.me/6285875143025</a>       |   | <b>Moderator: Luna Nur Lestari</b><br><a href="http://wa.me/6285870685149">http://wa.me/6285870685149</a> |  |
| 1   | Desy Rusmawaty<br>Istanti Hermagustiana | Mulawarman University   | Implementing a Genre-Based Approach to Teaching Writing in Secondary Schools: An Empirical Study of Vocational School Students |
| 2   | Nurul Puspita                           | UIN Raden intan Lampung   | Investigating Students' Peer Feedback of Essay Writing in Google Docs  |
| 3   | Emilia Ninik Aydawati                   | Unika Soegijapranata  | The Students' Perception of the Writing assessment Using Cyber Learning, Modle 3.6   |
| 4   | Niken Yulianti                          | English Education Study Program, UIN Prof. K.H. Saifuddin Zuhri Purwokerto                                | Teacher's Problems in Teaching Listening Online  |
| 5   | Mary Angel Ann Kirit                    | University of Mindanao Digos College  | Pronunciation Anxiety and Capability to Communicate of Grade 11 Students in UM Digos College                                   |
| <b>Zoom Meeting. Room 4</b>   |   |   |  |
| <b>PiC: Chaoro Lutfia Amalia</b><br><a href="http://wa.me/6281215328644">http://wa.me/6281215328644</a> |   | <b>Moderator: Vasyania Charla</b><br><a href="https://wa.me/085726307400">https://wa.me/085726307400</a>  |  |
| 1   | Risma Julistiana                        | Universitas Perjuangan Tasikmalaya  | A Bilingual Class interaction as the Alternation in Teaching-Learning Process  |

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| 2   | Ni Kadek Dwi Rahayu          | Udayana University   | Coordinate Bilingualism Between Students And Teacher's Utterances During Learning Process In Trilingual School: Error Analysis |
| 3   | Iwan Endang Mulya            | Universitas Pendidikan Indonesia   | Teachers' Request Strategies in Bilingual Classroom: a Primary School Teachers Perspective                                     |
| 4   | Basori                       | Universitas Islam Negeri Maulana Malik Ibrahim Malang  | Analyzing the Readability of English for Nusantara Book for Grade Seven Using WebFX  |
| 5   | Ismiati Purwaningsih Subiana | Universitas Pendidikan Indonesia   | Gamification as a Tool for Improving Students Language Experience and Engagement in English Language Teaching                  |
| <b>Zoom Meeting. Room 5</b>   |                              |  |  |
| <b>PiC: Hasna Naurah Nazihah</b><br><a href="http://wa.me/6283841388157">http://wa.me/6283841388157</a> |                              | <b>Moderator: Cecillia Savila Permata</b><br><a href="https://wa.me/+628971234002">https://wa.me/+628971234002</a> |  |
| 1   | Herman Khunaivi              | STAI Al-Anwar Sarang, Rembangm, Central Java   | Multilinguality of EFL Learners in Pesantren: Post-humanism Perspective as the Solution  |
| 2   | Wiekandini Dyah Pandanwangi  | Universitas Jenderal Soedirman   | Teaching Psychological Values in Children's Literature   |
| 3   | Abdul Ambar Rahman           | Universitas Sarjanawiyata Tamansiswa   | Figurative Language In Song Lyric "Take Me To Your Heart" By MLTR  |
| 4   | Villy Al Viyani<br>Anita     | UIN Sultan Maulana Hasanuddin Banten   | An Analysis of Conceptual Metaphor Use in English Textbooks of Senior High School  |
| 5   | Suci Amaliyah                | UIN Syarif Hidayatullah Jakarta  | The Existence of English Vocabulary Learning Strategies Through Online Learning  |
| <b>Zoom Meeting. Room 6</b>   |                              |  |  |

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| <b>PiC: Dea Syafira Ulil Amalia</b><br><a href="http://wa.me/6281226077904">http://wa.me/6281226077904</a> |                           |  | <b>Moderator:Naufal Ali Zaidan</b><br><a href="http://wa.me/6289612675379">http://wa.me/6289612675379</a> |
| 1  | Erma Rahayu<br>Letari     | STKIP PGRI<br>Jombang                                  | Exploring Students' Use of Chatbot<br>Ai for Solving Grammar Task   |
|  | Banu Wicaksono            |  |   |
| 2  | Afif Ikhwanul<br>Muslimin | Universitas Islam<br>Negeri Mataram,<br>NTB, Indonesia | EFL Apps Potential Unleashed:<br>Enhancing Pre-service Teachers'<br>Digital Literacy via Tech-Vlog        |
| 3  | Elwa Junaidi              | Universitas Negeri<br>Padang                           | An Ecolinguistic Study of Tertiary<br>Education Students' Food Business<br>Plans                          |
| 4  | Farida<br>Nuryantiningih  | Jenderal Soedirman<br>University                       | Morphological aspects of<br>Behavioral/Attitude Adjectival<br>Lexicon in Banyumasan                       |
| 5  | Risnanda                  | Universitas Negeri<br>Padang (UNP)                     | An Analysis of Maxim Flouting<br>Uttered by the Characters in It Ends<br>with Us Novel                    |

## THE KEYNOTE SPEAKERS' ABSTRACTS

### Teaching and Learning with AI: Exploring the Potential of Artificial Intelligence in English Language Education

Gumawang Jati  
Institut Teknologi Bandung  
[gumawang.jati@gmail.com](mailto:gumawang.jati@gmail.com)

**Abstract:** Artificial Intelligence (AI) can transform English language teaching and learning in higher education. This presentation explores the opportunities and challenges of using AI in English language education. The presentation will cover the current state of AI in English language teaching and learning, the benefits and limitations of using AI in English language education, best practices for integrating AI into English language teaching and learning, and future directions for research and development in AI-based English language education.

The presentation covers AI as a tool for teachers in teaching English and research. AI will also be discussed as a tutor for students, especially in speaking and writing. In the second part of the presentation, AI as a text generator will be elaborated and discussed. The third part of the presentation discusses the role of generative chatbots in higher education and how AI can enhance their teaching and students' learning experience. It will also highlight the opportunities and challenges of using AI in English language education.

### The Linguistic Dynamics of the Post-Pandemic Era: Exploring the Role of Language Studies

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School of Education and Social Sciences,  
Management and Science University, Malaysia  
[alakkadmohmad@yahoo.com](mailto:alakkadmohmad@yahoo.com)

**Abstract:** The COVID-19 pandemic has not only caused a global health crisis but has also had a profound impact on society, including language and communication patterns. This research paper examines the linguistic dynamics of the post-pandemic era and explores the crucial role of language studies in understanding and navigating this new linguistic landscape. Drawing on a comprehensive review of literature and analysis of language data, the study investigates the shifts in vocabulary, grammar, and discourse patterns that have emerged in response to the pandemic and its aftermath.

The paper highlights the importance of language as a reflection of societal changes and explores how linguistic analysis can shed light on the social, cultural, and psychological implications of the post-pandemic era. It examines the role of language in disseminating public health information, shaping public discourse, and influencing attitudes and behaviours related to health and safety. Furthermore, the research delves into the impact of remote communication technologies, such as video conferencing and online messaging platforms, on language use and interactional patterns.

Overall, this research paper contributes to the growing body of knowledge on the intersection of language and society in the context of the post-pandemic era. By exploring the role of language studies, it provides valuable insights that can inform future policies, interventions, and communication strategies aimed at promoting effective communication, fostering understanding, and addressing linguistic challenges in a rapidly changing world.

**Keywords:** *linguistic dynamics, post-pandemic, language studies, societal changes, remote communication technologies.*

### **Language Acquisition Through Sufism (A case study of Sufism concept and implementation of Learning English through Subconscious-Installing Method (LET-IM) in Kuantana Indonesia**

Suwito, Ah. Zakki Fuad, Arif Hidayat, Ida Novianti, Muflihah, Mazaya Conita Widaputri  
UIN Prof.K.H.Saifuddin Zuhri Purwokerto, UIN Sunan Ampel Surabaya, UIN Maliki  
Malang

**Abstract:** English mastery for most Indonesia people is still in trouble. Most Indonesian students still find it difficult to speak English. This is evident from the survey of the English Proficiency Index (EF EPI) in 2016, showing that English proficiency for Indonesian is at 32 world level from 37 countries, even under Vietnam. Low English mastery due to several factors, such as low learning motivation, learning strategy, and teacher's teaching methods. LPB KI tries to provide a unique English learning through subconscious-installing method (LET-IM) solution. The concepts of Sufism are used in the optimization of the unconscious installation of learners. This article explores aspect of Sufism approach in English learning at LPB-KI).

### **Technology Challenges in Education: Understanding New Opportunities for Teaching**

Luís Miguel Oliveira de Barros Cardoso  
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**Abstract:** In the 21st century, technology has revolutionized education, transforming traditional classrooms into dynamic learning environments. The integration of technology has empowered students and educators alike, fostering collaboration, engagement, and access to information. With the advent of smart devices, virtual reality, and artificial intelligence, education has become more personalized and interactive. Students can explore complex concepts through immersive experiences, while teachers can leverage data analytics to tailor instruction to individual needs. Online learning platforms and educational apps have expanded access to education, bridging geographical barriers and enabling lifelong learning. As technology continues to evolve, its role in education will only grow, promising exciting possibilities for the future of learning. With the integration of technology, educators can explore innovative approaches to engage students and foster deeper learning experiences. Interactive multimedia resources, such as videos, simulations, and virtual reality, can bring abstract concepts to life, making them more accessible and engaging for students. Adaptive learning platforms and intelligent tutoring systems can analyze student data and provide targeted feedback and support, promoting self-paced learning and academic growth. Furthermore, technology facilitates collaborative learning, both inside and outside the classroom. Online discussion forums, video conferencing, and collaborative tools enable students to work together, share ideas, and engage in meaningful peer-to-peer interactions. Moreover, technology opens doors to a vast array of digital resources and information. Students can access online libraries, research databases, and educational websites to explore a wide range of topics, expanding their knowledge beyond the confines of traditional textbooks. Lastly, technology promotes lifelong learning by providing opportunities for distance education and continuous professional development for educators. Online courses, webinars, and learning management systems enable teachers to stay updated with the latest pedagogical practices and subject knowledge. Overall, technology serves as an invaluable tool for educators, offering diverse teaching methodologies that cater to the individual needs of students, foster collaboration, and provide access to a wealth of resources, empowering both students and teachers in the educational journey.

### **Redefining Teachers' Roles in AI-based English Language Teaching**

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**Abstract:** The development of Artificial Intelligence (known as AI) has affected all aspects of human life, including the education sector. AI has changed how people learn a foreign language in the context of English language teaching. It is widely known that AI-based technologies have emerged as powerful tools to enhance students' learning styles, outcomes and engagement in their classroom. AI-based technologies have also changed the basic interaction pattern between students and teachers.

Applying AI in the classroom gives students a more interactive and adaptive learning experience that gives them more freedom and flexibility in learning. Consequently, teachers are no longer the center of learning. In this situation, an issue arises in dealing with the roles of teachers in AI-based ELT. This paper focuses on elaborating the nature of AI-based technology in education and redefining teachers' roles especially in facilitating and mediating the interaction between the students and AI-based tools.

In order to play their roles as facilitator, teachers need to understand the nature of AI, so that they can select and apply AI tools suitable with their classroom context. Therefore, having this AI competence and awareness is essential for the teachers to mediate the use of IA-based tools, especially dealing with ethical issues, cultural sensitivity and critical thinking development of the learners.

**Keywords:** redefining, role, AI, language, teaching

### **The Factor Contributing to the Learners Success In Language Learning**

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**Abstract:** Learning involves not only a matter of intellectual exercise, but a matter of emotions as well. The situation of inner most self of individuals to great extent can affect their learning drives. Several studies on learners' motivation show that the emotion states of language learners play an important role in determining their achievements. There are some internal and external factors can be identified to give contribution to the learner's success in language learning, for examples: having high motivation, high self-confidence, avoiding learners' anxiety, having good image, creating positive climate, providing speech community and developing English practice, language learning refers to habit formation process, good teacher-learner relationship and creating English learning as enjoyable and knowledge satisfying Experience.

## **PARALEL SESSIONS' ABSTRACTS**

### **SUB THEME I:**

### **ICT Role in ELT: Technology Enhance Language Learning (TELL), Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), and Artificial Intelligence (AI)**

#### **Exploring Students' Experiences with ChatGPT for Writing Assistance: Perceptions and Effectiveness**

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**Abstract:** This study investigated the experiences of students who have used ChatGPT, an artificial intelligence language model, for writing assistance. A survey was conducted to collect data on students' usage frequency, preferences, and perceptions of ChatGPT's suggestions in improving their writing. The survey also explored whether students encountered any technical issues while using ChatGPT and whether they found it helpful in overcoming writer's block. Results showed that most students had used ChatGPT for writing assistance before, with many using it frequently. Students preferred ChatGPT over other writing tools and found its suggestions helpful and accurate. Most students felt that ChatGPT was equally helpful across different types of writing. Although some technical issues were reported, they were relatively minor. Overall, students reported increased confidence in their writing abilities after using ChatGPT and would recommend it to other students. Incorporating ChatGPT into the writing process may help students overcome writer's block and improve their writing habits. This study suggests that ChatGPT is a useful tool for students who require writing assistance, and its suggestions are perceived as helpful and accurate. Students were generally positive about their experiences using ChatGPT, despite some technical issues, and would recommend it to others.

#### **Teachers' Perspectives on ChatGPT as a Language Teaching Resource: Benefits, Challenges, and Pedagogical Considerations**

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**Abstract:** ChatGPT is frequently prescribed as a valuable tool for language teaching with its ability to generate human-like responses and engage in interactive conversations. This research study explores language teachers' perspectives on ChatGPT as a resource for language teaching. The study investigates the perceived

benefits, challenges, pedagogical considerations, and specific ways language teachers utilize ChatGPT in their instructional practices. To address these questions, a mixed-methods research design was employed. Language teachers from diverse educational settings participated in a survey. Thematic analysis was used to analyze the qualitative data, while descriptive statistics were applied to analyze the quantitative data. The findings of this study shed light on the perceived benefits of ChatGPT, such as increased efficiency in lesson planning and additional language input for learners. On the other hand, teachers faced concerns about accuracy, reliability, and potential overreliance on technology. Moreover, the study explores how language teachers evaluate the pedagogical effectiveness of ChatGPT, considering factors such as learner engagement, language proficiency, and the alignment of ChatGPT-generated content with learning objectives. Overall, this study's results enhance understanding of the language teachers' perspectives regarding ChatGPT, facilitating informed discussions and further exploring its potential role and impact in language teaching contexts.

**Keywords:** *ChatGPT; instructional practices; language teaching resources; teachers' perceptions*

### **Does Artificial Intelligence (AI) Have Roles in Fostering Academic Writing? Unravelling Lecturers' Voices in the Digital Era**

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**Abstract:** The rapid advancement of technology has provided effectiveness and flexibility in the field of education in the digital era including academic writing. The present study explores the voices of lecturers on the roles of artificial intelligence (AI) in fostering academic writing. This study is anchored in qualitative research. Data were gathered from semi-structured interviews with six lecturers at an Indonesian higher education. The findings revealed that some lecturers have positive responses toward the development of artificial intelligence particularly in fostering academic writing as long as it is used wisely. In addition, artificial intelligence (AI) plays a role in enhancing academic writing including promoting efficiency and accuracy, developing consistency, and promoting well organization of academic writing. However, there are some challenges in using artificial intelligence for academic writing including the lack of transparency in using artificial intelligence and the need for ethical consideration in using artificial intelligence applications. In addition, critical and higher-order thinking skills were not included in artificial intelligence. Therefore, this study presents an implication that the need for teachers, scholars, and policymakers for considering the utilization of AI applications wisely and finding better solutions to overcome the challenges.

**Keywords:** *Artificial Intelligence, Academic Writing, Digital Era, Lecturers' Voices*

## Should ChatGPT be Banned from EFL Classroom?

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**Abstract:** Generative artificial intelligence is being used more and more in language acquisition, but this has educators worried about how much technology they should use in the classroom. People who support a ban contend that human interaction should come first when learning a language and that relying too heavily on technology can harm students' language proficiency. Advocates of ChatGPT contend it has the potential to improve language learning results and that, when used properly, it may be a useful tool. This article analyses whether English as a Foreign Language (EFL) classrooms need to forbid the use of ChatGPT, a sizable language model created by OpenAI. The type of this study is qualitative. A desk-based research approach was used to gain information from secondary sources. Data reduction, data visualization, and conclusion drawing are employed for data analysis. The article's conclusion highlights the significance of balancing technology and interpersonal connections in language acquisition. Although ChatGPT can be a helpful tool, it should not be used as a substitute for real lecturers or discussion partners.

**Keywords:** *ChatGPT; EFL classroom; students, generative artificial intelligent*

## Using ChatGPT in Designing English Learning Materials in Microteaching Class: Student-teachers' experiences

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**Abstract:** The use of ChatGPT in language learning has created a debate between those who accommodate and those who prohibit it. On the one hand, the presence of ChatGPT threatens students' critical thinking skills, plagiarism and weakens their writing skills. However, on the other hand, ChatGPT can help students in completing their course assignments. The paper aims to investigate students' experiences of using ChatGPT in preparing teaching materials for teaching English in Microteaching classes. This research is a qualitative research with a case study design. The informants of this study were 12 student-teachers who were taking Microteaching courses at English Department UIN Mahmud Yunus Batusangkar. The data collection technique was by using interview technique guided by interview guide as data collection instrument. Interview recordings were transcribed and the data were analyzed following the stages of qualitative data analysis initiated by Miles, Hubberman and Saldana (2014). The results showed that students were greatly helped in designing teaching materials by using ChatGPT, namely designing lesson plans, creating conversations/dialogues, providing monologues in English, designing exercises with answer keys, and worksheets that are relevant to the assigned learning objectives. Students feel very benefited by the presence of ChatGPT in English language learning.

**Keywords:** *ChatGPT, learning materials, pre-service students*

## Exploring Students' Use of Chatbot Ai for Solving Grammar Task

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**Abstract:** Due to the emergence of artificial intelligence technologies, chatbots have gained significant traction in diverse sectors, encompassing education. Within the English education department specifically, the use of chatbots for grammar tasks has been a topic of interest. This study aims to investigate how students utilize the chatbot Chat GPT to solve grammar tasks assigned by their lecturer. The grammar tasks given to the students were in multiple choice, dialogue and paragraph gap filling, and picture series story tasks. These tasks were closely integrated with the writing skills component and were completed by 28 first year English Education Department students. This qualitative study was conducted through reflective reports and in-depth interviews with the participants. The study found that there were three distinct methods of utilizing Chat GPT to solve grammar tasks. The first method was copy-pasting, where students would simply copy and paste the required sentences into the chatbot for an automated response. The second method, L1 L2 translation, involved translating sentences of their response from their native language into English using the chatbot. The third method, detail-directed instruction, involved students providing specific instructions to the chatbot on how they wanted their response to be formatted.

**Keywords:** chatbot AI; Chat GPT; grammar task

## An Overview of Artificial Intelligence In Language Teaching and Learning

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**Abstract:** Artificial Intelligence (AI) appears to be essential in numerous fields presently due to its ability to simulate human intelligence processes that are performed by machines; specifically, computer systems, which is one reason why AI is becoming increasingly important in a variety of fields today. The present article examines the use of artificial intelligence (AI) in language teaching and learning. It explores the study of the use of AI in language learning and education in particular. The qualitative research method, specifically content analysis, is used to examine the articles retrieved from relevant databases. In accordance with the study's findings, five (5) themes arise in the usage of AI in relation to teaching and learning a language. The applications of AI in education demonstrate that it can help with language teaching and learning.

**Keywords:** Artificial Intelligence (AI), Language Teaching, Learning, Overview

## EFL Apps Potential Unleashed: Enhancing Pre-service Teachers' Digital Literacy via Tech-Vlog

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**Abstract:** This research aimed to scrutinize the efficacy of English as Foreign Language (EFL) technology vlog (tech-vlog) as means to enhance EFL pre-service Digital Literacy (DL). This study employed a mixed-method explanatory sequential method with survey and a descriptive research design. The participants were forty-three students who are joining both microteaching and technology enhanced language learning (TELL) classes at an English Department of a public university in West Nusa Tenggara, Indonesia. The quantitative data were obtained from the digital literacy questionnaire administration and the qualitative data were from interviews and reflective journals. The findings highlighted the positive impact of the tech-vlog platform on the participants' confidence in integrating technology into their future classrooms. The participants reported enhanced skills in selecting appropriate applications, designing interactive activities, and promoting digital literacy among students. The results of this study indicate that the tech-vlog platform is a promising tool for enhancing pre-service teachers' digital literacy in the EFL context. The findings emphasize the importance of incorporating experiential learning and reflective practices to empower pre-service teachers in utilizing EFL teaching applications effectively. These results have implications for teacher education programs in equipping future educators with the necessary digital skills to thrive in technology-rich educational environments.

**Keywords:** *Digital literacy, EFL, pre-service teachers, technology, vlog*

## Students' Perception on the Use of Infographic at Canva Application in Accomplishing TOEFL Class Assignment

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**Abstract:** *Canva* application is an application providing some features which allows the user to make some interesting designs. This application is used in TOEFL class assignment at sixth semester of English Study Program IAIN Madura in the year 2021-2023, the lecturer asked her students to make an infographic dealing with the material that was discussed in the class by using *Canva* application. The researcher was interested at knowing about how the students perceived in accomplishing the TOEFL class assignment by infographic at *Canva* application and how they used it. The researcher used mixed method design. The researcher obtained the data from interview, observation, questionnaire, and documentation. The sixth semester students of English Study Program IAIN Madura in the year 2021-2023 who joining the TOEFL class become the primary source, while the assignment result, the infographic is secondary source of this research. The result shows that most of sixth semester students have positive form of perception such as they feel enjoy and comfortable and find it is easier to do the assignment since it provides interesting features and design,

easy to be applied and modified. The students acknowledged that the use of Canva Application in making infographic worthy enough to resume any materials picturesque, readable, memorable.

**Keywords:** students' perception; TOEFL assignment; Canva application

### Effectiveness of Using Quizizz in Teaching English

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**Abstract:** E-learning is now increasingly recognized as a way to solve education and training problems, both in developed and developing countries, especially in Indonesia. In principle, E-learning is learning that use electronic service as a tool. Quizizz is one of these E-learning web applications. Quizizz is a competitive game. This application has been widely used by teachers around the world in learning activities, such as making online quizzes which are currently rife. This study uses a quantitative descriptive method through a survey approach that focuses on effectiveness in using Quizizz in teaching English. This research was conducted at the Junior High School Beringin in Deli Serdang district. The subject of this study was 9th grade of Junior High School students in Beringin, totalling 26 students who were studying English with using Quizizz application. The researcher collected data by using a questionnaire, in collecting data the researcher used several methods, namely (1) the researcher gave 10 statements related to Quizizz in teaching English, these statements were sent via google drive, (2) then students choose the answer SS, S, TS, STS on the questionnaire. To analyze the data the researcher determined the percentage of each questionnaire answered by the students. So, the results of this research that average percentage of effectiveness was strongly agree (SS) 53,6%, agree (S) 60,7%, disagree (TS) 39,3%, strongly disagree (STS) 10,7%.

**Keywords:** Quizizz application, Effectiveness, Learning application.

### The Application Design Based on Mobile Assisted Language Learning (MALL) for Improving Reading Comprehension

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**Abstract:** Mobile learning nowadays becomes very common in educational sectors since smart phones were being used every day by everyone. This research aims to make a mobile design on smart phones to improve reading comprehension for students at Politeknik Negeri Jakarta. Clark Quinn (2000) said that m-learning can help students to

access any material being taught by teachers easily, quickly and not limited to time and space Since teachers do not have enough time to teach in the class room, this web design will assist students to learn reading comprehension independently. The outcome of the research is the prototype of m-learning in android smart phone. It is expected this prototype will be developed and can be used by any university students in Indonesia

**Keywords:** *m-learning, reading comprehension, prototype*

### **Students' Perceptions of Using Mobile Assisted Language Learning (MALL) as a Media for Learning English**

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**Abstract:** Mobile Assisted Language Learning (MALL) is a media that can be used in the process of learning English in the form of a hand-held mobile device or also known as a mobile phone. The purpose of this study is to determine students' perceptions of the use of Mobile Assisted Language Learning (MALL) as a media for learning English. This research used descriptive qualitative method. The researcher used direct interviews as a data collection technique for two Junior High School students who attended schools in urban areas and two Junior High School students who attended rural schools in the North Sumatra region. The results of this finding are that students who attend school in urban areas do not have serious problems with using MALL as learning media. They consider that the internet network is easy to access, the school also provides WiFi and they are able to operate mobile phones optimally so that the use of MALL as a media for learning English is considered effective and not boring by students to improve their English skills. Students who attend schools in rural areas also think that MALL is a media that is not boring and is able to improve their English skills, but there are obstacles they experience, like difficulties in accessing the internet network and the school does not provide WiFi, so that the use of MALL as a learning media is considered inadequate effective.

**Keywords:** *learning English; MALL; media; perception; students*

### **Technology-Supported Writing Instruction in the Hyflex Teaching Space: Its Impact on Motivation and Learning Outcomes**

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**Abstract:** In this age of hybrid, flexible education, there is no disputing the significance of incorporating technology into writing courses. In response to these challenges, teachers are broadening their range of instructional methods, mainly by providing

instructional technology support. Therefore, this research is intended to scrutinize the impact of technology-supported writing instruction on students' motivation and learning outcomes in the Academic Writing Course. Using a questionnaire and documentation, this ex post facto design was employed on 123 students who enrolled in Academic writing courses in IAIN Ponorogo and UIN Walisongo Semarang. The researchers used Partial Least Square (PLS) as data analysis with the assistance of SPSS 26 for Windows. The result showed a significant impact of Technology-Supported Writing Instruction on students' motivation and learning outcomes. Moreover, teachers are encouraged to provide students with access to a wide range of digital materials and tools that enhance the writing process.

**Keywords:** *technology; writing instruction; hyflex teaching space*

### **The Effectiveness of Using Quizlet as Digital Learning to Improve Vocabulary Mastery of JHS Students**

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**Abstract:** The aim of this study is to find out the effectiveness of using Quizlet as digital learning media to improve vocabulary mastery of Junior High School students. This study applied quasi-experimental design with pre-test and post-test. This study's population consisted of the 8th grade students of MTsN 1 Kota Makassar. The researcher utilized purposive sampling to choose 80 students as sample and divided them into two classes, experimental and controlled classes. This study used a vocabulary test as the instrument. The vocabulary test was used to determine whether the students' vocabulary mastery had improved following the treatment or not. The result of the study shows that there was improvement of students' vocabulary after using Quizlet as digital learning media. This is evidenced by the t-test significant value  $0.000 < 0.05$ , which means that  $H_1$  is accepted and  $H_0$  is rejected. Therefore, using Quizlet as digital learning media is effective to improve students' vocabulary mastery. Using digital learning media makes students feel more enthusiastic in the learning process. Quizlet is one of application that can be used as digital learning media with many features that can support the learning process in individuals and groups. Quizlet can also use in online and offline situations.

**Keywords:** Quizlet; Digital Learning Media; Vocabulary

### **Post-Graduate Students' Perception on the Utilization of Google Translate**

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**Abstract:** This study aims to investigate the students' perception on the utilization of Google Translate (GT) as a tool for translation. The participants of this study were 25

Indonesian post-graduate students majoring English education. This study employed qualitative-descriptive analysis as the research methodology. The research instruments used were close-ended and open-ended questionnaire as well as semi-structured interview. The close-ended questionnaire focused on students' frequently-used of GT, and for the open-ended questionnaire focused on the advantages and disadvantages of using GT. While for the semi-structured interview questions are developed based on the participants' responses in questionnaires. This study came up with the findings that all participants use GT as a fast dictionary due to its several advantages. The majority of the respondents indicated a high frequent-used of GT in translating simple word levels (word, phrase, sentence), but a low frequent-used in translating discourse (paragraphs and article). In spite of the fact that GT has several drawbacks, it is believed that the benefits outweigh the drawbacks.

**Keywords:** *perception, translation, GT, post-graduate students*

### **The Potential of Using Quizizz Application to Enhance English Language Teaching**

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**Abstract:** The development of technology in educational world requires teachers or educators to be able to use various kinds of learning media in learning and teaching activities. There are many kinds of media which can make the learning more interesting such as Quizizz. This research aims to reveal the potential of this application to enhance English language teaching. This is a systematic review research. The method used in this research is systematic literature review in the purpose of collecting data from Google Scholar and Proquest. This study found 30 journal articles that discussed similar topics to our research. Subsequently, it could be classified according to students' perception in the use of Quizizz, teachers' perception in the utilization of Quizizz, the use of Quizizz as assessment tool, the use of Quizizz as learning media during pandemic covid-19 and the use of quizizz in general. Thus, this research showed that the Quizizz had positive implementation and good potential in English language teaching activities.

**Keywords:** *Quizizz; Learning Media; English Language Teaching*

## “... Wordwall Is Quite Easy”: Students’ Perceptions of Using Wordwall.net as English Learning Media

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**Abstract:** This study examined secondary school students' perceptions of the ease and challenges of utilizing Wordwall.net, and filled a research gap on the innovative learning tool for secondary school students. The researcher employed a qualitative approach. Data were collected from 36 students of private junior high school in Malang. Data from a semi-structured interview were acquired, and a descriptive analytic technique was used to analyze the data. The researcher discovered through the data analysis that the students were really enthusiastic about learning English using the Wordwall.net application. This software offered a variety of original and engaging English language learning games. The drawback of this application was that it did not offer a space to explain why students' answers both correct and incorrect were selected in the first place. In Wordwall.net games, students get the chance to learn about context and phrase alterations. This investigation showed that Wordwall.net had both ease and challenges of use for students using it as an English learning media. Additionally, Wordwall.net was successfully utilized as an innovative English learning tool to give students more engaging questions. As a result of this study, it was advised that English teachers, particularly those in secondary schools, use the Wordwall.net program since it can encourage students to take an active role in learning English.

**Keywords:** *students’ perceptions; Wordwall.net; learning media; secondary school*

## Using Telegram Application to Promote Student Engagement in ESP Classroom

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**Abstract:** This study aimed to observe the practical need for student engagement in an online learning environment. A descriptive qualitative research design was adopted to explore how 34 students gave responses to the instructions, tasks, or any other learning activities in a fully online mode class. The study also identified various ways in which assignments and student-to-student relationships in online learning environments can trigger responses from the students. An observation checklist and an interview guideline were used in data collection, and the theory of student engagement as a controlled action was employed in data analysis. The teaching practice of using Telegram in online classes seems to trigger a variety of constructive responses and lively discussions. The discussion activity was mostly initiated by the teacher or by the students who intended to ask questions or clarify an idea. Telegram can be used solely or in combination with other learning applications, during the lesson or after the lesson, synchronous or asynchronous, according to the lesson plan. In

addition to demonstrating the importance of responsiveness, this study also highlights the scope of technologies and practices favored by students in an ESP online learning environment.

**Keywords:** online learning; online application; student engagement; ESP classroom

### **Using Computer Assisted Language Learning (CALL) in Post-Pandemic Era: Higher Education Students' Voice**

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**Abstract:** Covid-19 which occurred at the end of 2019 resulted in many changes occurring in the community, including in the world of education, especially in higher education. Computer Assisted Language Learning (CALL) is the use of computers as language learning aids in education which requires the teaching and learning process to utilize technology. The purpose of this study is to find out how English students in higher education perceive the use of Computer Assisted Language Learning (CALL) after the covid-19 pandemic. The method used in this research is descriptive qualitative. Collecting data in this study using a questionnaire with opened and closed-ended questionnaire with twenty students of Higher Education. The results of this study indicated that the use of Computer Assisted Language Learning (CALL) that helped English students in Higher Education to learn languages even though the covid-19 pandemic has ended. It can be concluded that most students in Higher Education have a positive perception of the use of CALL for language learning after the pandemic era.

**Keywords:** CALL; higher education; perception; students' voice

### **Optimizing the Roles of Website and AI-Based System in Online Translation Service at LDC-UMP**

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**Abstract:** In this current digital era, language institutions in higher education are increasingly relying on technology presence to improve their numerous foreign language services including translation. The Translation Division of Language Development Center (LDC), Universitas Muhammadiyah Purwokerto (UMP) provides technology-based translation services for both internal and external clients. This research aims to explore strategies for optimizing roles of both the website and Artificial Intelligence-based system in LDC online translation to achieve the excellent service. The study investigates various factors that contribute to an effective and user-friendly website, including design, navigation, content organisation, and search engine

optimization. Additionally, it also tries to figure out how the existing translation and proofreading team integrated on the system standardizes the translation works. The research employs a mixed-methods approach, combining qualitative data from user surveys and quantitative data from website analytics. The findings provide insights into the specific areas for improvement in website design and functionality, as well as recommendations for enhancing the performance and capabilities of AI-based translation services. The research outcomes will contribute to the development of practical guidelines and best practices for the language institution seeking to optimize its online presence and leverage AI technologies to enhance language learning experiences especially in translation subjects.

**Keywords:** Language institution, Online translation service, web and AI-based system.

### **Conducting Online Learning in Vocational School Using MS. Teams As A Learning Platform**

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**Abstract:** The background of this research was based on the global problem appeared in 2020-2021 namely Covid-19. It is a pandemic that forced classes to be conducted into online learning; however, the implementation of online learning remains as a great challenge for both teachers and students. They had to adapt with these new circumstances. Here, Ms. Teams was chosen by the school as their platform to conduct online learning. The foci of this research were to find out the students' perception related to this application or platform called Ms. Teams and how it was implemented in the class. Descriptive qualitative research was employed and the data were obtained through questionnaire, interview and documentation. The results of this research were (1) Ms. Teams is a good platform to conduct the online learning because this platform provide some exclusive features that make this platform special. (2) the implementation of online learning using Ms. Teams is good enough but there are several things needed as improvements.

**Keywords:** Online Learning; Learning Platform; Ms. Teams; Covid-19

## Enhancing EFL Learners' Efficacy and Engagement: ChatGPT and the Adoption of Disruptive Technologies in Language Education

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**Abstract:** This paper examines the potential of ChatGPT, a state-of-the-art AI language model, to enhance students' efficacy and engagement in English Language Teaching (ELT) contexts. It investigates how embracing changes and adapting to new technologies can empower language education, particularly in higher education settings. Research has shown that increased self-efficacy and engagement can improve language proficiency and better educational outcomes. In this study, we build on the existing literature by exploring the potential of ChatGPT and other disruptive technologies to fill gaps in current teaching methods and offer fresh perspectives on language education. We employ a theoretical analysis approach, drawing on the concepts of social cognitive theory and self-determination theory to understand the role of technology in enhancing students' efficacy and engagement in language learning. Our findings suggest that ChatGPT can foster personalized learning, collaboration, and student-centred approaches in EFL and ELT contexts. Educators can create more engaging and effective learning environments that cater to diverse learning needs by adapting to disruptive situations and adopting innovative technologies. The implications of our results offer insights into the potential impact of adopting new technologies on teaching, learning, and assessment practices in higher education.

**Keywords:** *ChatGPT; EFL; ELT; engagement; self-efficacy*

## Technological Acceptance Among College Students in the New Normal

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**Abstract:** The adoption of technology in the learning process has been extensively researched, focusing on students' level of technological acceptance. This descriptive research study aimed to determine the level of technological acceptance among college students. A standardized questionnaire was administered to randomly selected respondents. Statistical analyses, including frequency, mean, Mann-Whitney U Test, and Kruskal-Wallis Test, were conducted. The results indicated that there were no significant differences in technology acceptance based on gender and age. However, significant differences were observed based on year level and program, with third-year students and those in the DTE program exhibiting the highest level of acceptance. Overall, respondents demonstrated a moderately high level of technology acceptance, with "Intention to Use" obtaining the lowest mean score. To enhance students'

understanding of technology's significance and encourage continued technological advancement, especially during the pandemic, the researchers recommend conducting a seminar titled "Blended Learning: The New Normal and Emerging Technologies."

**Keywords:** *technology acceptance, college students, descriptive research, blended learning, technological advancement*

### **“Storybird” as An Innovative Platform: Engaging Students’ Creativity**

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**Abstract:** The vast development of technological devices and the need of using them in all aspects of life, has made everything including education, changes, in term of the way in delivering the teaching and learning process and in providing the materials for the students. In the past, when the students were assigned to create a story by drawing the characters by themselves, those who were not good at drawing complained that they could not do it. However, nowadays, they can utilize their technological devices to finish such an assignment. One of the platforms that they can use is Storybird. This article is aimed at describing how to use Storybird to make the students get engaged in the teaching and learning process.

**Keywords:** *storybird; creativity*

### **Mnemonic device ‘FRIEND’: Its impacts on students’ writing fluency in the post-COVID19 pandemic**

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**Abstract:** This presentation is part of a small-scale study investigating how a mnemonic device, ‘FRIEND’ (Faisal, 2013), enhanced students’ fluency in writing an argumentative essay. In particular, it examined whether this device positively impacts the writing of this essay’s introductory paragraph. The study involved 15 Advanced-Mid-level students participating in an English Enrichment Program at a private, faith-based university in Central Java. A pre-test and post-test design was utilised to measure the impacts of the device on writing fluency. Essay criteria – organisation, content, syntactical construction, vocabulary, and mechanics adapted from the work of Hyland (2015) and Knapp and Watkins (2005) – underpinned the assessment and analyses of the data obtained. The findings indicate that the mnemonic device 'FRIEND' aided students in constructing well-organised introductory paragraphs. In particular, the device assisted them in structuring the ideas coherently, effectively addressing the

assigned topics. Nevertheless, it had a less pronounced impact on writing grammatically correct syntaxes. These findings shed light on the merits and limitations of using a mnemonic device 'FRIEND' for writing instruction.

**Keywords:** argumentative essay; coherence; mnemonic device; writing instruction

### **Accessibility and Interactivity: Fostering a More Inclusive Language Teaching and Learning with Microsoft Edge**

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**Abstract:** This paper explores the use of the Immersive Reader feature in Microsoft Edge to enhance language teaching and learning in a more inclusive manner. The feature provides a range of accessibility tools, such as text-to-speech, font and text size customization, and focus mode, which makes reading more comfortable for those with learning disabilities, visual impairments, or those who prefer audio feedback. The paper discusses the importance of accessibility in language teaching and learning and provides examples of how the Immersive Reader feature can be incorporated into the classroom to facilitate listening and speaking practice, enhance vocabulary development, and improve reading comprehension. The paper concludes by emphasizing the significance of embracing accessibility in language teaching and learning to ensure equal opportunities for all students.

**Keywords:** *Immersive Reader; Accessibility; Language teaching and learning*

### **Artificial Intelligence (AI) in Writing English: An EFL Researcher's Perspectives**

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**Abstract:** New technologies have been appearing since the borderless era. Research related to utilizing artificial intelligence (AI) such as Chat GPT, Quillbot, Otter AI, Hemingway, Grammarly, etc. in writing English is limited. This study aimed to overview the EFL researcher's perspectives related to utilizing artificial intelligence in writing English. This qualitative-narrative research was held at one of the research Madrasahs in Malang. The data are taken through observation, in-depth interviews, and documentation from six EFL researchers who concern with technology-enhanced language learning (TELL). After its analysis, the data was released by several themes which are stated as follows (1) the researcher's perspectives on artificial intelligence in writing English, (2) paper credibility, and (3) challenges and alternatives. Additionally, a good impact of utilizing artificial intelligence in writing English is a museum of great research novelties.

**Keywords:** *artificial intelligence; writing; EFL; researcher*

## Integrating ICT: EFL Students' Challenging in Learning Grammar

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**Abstract:** English grammar is considered difficult for EFL students to learn English. The teaching method used by lecturers in the teaching and learning process is an essential factor in which students become enjoy or even not interested in learning grammar. Some teachers and lecturers choose conventional techniques and often do repetition in teaching grammar. In teaching English grammar, variety and creativity are certainly needed to make the class more enjoyable and students more interested in taking part in the English class, especially in the learning process of ESL and EFL. This study describes how ICT, especially British Council Learn English, integrated into Practical English Grammar class and the EFL students' perception of their difficulty in exploring that website to learn grammar. The result showed that integrating ICT through the British Council Learn English website in English teaching grammar can raise the EFL students' attention and interest in joining the class and boost their mastery of English grammar. In addition, most of the EFL students responded to positive views as their challenge to integrating ICT in the grammar teaching-learning process.

**Keywords:** *ICT, EFL students, grammar*

## The Use of the Application Kahoot! in Improving Student Learning Outcomes

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**Abstract:** The development of science and technology touches almost all of the joints of human life, especially education. In the learning process of education, the learning media is one of the most influential keys to the success of the learning process. The wide range of learning media makes learning a more varied process. However, the learning media used also adjusts the learning model performed. Few students live at home with class conditions carrying out the same learning each day. It is certainly not the result of students' study. Educators need to encourage learning to become more interesting and encourage student interest, thus improving the learning result. Many societies tend to use technology to search through the Internet for information. Furthermore, there are also many societies that fill their leisure time with games. Media application Kahoot! Could be one of the alternatives. Kahoot! can become a medium of learning and games with the help of an Internet connection. Kahoot! can also raise his interest and encourage the digital generation's learning style. Therefore, educators can use this paper as a reference to innovate in learning, especially in online learning.

**Keywords:** *Kahoot! application, learning outcomes*

## Morphing Into the Flock: A Phenomenological Study of Native Students Immersed in Online Learning Platforms

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**Abstract:** Utilization of online resources among native language learners have been studied, putting emphasis on the various experiences of this minority group in the academe. Thus, the phenomenological study aimed to explore the emerging issue with three objectives set: positive and negative experiences, challenges faced, and coping strategies developed. Data were gathered using in-depth interview while the data analysis made use of thematic patterning. Outcomes unveiled mixed experiences of native learners, with fewer positive and more negative trends. The study also revealed native students' unreadiness for online learning utilization. Finally, the result conveyed the streamlined blending strategies of native students to cope with online learning. These findings were pivotal to future development UMDC's educational policy, particularly in utilizing online learning modalities, and enrichment to the University's native groups of students. This research is substantial in revitalizing the learning experiences of native students, teaching considerations, and igniting the engagement of the stakeholders as a whole.

**Keywords:** *native students, online learning platforms, phenomenological research design, IDI, blending into online learning platforms*

## “...I Can Expand My Imagination”: The Secondary Students’ Narrative in Creative Writing English Through Padlet

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**Abstract:** The aim of this research is to explore how secondary students use Padlet, a digital tool, to express their creativity in English writing. The research was conducted in the private Islamic school in Pasuruan, where five students were interviewed using a qualitative approach. Thematic analysis was employed to analyze the data collected from the interviews. The findings suggest that Padlet is an effective medium for students to enhance their writing skills by expanding their imagination and producing better quality texts. The students reported feeling motivated and benefited from the collaborative features of Padlet, allowing them to share and exchange ideas with their peers. However, some technical difficulties were experienced by students while using Padlet, which affected their writing experience. The research emphasizes the potential of digital tools like Padlet to improve students’ creative writing abilities. Further research is recommended to investigate the long-term impact of using Padlet on

students' writing skills and to find ways to overcome the technical issues associated with the platform.

**Keywords:** *Creative Writing; Padlet Media; Students' Imagination*

### **A Narrative Inquiry of Student's English Speech Learning Experience through YouTube**

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**Abstract:** Nowadays, YouTube is a favorite and one of the most visited websites, not only for entertainment but also for education. Some researchers, educators, and learners have given attention to YouTube's benefits, which are no exception for language learning. The purpose of the study is to explore and narrate the experience of an Indonesian student in using YouTube for English speech learning. This study involved a non-English major student who is competent in delivering English speech. Observation, students' reflection narration, and interviews were used to collect the data because the study applied the narrative inquiry method. The findings indicate that the student has good English speech mastery due to learning some aspects of it through YouTube. It means YouTube enhanced English speech competence. Therefore, the use of YouTube is meaningful in English Speech learning.

**Keywords:** *Narrative Inquiry; English Speech; YouTube*

### **Integrating Information and Communication Technology (ICT) in Education: The Potential Challenges and Benefits**

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**Abstract:** The trend to use ICT in teaching and learning has become a standard in many educational institutions. Educators consider ICT as a requirement and they believe that education needs to catch up with the technology development. This paper summarizes key messages of incorporating Information and Communication Technology (ICT) in education. This paper aims to discuss the potential challenges faced by educational institutions particularly teachers when they intend to use technology in the teaching and learning process. The benefits of technology in education are also elaborated. ICT inclusion in education provides advantages not only to the teachers and students but also to the school. It is expected that this paper can provide some basic information for policymakers, education specialists, ICT practitioners and a broader audience interested in the need for technology in the education system.

**Keywords:** *education; ICT integration: challenges and benefits*

## The Existence of English Vocabulary Learning Strategies through Online Learning

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**Abstract:** The lack of students' awareness of comprehensively learning English became the significant issue. The initiation to discover a suitable strategy to adopt is needed. The methodology used was mixed-method (quantitative and qualitative). Two instruments used were a questionnaire and open-ended interview questions. The data analysis was SPSS and descriptive qualitative. The research involved three senior high school classes voluntarily participated students. Based on six strategies, respondents' answers are coded by R (Repeating vocabulary), RM (Repeating in mentioning vocabulary like a native), and RP (Repeating vocabulary in physical actions), WN (Writing Vocabulary Note), WD (Writing Diary), and WS (Writing Summary), RN (Reading English Novel), RS (Reading Strategy), and RL (Reading Light Books), LD (Look up in the dictionary) and LED (Look Up in Electronic Dictionary), GE (Guessing with Gesture), and GN (Guessing the next word). The repeating strategy became the students' most preferred strategy ( $M=3.52$ ), while guessing ( $M=2.99$ ) became the most unpreferred strategy. Therefore, the researcher attempts to conduct this research to investigate students' preference strategy and discover the urgency.

**Keywords:** *English Vocabulary, Learning Strategies, Online Learning*

## Enriching EFL Classroom Activities with Online Games

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**Abstract:** In recent years, technology has become increasingly integrated into educational settings. Teachers have been utilizing technology to enrich classroom activities and promote student learning. One of the ways in which teachers have incorporated technology is through the use of online games. Online games have been found to increase student interest and motivation, making education more interactive and enjoyable. This paper explores the most popular online games used for education and its impact for the learning achievement. A survey on literatures was conducted to obtain the data. The top 5 online educational games were overviewed in this paper. They were selected based on the number of articles mentioning these games and their effectiveness in promoting the EFL learning. Considering the significance of online games for educational context, educators are challenged to be more creative, innovative and adaptive toward the advance technology and its application to enrich the EFL practice.

**Keywords:** *EFL; Classroom Activities; Online Games; Gamification*

## Investigating Higher Education Students' Perceptions and Attitudes Towards Duolingo Utilization in EFL Learning

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**Abstract:** Education sector in the 21<sup>st</sup> Century has continuously changed and relied more on technology. The evolution of technology use in education leads to the emergence of gamification. Duolingo is a language learning platform that provides free language courses through web and mobile apps and instills gamification aspects. This descriptive study involved twenty students of a non-English education program enrolling in an English learning class and utilizing Duolingo for English practice outside the course hours. The researcher employed a questionnaire and an interview to collect the data. Collecting, classifying, describing, and interpreting were a set of procedures used to analyze the data. The results revealed that the students have positive perceptions and attitudes towards Duolingo utilization in EFL Learning. The students believe that learning English through Duolingo is easy, fun, engaging, and motivating.

**Keywords:** Perception; Attitude; Duolingo; EFL learning

## Investigating Indonesian EFL Learners' Cognitive Language Learning Strategy within Blended Learning in the COVID-19 Pandemic

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**Abstract:** The pandemic outbreaks enforce students do learning much harder through blended and proper strategy. Cognitive language learning is one of strategy that applied by Indonesian learners in overcoming to cope all English subjects within online blended tool. This study focused on the learners' preparation and live-process on implementing cognitive strategy on the blended learning classroom. The writers used a qualitative approach empowers by atlas.ti8 with 35 participants of English education study program at Universitas PGRI Semarang, Indonesia and instrumented by observation. Open – ended interview and questionnaire. The result shows the investigation that learners' preparation are: software of learning, hardware of learning, environment of learning, and time of learning. Otherwise, the learners' cognitive strategy in blended learning are; listening lecturers' presentation, watching lecturers' video presentation. The discussion reveals that Indonesian learners mostly have hardware learning as major need in joining blended classroom, but they don't have any good preparation on software learning since some of them are not payless. During the pandemic, most of students likely do cognitive strategy through prefer listening to lecturer's presentation since they might listen while doing anything else (not academic matters). Writers conclude that having English blended classroom learners should consider and provide laptop, smartphone, zoom apps, google meet apps, Wi-Fi, to support their cognitive classroom activities; listening, watching, and

presenting materials. We suggest that fulfilling of the well preparation and well joined the English classroom make EFL learners get the knowledge maximally.

**Keywords:** *Indonesian EFL, Cognitive Language Learning Strategy, Blended Learning*

### **EFL Student's Coping Strategies in Speaking Test in Post-Pandemic Era**

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**Abstract:** Speaking is one of the basic skills in learning language. This is a challenge for EFL students in post pandemic by quick transition from virtual to direct learning. Coping with unprecedented situations creates extra stress for EFL students. This happened because they were not used to interacting directly in front of the class. Therefore, the purpose of this study is to investigate the coping strategies that most EFL student's use to overcome speaking anxiety in post pandemic education. The respondents in this study are 40 students in the first semester of the English Academic Purposes class in Muhammadiyah University of Surakarta. The research method used is qualitative research using two types of questionnaires, namely closed-ended questionnaires and open-ended questionnaires. The result demonstrated that EFL students mostly used the strategies of preparation to cope their anxiety in speaking test.

**Keywords:** Student's Anxiety; Coping Strategies; Speaking Test; Post Pandemic Education

### **Activating Learner's Autonomy with Supportive Instructional Practice in Distance Learning during Post-Pandemic Era**

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**Abstract:** The development of distance learning in Indonesia started during the Covid-19 era and continues to the post-pandemic era. Schools and Universities in Indonesia began to develop distance learning programs to cover the need for students to study from their region as an effect of distance learning in the pandemic era to the regular offline classes. Distance learning requires students and teachers to cope autonomously with all learning materials. The role of teachers in helping students deal with the lesson is crucial. Thus, this study explores how teachers' experience applying the supportive instructional practice in distance learning supports learners' autonomy in the EFL context. Two English lecturers who teach English in a distance learning program were selected to share their experiences through the narrative inquiry method. This study shares how lecturers use supportive instructional practice in distance learning activities to support and activate students' autonomy. Besides, lecturers' past, current, and future experience in teaching English is essential to activate learners' autonomy

with supportive instructional practice. Educational practitioners must be aware that learning materials in distance learning might differ from in-class materials.

**Keywords:** *autonomous learning; distance learning; supportive instructional practice*

### **A Bilingual Class Interaction as the Alternation in Teaching-Learning Process**

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**Abstract:** Code-switching in naturalistic discourse occurs when a speaker and an interlocutor share more than one language. It becomes the alternation in the classroom interaction to fill linguistics gap between teacher and students in learning process. The main aim of the research is to reveal code-switching phenomenon that happens in the classroom English speaking interaction. It classifies by several classification such types, functions, and reason of code-switching as part of Sociolinguistics phenomenon. Total respondent of this research followed by 40 students and 1 lecturer at Muhammadiyah University. The study was used descriptive qualitative to obtain a 'straight description of the phenomena' and to provide analysis and interpretation of the research data. The data in form of utterances contained code-switching are written in the data sheet. The class observation was conducted for three weeks in each setting. To back-up the data gathering, a tape-recording technique was applied in the observation. The obtained data are selected, coded, and analyzed from sociolinguistics aspects. During open coding, the researcher identifies words, phrases, or events that appear were grouped into several categories. The result reveals code-switching phenomenon that mostly arise are Intra-sentential type, Phatic Function, and To Amplify and Emphasize a Point as reason aspect.

**Keywords:** Code-switching, Alternation, Interaction, Bilingual Class

### **Mobile Blended Learning In Indonesian EFL Higher Education: How Is It implemented?**

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**Abstract:** Mobile blended learning has expanded its popularity since it provides more flexibility and personalized learning allowing students to effortlessly access materials from anywhere while joining face-to-face learning. In this type of education, teachers can combine online learning through mobile devices such as laptops, smartphones, or tablets with the use of face-to-face interaction. In this study, three English lecturers and six college students were investigated to find out the implementation of mobile blended learning in

Indonesian EFL higher education. To collect the data, semi-structured interview and forum group discussion was used to gather the data. The findings attempted that there are several apps used in the classroom to facilitate the students to be more active and creative in their activities. These kinds of activities were conducted not only at the main activities but also at the pre-activities and post-activities. Students and teachers undoubtedly show their positive attitude by showing their engagement and satisfaction in learning.

**Keywords:** *Mobile Learning, Blended Learning, Higher Education*

### **Scrutinizing Future Education: Metaverse Concept in Higher Education**

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**Abstract:** The aim of this study is implementing the metaverse concept in English for Tourism subject. The Metaverse had a significant positive impact on the field of education, especially in English for Tourism Class. The instructions adopted used cutting-edge technology linked to the internet, and every learning tool will be as authentic as possible. This study used qualitative descriptive case study design and it described the perception of students in implementing Metaverse. The participants were students from University level who took English for Tourism Class. The data were the classroom activities and interview then it will be analyzed using thematic analysis.

**Keywords:** *metaverse; education; higher education*

### **Strategies and Proficiency in Language Learning among College Students in the New Normal**

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**Abstract:** Learning of English as second and even foreign language has been stressed out in all degrees of education. Consequently, academics and researchers have concentrated on depicting the outwardly discernible actions of linguists came after by making an effort to identify and name strategic actions, then connect them to language proficiency. This study was an exploration of college students' strategies and proficiency in language learning. Language proficiency of the students was significantly lower than anticipated, partially confirming the teacher's assessment of low proficiency levels as evidence of students' general inadequacy for studying English at national curriculum-required levels. This descriptive research involved 260 respondents who were randomly selected to respond to the adopted SILL (Strategy Inventory for Language Learning) questionnaire. Mean and Pearson r were used as

statistical tools. The data revealed that the students practice high language learning strategies, specifically more on metacognitive and affective strategies. Meanwhile, a moderate level of language proficiency was found out. Statistically, there was no statistical evidence showing significant relationship between language learning strategies and language proficiency. The findings of the study suggest important implications for classroom instruction and learning content design. Students, especially those with low proficiency levels, can be assisted to improve their competence in English through strategy instruction.

**Keywords:** *language learning strategies; English language proficiency; new normal*

### **The Effectiveness of Managing The Classroom Using ELTeach; Teachers' Perspective**

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**Abstract:** ELTeach is an online development program developed by National Geographic Learning. It is being used for English Language Teacher Training (ELTT) program which is fully sponsored by U.S. Embassy in Jakarta and carried out by World Learning. Fifteen English teachers (ELTT 2023) have been selected for this program and become the participants of this research. The aim of this research is to know the effectiveness of using ELTeach especially in managing the classroom based on teachers' perspective. The research uses descriptive qualitative research. Data have been collected from interview, observation and documentation. The results show that managing classroom using ELTeach is very effective in English class because it presents a simple way in delivering the materials. Meanwhile, teachers are practically able to learn more English from ELTeach's book and practice it through ELTeach's website or application.

**Keywords:** *ELTT; ELTeach; Effectiveness*

### **Peer-Teaching in TOEFL Preparation Class**

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**Abstract:** The aim of this study was to see whether the technique of peer-teaching during the TOEFL preparation class benefits the students in increasing their TOEFL score. According to Porter et al. (2001), during the process of students' interaction with their peer(s), students have more open chances to ask conceptual questions; and as their peer(s) respond, they can understand more correctly and individually the questions. This study adopted a quasi-experimental design involving one class consisting of 41 sixth-semester college students at the Faculty of Education and Teaching Sciences, National Islamic University Saifuddin Zuhri, Purwokerto, Indonesia. The result showed that the technique positively affected the students' TOEFL scores.

The findings revealed that the  $H_a$  is accepted for the value is 0.37 ( $df$  22,  $\alpha=0.05$ ,  $-0.404 \leq t \leq 0.404$ ). Also, it is significant for the sigvalue is 0.9 (sigvalue  $\geq \alpha=0.05$ ). Hopefully, the result can contribute to the theoretical gap in the TOEFL domain since there have not been many experimental studies about this technique used in the TOEFL class. The technique helps the students overcome the problems they face while studying TOEFL. Besides, it can also boost their motivation in preparing for the TOEFL test.

**Keywords:** *peer-teaching; TOEFL test; language test*

### **A Qualitative Inquiry on the Behaviour of English Major Students Towards Social Media Distractions**

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**Abstract:** Online educational platforms and social media applications play a vital role in the learning process of the students in the rise of pandemic since knowledge acquisitions and delivering instructions were done through virtual interactions. Hence, this study was designed to explore the behavior of the English major students in UM Digos College towards social media distractions that aimed to determine the influences of these diversions to students' academic learning perceptions. Moreover, this qualitative study utilized a descriptive study where eight (8) participants were purposively chosen to respond the different research questions. Collaizi's method was used in order to provide a significant thematic analysis. As a result, the major findings revealed that the influence of social media distractions to the behavior of the students were students' loss of eagerness, behavioral interruptions and self-improvement barriers whilst classroom interactivensness, flash notifications and students' personal interests were found to be the main causes of these social media interferences in which multifaceted strategies such as traditional strategies and multiple digital strategies were asserted as coping mechanisms in overcoming social media distractions. Meanwhile, the study ended up with three implications namely: implication to learning process, implication to teaching process and implication to learners' performance.

**Keywords:** *Social Media Distractions, Qualitive Inquiry, Thematic Analysis, UM Digos*

### **Activating Learner's Autonomy with Supportive Instructional Practice in Distance Learning during Post Pandemic Era**

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**Abstract:** The development of distance learning in Indonesia has been rapidly started during the Covid-19 era and continues to the post-pandemic era. Universities in

Indonesia began to develop distance learning programs to cover the need for students to study from their region as an effect of distance learning in the pandemic era to the normal offline classes. This study aims to explore how supportive instructional practice in distance learning supports learners' autonomy. Students from two classes of general English classes at a University in Indonesia were observed and four selected students were interviewed to follow up on the information from the observation. This study involved a narrative inquiry method. The researchers found that students who join a distance learning program need to activate their autonomous learning skills and the students realized that supportive instructional practice from the lecturer is crucial. Educational practitioners must be aware that in distance learning, learning materials can not only be delivered by the teacher or lecturer but also learners should be able to do autonomous learning to achieve goals that are set by the teacher or lecturer at the beginning of the meeting.

**Keywords:** *autonomous learning; distance learning; supportive instructional practice; narrative inquiry*

### **Boosting Competencies of EFL Content Knowledge, ICT, and Collaboration through Producing Short Video Drama: Do Students Perceive It Effective?**

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**Abstract:** Finding the more and most effective learning model might be an unstoppable effort for teachers to do in catching good achievement of English and supporting soft skills. Immersing current trend of social media into learning process is one of the learning models the students prefer as this is close to their era and interest. Creatively producing short video dramas and uploading them on social media, such as on YouTube might be boosting the students' competencies of EFL and ICT. This research is aimed at investigating the students perceiving whether learning model assigning them to creatively produce short video dramas would affect their competencies of EFL and ICT. Questionnaire is given to thirty-one students of Language Department at *Tasywiquth Thullab Salafiyah* Kudus Islamic High School to measure their perception on the learning model offered. In short, the students are perceiving well that creatively producing short video dramas boosts their competencies of EFL, ICT, and collaboration.

**Keywords:** *competencies of EFL, ICT, and collaboration, producing short video drama*

## Project Based Learning in an ESP Class: Voices from Indonesian EFL Students

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**Abstract:** To adapt with the current era, students need to be encouraged to master various practical skills needed in the 21st century. Consequently, an interesting and student-centered learning model is needed to improve the quality of education and teaching, especially in the field of language education. In this regard, the application of the Project Based Learning can be the solution to support the effectiveness of language learning. Based on this issue, this case study aims to explore students' perceptions of the implementation of Project based Learning in an ESP course. Semi-structured interview is employed as a data collection technique. The data obtained were analyzed thematically. This study revealed that students have a positive perception of the implementation of project-based learning as they considered it as an effective learning method which could promote their creativity, collaboration, and critical thinking skills. In addition, it can also support the development of their language skills. The results of this study are expected to provide an overview and serve as a consideration for language teachers to implement Project based Learning in their teaching practices.

**Keywords:** *project-based learning; ESP; EFL; students' perception*

## Teaching English Using Social Media: Pre-Service English Teachers' Perceptions

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**Abstract:** Social media has been widely used in many aspects of life, including education. Many teachers nowadays have made use of social media. This study aims to explore the perceptions of pre-service English teachers on the use of social media in teaching English. This study was qualitative research. The data were collected through a survey via Google form from 39 pre-service English teachers now studying at STAIN Bengkalis. The result showed that pre-service English teachers have positive perceptions on the use of social media in teaching English. It can be seen from the finding that 37 out of 39 respondents would like to use social media when they become teachers in the future. In their perception, WhatsApp, YouTube, Instagram, and Facebook are the most useful social media to be used in teaching English. Meanwhile, Listening, speaking, and reading skills are believed to be skills which suit best taught by utilizing social media. Findings from this study can be consideration for teachers in making use of social media in teaching and for faculty in preparing future teachers with appropriate ways of teaching using social media.

**Keywords:** Teaching English, social media, pre-service English teachers, perception

## Collaborative Learning: Is It Suitable Model to Orchestrate by English Teachers in Society 5.0 Era?

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**Abstract:** A suitable learning model greatly reassures learning efficacy, learning endings, and students' competencies in dealing with future uncertainty changes. This study drives to legitimize strongly that the collaborative learning model is a suitable model that urgently needs to be orchestrated by the English teachers to advance students' competence in fronting the society 5.0 era. Qualitative method with a systematic literature review design was lay out to achieve the research objective. Research data were poised by collecting 20 previous research judgments from the national and international articles, approximately the results of collaborative learning model implementation. The data analysis performance consists of data collection, data presentation, data condensation, and drawing conclusions. The analysis fallouts: 1) Collaborative learning is an empirically proven learning model which appropriate for Indonesian English teachers to apply in society 5.0 era. 2) The collaborative learning model application has been empirically proven to increase students' competencies needed in society 5.0 era, English communication skills, critical thinking, collaboration skills, and problem-solving skills. Subsequently, the collaborative learning model must be become skilled theoretically and practically by Indonesian English teachers to produce excellent graduates to fronting the vagueness in Society 5.0 era in Indonesia.

**Keywords:** *Collaborative Learning, Model, Suitable, Society 5.0 Era*

## The Role of Cooperative Learning Method in Teaching English to Improve Students' Skill: a Systematic Review

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**Abstract:** Teaching English is not easy. Moreover, in English subject teacher must teach four skill that is reading, speaking, writing, and listening. It needs an appropriate method. One of the most appropriate method in teaching English especially for Indonesian students is cooperative learning method. Cooperative learning is a form of teaching activity that takes group as the basic form and uses classroom interaction to promote students' learning to achieve the common teaching objectives. This paper will

look at the role of the use of cooperative learning method in teaching English. This qualitative study uses a descriptive approach. The corpus of the study is collected using literature review technique using systematic review method. The Researchers found 35 articles about the use of cooperative learning method in teaching English. The results show that cooperative learning has a great positive impact on students and it is an effective teaching method. It gives many advantages in education field especially for the students, such as reduce the students' Learning Anxiety, give students more opportunities to communicate in classroom, promote student center, and it also can help the students to improve their cooperation ability and communication among the students. In a word, cooperative learning method has given the current teaching reform, a lot of beneficial enlightenment, and worthy to be implemented.

**Keywords:** *Cooperative learning method; Teaching English; Students' Skill*

### **Teaching English for Nursing Using Content-Based Instruction At Yakpermas Politeknik, Banyumas**

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**Abstract:** Teaching English for learners should have specific goals and purposes. English for nursing is considered as teaching English for specific purposes. The mastery of English is very important aspect for nurses who are involved in medical services. The lesson of English for nursing requires the teacher to choose an appropriate teaching method. This study focused on Teaching English for nursing using Content-based instruction at Yakpermas Politeknik, Banyumas. It examines: (1) Learner's views towards the use of the content-based instruction in teaching English for nursing, (2) How well content-based instruction supports learners to master English for nursing. The subject of the research were 41 nursing students of Yakpermas Politeknik, Banyumas. It used descriptive qualitative approach. The data were gathered through interview and questionnaires. The results of this study showed learner's view towards the use of the content-based instruction in teaching English for nursing are most of the learners thought that content-based instruction is difficult for them due to the lack of vocabulary and their speaking ability. However the learners were actively engaged in the learning process; they didn't depend on the teacher to direct all learning or to be the source of all information. How content-based instruction supports learners to master English for nursing are learners were able to use language for communicative purposes. This study hopefully will give information to the English teacher about content-based instruction that can be used to teach English for nursing.

**Keywords:** *Content-based instruction, English for Specific Purposes, English for Nursing, Qualitative Study*

## Translanguaging Practices and its Pedagogical Implication in Indonesian EFL Context: Is this Panacea?

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**Abstract:** Notwithstanding the idea of translanguaging's relative novelty in literacy pedagogy, this article reports on research that calls into question the understanding of a bilingual pedagogy to present more pieces of evidence and motives of translanguaging practices derived from a specific location (i.e., Indonesia) in order to showcase its vitality. This current conceptual paper aims at scrutinizing the controversy of the translanguaging practice of EFL lecturers in Indonesia, as well as the motives behind its practices. The data were analyzed using a questionnaire and semi-structured interviews to showcase the pros and cons of translanguaging practices and their motives for translanguaging or not to translanguaging in the EFL learning context. The data revealed that EFL lecturers favored translanguaging because it allows them to gain from students' languages other than English in English lectures. They discover that translanguaging is useful for explaining, elaborating on, and reinforcing the content of learning materials, motivating students, and creating an engaging learning environment. Furthermore, the motives that they employ serve as a means of integrating and comprehending the local and contextual values and culture of Indonesian and English as the Target Language.

**Keywords:** *translanguaging practice; transnational; identity; translanguaging controversy.*

## Translanguaging Practices to Maintain Heritage Language in Multilingual Context: A Case Study in Indonesia

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**Abstract:** This qualitative research on multilingual context attempts to explore the emergence of the translanguaging phenomenon on how translanguaging can be applied as a strategy to maintain heritage language in some tribes of Indonesian multilingual context. The objectives of the study are to investigate how indigenous people use translanguaging, what the role of translanguaging strategies they use, and whether the translanguaging practice they use contributes to their heritage language maintenance. The findings of this research will be beneficial to preserving heritage languages and as a way to maintain the use of heritage languages in the present generations so that the heritage language will not be forgotten and lost. There are

eighty-one (81) respondents who come from different tribes and live in the metropolitan area of Jakarta and Banten Province have volunteered to join with this research. The descriptive analysis shows that some participants still concern using their heritage language while making a conversation with their family, friends and colleagues with the same ethnicity and cultural background. However, since they live in the metropolitan area, the recent generation was not exposed to the heritage language anymore. Consequently, doing code-switching as translanguaging in different languages has been considered as making a strategy to maintain the heritage language.

**Keywords:** *code-switching; heritage language; language strategy; translanguaging; Indonesian multilingual context.*

### **Group Work Use to Enhance Students' Participation in Learning English**

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**Abstract:** This research was carried out to explore the implementation of group work to help students to participate well in learning English at Language Development Center of UIN Syahada Padangsidempuan. Specifically, this study wanted to see how group work was implemented, to know its advantages and significances to enhance students learning participation, and to find problems emerging and solution done during its implementation. The research used qualitative research. The research chose three English lecturers who teach at Language Development Center. The data were collected by doing observation and interview. The data were analyzed by transcribing and analyzing by using Miles and Hurbeman's framework. Related to the result, it was found that kinds of group work interaction pattern used by lecturers in teaching and learning are formal group work, informal group work and cooperative group work. The English lecturers used those kinds in teaching and learning group work interaction pattern because it effectively encouraged students more active in English teaching and learning. Finally, the finding also showed that some of the students did not participate well and the lecturers did monitoring to solve it.

**Keywords:** *group work; enhance; participation; learning;*

## Developing EYL Materials in English Subject for Students of PGMI Department of IAIN Lhokseumawe

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**Abstract:** Most of English lecturers at IAIN Lhokseumawe applied the same materials in teaching English class, while in fact, it should be specialized for the Department that must have specific skill in their future career related to their major. The purposes of this research are to develop suitable teaching materials needed by the students of candidate young learner teacher (PGMI students) of IAIN Lhokseumawe in English subject. This research used Research and Development (R&D) by following Borg and Gall research procedure. To collect the data, the researcher utilized three kinds of data collection techniques namely; Focus Group Discussion (FGD), Questionnaire, and Tests. The result of the research shown that to compare  $t_{score}$  with  $t_{table}$  so it is needed to find degree of freedom first namely  $df = 21 + 21 - 2 = 40$ . The value of  $t$ -test used significance level 5% or  $\alpha = 0,05$  with  $df = 40$ , from the table of  $t$  distribution, it was obtained that  $t_{1-\alpha} = t_{1-0,05} = t_{0,95} (t_{table}) = 1,684$ . In fact,  $t_{score} > t_{table}$  is  $3,036 > 1,684$ , so  $H_0$  was rejected, it means that  $H_a$  was accepted. Thus, it can be concluded that there was significance effect of treatment on the mastery toward all materials produced that had been tried out to the students.

**Keywords:** English for Young Learners, Research & Development

## Empowering English Fluency: UMP Youth Progressive Youth Conference Enhances Students' Language Proficiency

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**Abstract:** The UPYC (UMP Youth Progressive Youth Conference) at Universitas Muhammadiyah Purwokerto is an annual specialized seminar that aims to provide students with a multifaceted learning experience. Participants engage in group discussions, networking activities, and presentations to practice and enhance their speaking skills. This boosts their fluency, vocabulary, and confidence in English communication. The third UPYC, held on 13 April 2023, attracted 196 participants, with an additional 115 students as presenters attending the mini-conference. It followed a hybrid format, including a keynote speaker from Thailand who presented via Zoom. Three international students from UMP also took part in the event. Evaluation forms showed that the conference effectively improved participants' listening and speaking skills. Active engagement with presentations, discussions, and Q&A sessions helped

them become more comfortable with spoken English. In conclusion, UPYC offers English learners a valuable platform to enhance language skills, develop cultural awareness, and create networking opportunities. Positive feedback from participants highlights its effectiveness in improving speaking and listening abilities, making it a significant event at Universitas Muhammadiyah Purwokerto.

**Keywords:** *UPYC, speaking, conference.*

### **Students' Difficulties on Making Video Assignments in English Teaching Media Blended Learning at The 4th Semester of TBI IAIN Madura Academic Year 2022/2023**

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**Abstract:** Video assignment has become frequently used since the COVID-19 pandemic, both in online and blended learning system. The level of difficulty in each assignment given by the lecturer is different and also depends on the ability of each student. However, it is very common when in doing assignment, students experience difficulties. One of the 4th semester English courses at IAIN Madura is English Teaching Media. In the 2022/2023 academic year, an English teaching media lecturer once gave students video assignments. From there, the researchers finally conducted a study that aimed to find out what are students' difficulties on making video assignments in English teaching media blended learning at the 4<sup>th</sup> semester of TBI IAIN Madura academic year 2022/2023. This research uses qualitative research with descriptive research and use interview and documentation to collect the data. After conducted the interview and analyzed the data, the result showed that students' difficulties on making video assignments in English teaching media are difficulty regarding to the script, difficulty caused by time, difficulty caused by the environment, difficulty in preparing media, difficulty caused by device to record the video, difficulty when recording and editing videos, and difficulty caused by internet connection. One of the biggest factors that cause students to experience difficulties is because of internal factors that come from the students themselves.

**Keywords:** *Students' Difficulties; Video Assignment; English Teaching media*

**SUB THEME 2:**  
**ELT Curriculum, Material Development, Pedagogy and**  
**Language Testing**

**Student Perspective of New Curriculum : Program Pertukaran Mahasiswa Merdeka**

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**Abstract:** MBKM is new curriculum initiated by Indonesia Minister Mr Nadiem Makarim. Certainly MBKM has various program, namely Kampus Mengajar, Kewirusahaan Merdeka, Praktisi Mengajar, untill Program Pertukaran Mahasiswa Merdeka (PMM). In connections with several programs that contained in MBKM learning. In this research discusses about the perspective of students in student's exchange program (PMM). The researcher is researching the perspective of inbound from various collage. Totally 30 students are used as sampling of this research. The technique that used in collecting sampling is a simple random sampling. The method that used in the research is descriptive quantitative method, the object of research is given a questionnaire which contains questions that related to research subject. The result of the research is 70 % students showed

**Keywords :** MBKM, PMM, curriculum, student

**Learning Styles, Self-Regulation and Reading Achievement: Evidence from Indonesia**

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**Abstract:** The purpose driving the study is to investigate and explain the relationship between students' learning styles, self-regulation and reading achievement of Islamic Junior High Schools. Eighty students purposively chosen participated in the study. Sixty-five are female students, and fifteen were male students. Index of Learning Style (ILS), designed by Felder-Silverman, was employed to elicit data on learning style preferences. It has four bipolar dimensions: active-reflective, sensing-intuitive, verbal-visual, and sequential-global. To measure students' self-regulation consisting of 32 questions was used, while reading achievement was measured through reading test. The data were analysed through Eta correlation test and Product moment. The finding reveals that active and sensing learning styles gained the highest total number of students, each with 27 students. The lowest is sequential with only 2 students. Furthermore, of eighty respondents, there are three in *very good* category of self-regulation ability, while the rest is in *good* self-regulation. None is in either *poor* or *fair*. Statistically, the findings reveal that there is a significant relationship between learning

styles and reading achievement among Islamic Junior High School Students; there is no significant correlation between self-regulation and reading achievement; and there is no significant correlation between self-regulation and reading achievement.

**Keywords:** *correlation, learning styles, self-regulation, reading achievement*

### **The Efficiency of Extensive Reading Using Reading A-Z on Vocabulary Enrichment**

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**Abstract:** Gadgets can distract or facilitate students' learning activities in this digital age. As for positive impact, devices are effective tools to intrigue students' perceptions and behaviors in reading. Reading A-Z, one of the literacy platforms with more than 2000 fiction and nonfiction books at various levels, has been encouraging its users worldwide to read extensively – including some schools in Indonesia. Its features, including themed worksheets, discussion cards, and comprehension quizzes, efficiently support students' foundational English skills lessons – especially vocabulary enrichment. For that reason, small-scale quantitative research was carried out in Grade 2 Pribadi Bandung Primary School to discover the efficacy of Reading A-Z in cultivating students' reading routines and vocabulary development. Ten students with low reading performance are chosen and distributed into two groups: control & experimental. The first group is not exposed to extensive reading activities, while the latter has a 2-week reading session with various themed books from Reading A-Z. Questionnaires and Vocabulary Levels Test (VLT) by Nation & Schmitt are arranged before and after. The overall findings point to the superiority of experimental groups as they show positive changes in their attitudes towards extensive reading and significant vocabulary enhancement.

**Keywords:** *extensive reading; vocabulary; enrichment; Reading A-Z*

### **Integrating Google Docs and Meet in Teaching Reading at UIN Raden Mas Said Surakarta: Students' Perceptions**

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**Abstract:** Traditionally, the teacher was the main informant and the only lecturer in the classroom, but with the shift to the learner-centered paradigm, things changed, and learners take their responsibility to enhance their own different skills with a small guidance from their teacher. Recently, the teaching-learning process has witnessed an increasing use of information and communication

technologies (ICTs) which are always developed and changed throughout history and all over the world. The ICT platform is used in this study, namely: Google Docs and Meet as a tool to teach reading comprehension at UIN Raden Mas Said Surakarta. In this regard, this study aims at inspecting the students' perceptions regarding the use of Google Docs and Meet in teaching reading. The study was descriptive qualitative study whose subjects were sixty (60) second semester students from English Education Study Program at UIN Raden Mas Said Surakarta. Based on the data collected through questionnaires and interviews, there were various points concluded like: the using google docs and meets help learners to improve their reading ability, which facilitates reading activities. In addition, students observed that using visual aids increases students' excitement and motivation towards reading and the course becomes more interesting and creative. Moreover, students faced problems while using Google Docs and Meet like the lack of computers and infrastructure. Accordingly, the study concludes that the use of Google Docs and Meet enable students to engage easily with reading texts and make interaction with other students when discussing the reading texts. Therefore, this study proclaims that teachers should try to create new ways to use Google Docs and Meet while teaching reading as much as possible

**Keywords:** *Teaching Reading, Reading Comprehension, Students Perception, Google Docs and Meet*

### **Undergraduate Students' Preference in Reading Non-Fiction Texts**

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**Abstract:** Extensive reading provides freedom to choose any kinds of texts that the reader want to read, both fiction and non-fiction. This research aims at investigating the students' preference in reading non-fiction texts during extensive reading course as well as their reason. Participants of this research are 30 undergraduate students from English Education Department. There was an interview to the participants to know what kinds of non-fiction texts that they prefer to read, and why they prefer to choose them. The result showed that most of the students prefer to read news, which provides current information for them related to their real environment. Some of them also prefer to read biography, to know more about a certain figure they are curious about.

**Keywords:** *non-fiction text; extensive reading; students' preference*

## Incorporating Digital Storytelling and Listen-Read-Discuss to Boost Students' Reading Comprehension on Narrative Text

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**Abstract:** The study aims to explain the implementation of incorporating digital storytelling and Listen-Read-Discuss as learning strategy to boost students' reading comprehension on narrative text. Secondly, to describe students' engagement of using this learning model. The study employed qualitative method. The research design belonged to classroom action research with two cycles. The research participants were the fourth students of Arabic Education department of state Islamic university in Semarang city. They consisted of thirty students. Data collection techniques used observation, pre-test, post-test and documentation. Two digital folklores were used as the learning media. The result of data analysis showed the mean score of pre-test was 69.00 and the mean score of post-test was 80.50. It can be concluded that incorporating digital storytelling as learning media and Listen-Read-Discuss as learning strategy can boost students' reading comprehension on narrative text. There is an improvement of students' achievement in every cycle. Students also enjoyed in joining this learning activities. Every student was enthusiastic. They listened to the teacher's explanation.

**Keywords:** *digital storytelling, Listen-Read-Discuss strategy, narrative text, reading comprehension*

### The Effectiveness Pictures on Intensive Reading Class for Students Comprehension

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**Abstract:** This research aimed to obtain the empirical evidence of the effectiveness pictures on Intensive Reading Class for Students Comprehension in D3 Bahasa Inggris UNMER Malang. The objective to find challenges students' faced in reading skill especially in Intensive Reading class in semester 1. Whether reading skill could be improved by using picture. This research is quantitative research by methodology experiment and conducted in two classes. Experimental group class A and control class group class B. Which is Class A was taught by using picture, while class B was not taught by using picture. Author gave reading test to gather the data. The mean of pretest in experimental group is 61.37 and control group is 58.5. The mean of post-test in experimental group is 75.03 and control group is 67.40. The obtained t-test is 5.76, whereas the t-table is 2.00 for  $\alpha = 5\%$ . The t-test value is higher than the t-table ( $5.76 > 2.00$ ). Based on the result, picture effectiveness improved reading skill students in Intensive reading class for students in UNMER Malang. Writer suggest to the teacher and lectures especially in reading class better to use picture as one of the media in teaching learning for student.

**Keywords:** *Intensive Reading; Pictures; Reading Comprehension*

### **Student Perception Towards Improving Reading Skill Using Cyber Literature**

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**Abstract:** This world has face new era where everything could easily be accessed by a smartphone, not only on economy or entertainment, but also in sector literature that everything could accessed by internet. This phenomenon has diverted literature progress that at first restrained by publisher requirement, suddenly blow up with opportunity to publish their works of literature for free. While impact from this, people around the world also has free access to read a book of literature for free. With free access of literature, is there any impact on education especially on student? Especially their awareness for this kind literature and the impact of cyberliterature towards student. This research use a descriptive qualitative method in analyzing various previous research in Indonesia about cyberliterature and their impact on the student. The result show positive response from the students towards cyberliterature, especially on their reading interest and reading skill that improved quite well.

**Keywords:** *Reading Skill, Cyber Literature, Online Literature*

### **Student Reading Self-Efficacy: Does it Enhance Students' Reading Ability?**

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**Abstract:** Self-efficacy in reading helps students to excel in their reading ability. This research aimed to find out the correlation between EFL students' reading ability and self-efficacy. Participated by 60 university students, this study used quantitative method to obtain the data needed which were from reading scores and questionnaires. The data was analyzed by using correlation analysis. The result showed that there was a significant positive relationship between EFL students' reading ability and their reading self-efficacy. This indicated that the r value of the Pearson correlation was higher than that of the r table ( $0.389 > 0.254$ ) with the degree of significance of 0.05. Based on the significant value of Sig. (2-tailed), it showed a correlation between EFL students' reading ability and their reading self-efficacy. This meant that the research hypothesis ( $H_a$ ) was accepted and the null-hypothesis ( $H_o$ ) was rejected since the value of TX was  $< 0.05$  ( $0.002 < 0.05$ ). The r value (Pearson Correlation) in this analysis was positive, indicating that the relationship between the two variables was

positive. The implication of the study is that the teachers are encouraged to assist their students in developing their reading self-efficacy through reading self-efficacy both inside and outside the classroom.

**Keywords:** reading ability; self-efficacy; reading self-efficacy

### **The Analysis of Students' Ability in Identifying Parts of Speech in Narrative Text**

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**Abstract:** This study was aimed to measure the ability of students in identifying parts of speech in narrative text. It was implemented to students of SMKN 1 Bakam (a public vocational high school) in Bangka Belitung Province. This study utilized quantitative research emphasized in descriptive method in analysing the data. In this study, all of the eleventh grade students from 4 classes which consists of 124 students were taken as the sample. The data were obtained through a test. This study was only focused on five parts of speech including noun, verb, adjective, adverb, and conjunction. It was found that there were 31% of students achieved "good" or B score with the total of 38 students. The accumulation of the entire students' score or mean of the students' score was 58. Based on the criteria of the ability stage, it showed that the students' ability was "fair".

**Keywords:** *analysis; parts of speech; students' ability*

### **The Implementation of Kahoot! Application to Assist Students' Reading Skills**

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**Abstract:** The purpose of this study was to determine the implementation of the Kahoot!'s application in developing Students' Reading skill. Reading skill is one of the most influential skills in English language learning. Especially if it is associated with the 21st century learning, which requires students to have critical thinking skills. Critical thinking certainly cannot be separated from the insight that one has. So in this case, reading skills need to be developed. Kahoot! has an advantage over other applications. This can be seen from the ease of access, many features that can help develop some skills in learning English, especially in reading skills. In this study, the researcher used study literature review. Data were collected using finding, selecting, departing, and analysing prior researches. The findings of this research revealed that Kahoot! application gives positive contribution in improving students' reading skills.

## **Kahoot Game's Impact on Part of Speech Mastery: A Quantitative Study**

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**Abstract:** This study investigates the effectiveness of using the Kahoot game platform in teaching English language learning, specifically on students' part of speech mastery in the eleventh grade in SMAN 1 Pamekasan. It addresses the lack of interest among students in learning English, leading to challenges in comprehending English explanations and producing grammatically correct sentences. A true-experimental design approach was used to gather quantitative data. The researchers created a quiz using the Kahoot game platform to teach English language learning to the participants. The research questions focused on whether students taught using the Kahoot game had the better part of speech mastery than those who were not and the significance of the effect of the Kahoot game on students' part of speech mastery. The study found that students taught using the Kahoot game had better parts of speech mastery than those who were not. The t-value (t-value = 19.79,  $p < 0.01$ ) was higher than the t-table for both 5% (2.01) and 1% (2.68) significance levels, providing strong evidence of the effectiveness of Kahoot game in enhancing part of speech mastery. The study concludes that the Kahoot game is an innovative and effective tool that can improve students' part of speech mastery and their overall English language learning experience. Therefore, English language teachers should consider incorporating the Kahoot game platform to make learning more interactive and engaging for their students. By doing so, students are more likely to be motivated and enthusiastic about learning the English language.

**Keywords:** *Kahoot Game; part of speech mastery; English Language Learning*

## **Extensive Reading Class: Students Preference of Reading Media and Its Implication**

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**Abstract:** The preferences of students for non-academic reading materials have become more diverse in recent times. While some students prefer traditional printed media, others are drawn towards digital media, and some use a combination of both for their reading activities. This article presents findings from a study conducted in English Education Department of UIN Walisongo Semarang. The aim of the research is to investigate the preference of students for digital and printed media as their preferred medium for reading texts of Extensive Reading Class. The researcher used simple random sampling to select 33 students from a population of 115 students and collected data through a questionnaire. The results show that more students preferred

printed magazine, storybook, biography and novel for their reading media. However, the students preferred electronic news article than printed newspaper.

**Keywords:** *digital medium; printed medium; reading texts*

### **Students' Tenses Mastery and Reading Functional Text Ability : A Case Study**

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**Abstract:** Teaching reading is challenging skill for EFL learners as in the Indonesian educational system still focuses only on the comprehension and vocabulary exercises and does not encourage learners to become critical thinkers in reading the text. It aims to find out the students' mastery tenses and its reading comprehension. The population of this research is 8 students which are divided into three classes. In taking sample from the population, the researchers selected randomly 8 students from each class so there will be 8 students on joining it, mostly they got some problems with grammar and listening also writing. From that case, we try to make a correlation between the tenses mastery and reading functional text ability. From the whole of actions that we had conducted, we have some great result that they have improved their abilities. It is connecting each other. It means that the three variables is strong enough. The conclusion that can be drawn based on the findings of this research is there is positive correlation between students' tenses mastery and their reading functional text. In other words, the better students' tenses mastery, the better their reading functional comprehension achievement will be.

**Keywords:** A case study; tenses mastery; reading functional text, comprehension

### **Pronunciation Anxiety and Capability to Communicate of Grade 11 Students in UM Digos College**

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**Abstract:** Students may be experiencing pronunciation anxiety, which can have an impact on their communication skills. To that end, this study sought to explore the relationship between pronunciation anxiety and the capability to communicate of the students. The study was based on a descriptive-correlational research design. Data were obtained from 161 Grade 11 students of UM Digos College through standardized questionnaire. Statistical analyses, including frequency, mean, and Spearman's Rho, were utilized. Consequently, it was found that the respondents often felt uneasy about being able to pronounce words well but were very communicative with one another. The results also showed a significant relationship between the student's level of pronunciation anxiety and their ability to communicate, indicating that this is what makes it difficult for them to communicate. The researchers recommended that school leaders be able to assess students on their own and apply various intervention programs, following a thorough analysis. Moreover, speaking activities may be used

by teachers as a way of increasing students' confidence in their communication skills and encourage themselves to be calm when words are spoken.

**Keywords:** *pronunciation anxiety, capability to communicate, SHS Students, quantitative*

### Upgrading Students' Reading Skills through Digital Literacy Practices

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**Abstract:** Digital literacy activities in schools, particularly in classrooms, are essential for educating students for the twenty-first century. Furthermore, digital literacy is a set of skills that allow a person to use digital devices effectively in the digital era, including easily obtaining, applying, assessing, analyzing, and synthesizing data, as well as producing new information. Furthermore, reading activities are one of the effects of this technological development. The transition from printed to digital text necessitates new literacies, such as collecting and interpreting online data. Thus, proficiency in reading is required to evaluate and interpret information from digital tools. Referring to that, this study aims to determine the extent to which digital literacy can help students improve their reading skills. A case study method was used in this study. The data is obtained from the scores of the tests and interview sheets. There are fifteen students as the participants. The findings show digital literacy can improve their reading skills. Digital platforms that are often used to improve reading skills are Facebook and WhatsApp.

**Keywords:** *Students' Improvement, Reading skills, Digital literacy*

### Quora: a Popular Platform To Promote Students' Reading Comprehension Skill

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**Abstract:** Mastering the English language requires the crucial skill of reading comprehension. Classroom instruction alone cannot provide students with all the knowledge they need to fully comprehend English texts. Therefore, it is important for students to develop independent learning skills. This enables them to prioritize and focus on the areas they need to improve. Unfortunately, developing independent learning skills can be challenging without encouragement from teachers and an understanding of what they are learning. Thankfully, technology, such as language learning applications, can help overcome this challenge. This study examines the use of the Quora language learning application to enhance students' reading comprehension skills in English outside the classroom. The study involved 18 economic sharia students taking English for Business subject, and data was collected through a

questionnaire and interviews. The findings revealed that Quora helped students improve their reading comprehension skills and supported their independent learning by allowing them to study English anywhere and anytime. As a result, students were able to take control of their learning and make significant improvements in their English reading skills.

**Keywords:** Quora, reading comprehension skill, MALL

### Investigating Students' Peer Feedback of Essay Writing on Google Docs

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**Abstract:** Google Docs is one of the pieces of software integrated into Google. This software is used to process Word documents. It is more sophisticated than Microsoft Word. Furthermore, it is possible to do peer feedback activities in this software. In the writing stage, peer feedback is really significant. Since peer feedback is an activity in which people give feedback or comments toward their peers' writing. In addition, this research is aimed at portraying students' activities in doing peer feedback on Google Docs. This research is qualitative. The researcher will collect the data by using in-depth interviews, document analysis, and observation. Therefore, the result of this research will be analyzed interactively. Overall, the findings of this research will show the whole students' peer feedback activity on Google Docs by using a peer feedback checklist. It is clear that Google Docs is really effective software to be used in online peer feedback.

**Keywords:** google docs, essay writing, peer feedback.

### Reading Comprehension Instructional Model on Narrative Text: A Mixed Method To Enhancing Students' Reading Comprehension

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**Abstract:** The Three-phases reading comprehension instructional model as a reading design based on the instructions (pre-reading, while-reading, and post-reading) as an alternative design to enhancing students reading collaboratively, making students become more active in their reading and mimicking the successful strategic reading process (Duke and Pearson, 2002). This study aimed at developing a model designed to enhance students' reading comprehension. It examines the effect of a design of reading comprehension instructional model on narrative text. It is a mixed method study where students from a private junior school in Medan. Two instruments were used for data collection, tests, and a questionnaire. The result shows that the model reading comprehension instructional could enhance students' reading comprehension. It can be seen from the result of reading comprehension that the

average of the post-test was higher than pre-test. In addition, statistically, It means that this model influences students' reading comprehension almost in all components that were tested (Identifying the intrinsic element of the story, analyzing the message of the story, responding to the story, and rewriting the story). Furthermore, in terms of students' perception, this model has received positive responses to enhance students reading comprehension.

**Keywords:** *Reading Comprehension Instructional Model, Narrative Text*

### **Social media as an English learning platform during pandemic**

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**Abstract:** Online learning is not always about using learning platforms explicitly designed for learning. This study aimed to reveal the students' perception of using one social media as the primary learning platform in Extensive Reading subject as one of the language learning strategies. This case study used open-ended questionnaires and semi-structured interviews as the instruments to gather the data. There were 64 students (52 females and 12 males) from three classes and 1 lecturer chosen using purposive sampling as the participants. The findings showed that the use of Facebook as one of the social media platforms for online learning was considerably effective and satisfying. Also, student questionnaire results and lecturer interviews revealed that Facebook has easy-to-use features and could be used as communication media. This study suggests that educators were expected to start broadening the use of their social media applications so those can also be used as platforms for their teaching activities in the classroom.

**Keywords:** *extensive reading; Facebook; learning platform; social media*

### **Remaking Religious Moderation Reading Text for Students in Disruptive Era: Study English and Islamic Values**

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**Abstract:** Tolerance, a student character, weakened due to the disruptive era. Strengthening tolerance through religious moderation is needed. English texts can be a solution to instil religious moderation on a larger scope. Besides, it enriches students' English skills but English reading text with Islamic value is limited and difficult to find. This study aims (1) to remake texts using religious moderation for English learning; (2) to know the role of technology in remaking religious moderation reading text for students in a disruptive era. The qualitative descriptive method is used, and the data

collection techniques are interview, observation, and documentation. The first finding shows five steps to remake religious moderation reading text: adapt English text from trusted sources on the internet; analyze the need to learn reading skills based on basic and core competence; adapt religious moderation to reading text as needed; add religious moderation value by modifying the character, setting, and plot; make a quiz to evaluate students' understanding of religious moderation values and English reading skills. Additionally, the technology helps the teacher in this remaking activity, specifically in searching for relevant and credible reading text resources. It also enhances teachers' creativity to present a more interesting text and quiz.

**Keywords:** disruptive era; religious moderation; remaking reading texts; study English; technology in education.

### **EFL University Students' Self-Regulated Writing (SRW) Strategies in Writing Argumentative Essay**

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**Abstract:** Self-regulated writing (SRW) strategies have been used to regulate students' for writing in many aspects, especially writing an essay. These strategies might affect students' writing proficiency. This study is carried out to identify the SRW that is often used by EFL undergraduate students from three levels (i.e. high-proficiency, middle-proficiency, and low-proficiency). Furthermore, it also examined the correlation between students' SRW and writing argumentative essay proficiency. This study employed a quantitative approach and involved 76 English Department students. The students were required to fill out a Self-Regulated Writing Argumentative Essay Questionnaire (SRWAEQ). The students' writing proficiency was measured based on their scores in writing an argumentative essay. Then, the data were analyzed using descriptive statistics and inferential statistics in the form of correlational design using Pearson Product Moment. The finding from questionnaire analysis revealed that overall students frequently use the social behavior strategy dimension and rarely use the motivational regulation strategy. Also, the correlational analysis showed that there is no correlation between self-regulated writing and writing proficiency.

**Keywords:** Argumentative essay; EFL university students; self-regulated writing; writing strategies

## Investigating EFL Learners' Academic Writing Skills: Critical Challenges, and Potential Solutions

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**Abstract:** English Writing has become one of the biggest unsolved problems for Indonesian students in all levels and disciplines. This problem has been worse by finding the fact that even college-level students, who have been enrolled in English department, cannot run away from this problem. This aligns with the difficulty for twenty students from ten universities in Indonesia who fail to apply the writing skills in completing their final examination as the reflection of their ultimate qualification to fulfil their bachelor degree. This paper aims to explore the specific writing problems faced by students. Interviews and observations have been conducted to collect the data. It has been found out that the major problems of students' difficulties in academic writing are inadequate basic knowledge of research principles, insufficient abilities in finding out relevant references, failure to dig ideas and lack of writing skills including outlining, forming complete sentence, self-editing, revising, spelling, choosing correct diction, the last but not least, maintaining coherence and cohesion. Some causes underpinning those problems are there is a gap between the average students' English proficiency entry level, which is still basic, and English level being applied in the curriculum, which is higher, that is intermediate. This gap results in other causes such as arousing students' anxiety, lack of confidence, being desperate in starting writing and, finally, plagiarism. Suggestions being provided are doing a diagnostic test to find out the students' English proficiency entry level and being followed up by matriculation, having smaller classes for more intensive guidance to every students, step by step writing guidance starting from making good sentences and paragraph, creating stress-free learning environment, developing intensive reading exercises, giving enough time to writing assignment and conducting peer review.

## Digital Storytelling as English Writing Practice: Challenges Faced by EFL Students

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**Abstract:** Digital storytelling, as the new development of traditional storytelling involving various media, is currently becoming one of the methods of teaching and learning English that is applicable in many schools. This method is suitable for the development of the four English language skills namely listening, speaking, reading, and writing. This study aimed to find the EFL students' perspectives toward Digital Storytelling (DST) focusing on the benefits and challenges students experience regarding their English writing. A descriptive design with a qualitative study is applied.

To obtain the data, the researchers conducted observations and interviews. The data was then summarized and elaborated systematically. Based on the findings, the researchers found the three challenges the EFL students experience while creating digital storytelling in writing, namely: inadequate knowledge of grammar, brainstorming ideas to write, and sentence construction. Students agreed that inconsistency, errors, lack of exposure, and unfamiliarity with the writing process all contributed to the challenges. This study also discovered that students viewed digital storytelling as beneficial to their education as it helps them practice using English in written forms and critical thinking skills. This study will provide students, teachers, and future researchers with valuable insight to enhance language acquisition.

**Keywords:** *Challenges; Writing Skills; Digital Storytelling; EFL Students*

### **What the EFL Students Experience about Writing “Introduction” Section of an Article for Publication**

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**Abstract:** An article for publication is a meaningful way for the EFL students of post graduate program to share their conceptual and research-based academic writing. This study portrayed the EFL students’ experience on writing Introduction section of an article for publication. It was carried out through an open-ended questionnaire to fourteen students of English Education Program of Post Graduate School of a state university in Tulungagung, East Java Indonesia. The qualitative data which were collected in the first week of Mei 2022, were then descriptively analysed. The result of this study revealed that the students experienced several problems like paragraph organization, finding topic, Writing the first topic sentence, synthesizing from reviewing related articles., and time management. To solve the problems, the students’ efforts cover reading related articles, making outline, conducting peer discussion, asking teacher, finding ideas from previous studies, and doing self-edition. Meanwhile, teachers’ teaching techniques that are meaningful to overcome the students’ writing problems are teachers’ modelling, providing time for students’ individual consultation, collaborative teaching through Group Discussion, giving regular Feedback, and Providing students with teachers’ writing guideline, clear instruction, and guidance as well. These research results are pedagogically implemented in an academic writing class.

**Keywords:** EFL students’ experience, Writing Introduction section, Article for publication.

## The EFL Students' Final Academic Writing: (A Study of Advisers' Direct and Indirect Corrective Feedbacks)

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**Abstract:** The purpose of this research was to examine and describe how direct and indirect corrective feedbacks was used to improve the academic writing of the EFL students. The writer took place the research at the Department of English Education Faculty of Educational Sciences, *Syarif Hidayatullah* State Islamic University of Jakarta. This research was classified into a qualitative research which focuses on descriptive case study approach. In addition, two kinds of informants were involved in this research. Firstly, the students of English Education Department who were in the process of writing the final academic paper (*skripsi*). Secondly, the alumni of English Education Department who had passed the process of writing the final academic paper. The writer used observation, interview, questionnaire, and written documents to collect the data needed. Creswell steps were adopted in analyzing the data. The research findings described the direct and indirect corrective feedbacks and the application of these feedbacks in academic writing. It was founded that the needs of using both feedbacks were very important in fostering students' academic writing ability. Thus, the students could increase the reflection skill after receiving the advisor's feedbacks.

**Keywords:** Feedback, Direct, Indirect, Academic Writing

### “I can maximize my abilities in the analysis of literary studies”: Students' Perceptions of Publish and Flourish Project

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**Abstract:** This study highlights Indonesian undergraduate students' perceptions on their development of literary literacies during the Project Based Learning (henceforth PjBL) of Literary Criticism class named Publish and Flourish Project. While previous studies have explored the effectiveness of PjBL in various areas, the current study specifically investigated the perceived benefits of PjBL among undergraduate students majoring in English literature. Involving the students as the research participants, they were required to submit their learning reflections both during the midterm and final classes; consequently, the data were collected from their learning reflections. Thus, this current study is a qualitative study where the data were thematically analyzed based on the students' perceptions of their literary literacies. The results show that the students variously grow their literary literacies as they openly acknowledge their developments or unintentionally mention their being more thoughtful. The literary

literacies developed as a result of the Publish and Flourish Project are in line with what has been defined by Baleiro (2011).

**Keywords:** *project-based learning; English Literature; publication; literary literacy*

### **EFL Undergraduate Students' Self-Efficacy in Writing Thesis of English Education Department at an Islamic University**

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**Abstract:** This study aimed to investigate EFL undergraduate students' self-efficacy and explain the English writing self efficacy of the dominant aspect in writing thesis. The method utilized in this study is qualitative method. This study employed questionnaire adopted from the Questionnaire of English Writing Self Efficacy (QEWSE) and conducted interview using the reflective practice based on Gib's reflective cycle theory as instruments in collecting the data. This research was conducted on eighth-semester, a total of 30 students participated in filling out the questionnaire, and the results were then processed, identifying 9 students in the high and low categories who were subsequently included in the interview stage. The research findings of the analysis of questionnaire data indicate that the self-efficacy of EFL students in writing a thesis is in a high level. Among the three indicators of English writing self-efficacy, students' beliefs about their abilities to generate ideas have the highest score (dominant indicator) in constructing high writing self-efficacy for students with score 17.4%. Meanwhile, the result of interview data showed that EFL students' reflection on self-efficacy in writing thesis has a positive reflection. Some students have a high level of self efficacy in writing their thesis. Even though, some students face challenges when writing their thesis, including difficulties in finding relevant references. However, they are able to overcome these obstacles by having a strong belief in completing their thesis.

**Keyword:** *EFL Undergraduate students; self-efficacy; writing thesis*

### **A Sociocultural Perspective on Teachers' Feedback in EFL Students' Argumentative Writing**

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**Abstract:** Unlike some other academic skills, the ability to write well is something like a challenge, especially in writing argumentative text. EFL students find it difficult to arrange and develop the text. Therefore, the teacher needs to guide and give the feedback on their writing progress. Regarding to the sociocultural theory which

emphasizes that cognitive development happens through social interactions such as language learning. Thus, providing feedback for their writing would be beneficial and might improve their writing performance and motivates them to write. This research observes the teachers' feedback on students' argumentative writing based on sociocultural theory. Then, the data are collected from two lecturers of paragraph writing course who provide written feedback on students' argumentative text. The data are taken from the questionnaire and interview as well. Further, this study uses qualitative research design to analysis the data by transcribing, coding, categorizing, and interpreting the result. The result reveals that the lecturers prefer to use direct feedback. Further, the lecturers are more concerned about structure and content rather than students' grammatical errors. It is due to the lecturers focuses on how students write an argumentative text, how students learn how to organize the idea well in argumentative writing.

**Keywords:** *EFL Writings, argumentative text, teacher feedback, sociocultural theory*

### **The Significance of Metacognitive Strategies for Foreign Language Argumentative Writing**

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**Abstract:** The term "metacognition" refers to an individual's knowledge of their thought process. More specifically, it refers to the capability of learners to govern the cognitive processes involved in the learning process. In the context of writing, it refers to "thinking about one's own writing" or "awareness of one's own writing processes." In other words, it means "thinking about one's own writing." This experimental investigation aims to evaluate the impact of metacognitive strategies in enhancing good English writing. The information was gathered from 27 Indonesian students of English as a foreign language through a strategy questionnaire, writing activities, and classroom observation. It has been discovered that effective utilization of metacognitive strategies makes it easier to address the problems posed by writing and producing comprehensive information. The differential and correlation analysis findings show that the growth of writing skills is highly connected with the utilization of efficient metacognitive strategies, which were found to have a positive relationship with these findings.

**Keywords:** *Metacognitive strategies; Foreign language writing; Writing process; Argumentative text*

## Grammarly in Enhancing Students' Writing Self-Directed Learning (Library Research of Benefits and Weaknesses)

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**Abstract:** The presence of 'Grammarly' as an online grammar checkers impacted technology development rapidly. This study aimed to investigate the advantages and the weaknesses of using Grammarly in enhancing students' writing self-directed learning. This study used qualitative library research. The data was collected from 10 relevant articles on Google Scholar with the keyword "Grammarly, writing skills, and self-directed Learning". The main issues addressed in this study were the benefits and the weaknesses of Grammarly in the period from 2019 to 2023. The result showed that the advantages of using Grammarly were; it was easy to use, it was useful to check grammar, punctuation, capital letter, spelling errors, passive voice, and articles; it saved time and place; it can check plagiarism, it can be used to paraphrase; it motivated and encouraged students in writing without a teacher. However, there are some weaknesses of using Grammarly, such as; it cannot replace human ability, it needs the stability of electricity and an internet connection; it has non-contextual and irrelevant feedback; and it spends more money to buy the premium one to access the complete features. In conclusion, applying Grammarly is recommended because it enhances students' self-directed learning in writing skills for students at university.

**Keywords:** *Grammarly; Writing Skills; Self-Directed Learning*

## Utilizing movie as an interactive learning media to improve students' writing skills in Narrative Text

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**Abstract:** Writing skills, particularly in narrative text, are crucial for students' academic and personal development. However, as writing is a productive skill, it is considered one of the challenging skills as writing needs broad knowledge perception and thinking process. Due to technological advances, teachers need to adapt to the rapid advancement in digital media use in the classroom, this study offers some insights to English teachers by establishing possible media for language learning, such as movies. Thus, this study focused on improving students' writing skills, especially in narrative text for first-grade students through movies. Classroom Action Researched was carried

out in this study using Kemmis' and Mc Taggard's procedures of action research: planning, acting, observing, and reflecting which were conducted in two cycles, each cycle consisting of two meetings. The findings revealed that students' writing skills improved as movies can provide students with visual cues and examples of effective storytelling and help them to arrange their idea before writing. Additionally, students' scores in writing narrative text gradually improved in each cycle. In conclusion, movies can improve students' writing skills in narrative text, especially in organizing their ideas to build the story and convey it in written form.

**Keywords:** *Writing Skill; Narrative Text; Movie.*

### **The Students' English Native-Likeness and its Contributing Factors**

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**Abstract:** For English learners, to be able to communicate like native speakers remains a daunting challenge. The need to be able to present ideas as alike as possible to the native speaker is deemed necessary either for academic or literary purposes. Therefore, achieving the level of English native-likeness is quite pivotal. The current study is intended to uncover (1) to what extent the students' English is alike native speaker, and (2) what factors contributing to the degree of the students' English native-likeness. The research method employed is descriptive quantitative research, involving 200 students of UIN Sayyid Ali Rahmatullah Tulungagung as the participant. The instrument labored is collocation test of English advanced level and questionnaire. The finding reveals the low degree of the students' native-likeness. The contributing factors to the degree of the students' native-likeness are grouped into two: the English immersion and the students' habitual practices. As the result, to achieve the targeted level of native-likeness, the two factors in question are recommended to be considered in planning the teaching and learning technique especially at university level.

**Keywords:** *Native-likeness; immersion factors*

### **The Effectiveness of Quartet Card Game on Students' Speaking Ability of Junior High School**

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**Abstract:** The average level of English proficiency for Indonesian is still lower than the global average. As a teacher, the most difficult part of teaching English is to make students practice speaking. Using a quartet card game with pictures and explanations written on the cards is one way to improve students' ability and create interest in speaking English. The purpose of this study was to find out whether students' speaking

could improve after the use of this game. This research used quantitative method with pre-test and post-test. The sample of this study was 70 eighth grade students of SMP At Taufiqiyah. Based on the study findings, “to” calculation came out ahead of the t table at both the 5% and 1% accuracy levels. The 5% t table = 1.66 And perception t = 8.19 are central, however only 1% t table = 2.38 and perception t = 8.19 with the data obtained shows that students are more motivated to learn English, especially in speaking. By utilizing the quartet card game media it becomes clear that students are more motivated to learn English, especially in speaking. Quartet cards can also help students become more fluent speakers.

**Keywords:** *quartet cards game, speaking ability, quasi-experimental design*

### **Pronunciation Learning Strategies used by EFL Learners in University Context**

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**Abstract:** The students’ pronunciation has increasingly received the Standard English Pronunciation British and American Style respectively. Exposed by number of media and applications recognized the students obtaining a lot of activities to practice English pronunciation unrestricted and allowing them to use learning strategies individually within their daily life. The present study aimed at investigating the Pronunciation Learning Strategies (PLS) used by Indonesian EFL university students. Quantitative research design was used descriptively in which participants were made up of ninety eight students and used pronunciation strategies questionnaire based on Oxford (1990) and made small adjustment adapted by Akyol (2013) as the main instrument. It was revealed that students mostly used Cognitive strategies which shown by percentage 40.8%, whereas memory strategies was minimally practiced which contribute only 3.1% of the participants. Thus, students’ pronunciation learning strategies reflects their ability to have self-learning in imitating with practice naturalistically. The results are also expected to teacher to design learning with drilling and practice orally in the classroom.

**Keywords:** *pronunciation; learning; strategies; EFL students*

### **The Implementation of Video Dairy Method in Improving Speaking Master as a Supporting English Course**

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**Abstract:** The purpose of this study is to describe (1) planning (2) implementation (3) obstacles and (4) solutions. This research is a qualitative type of research with descriptive qualitative method which is conducted in Wiraraja University on students of the economics and business faculty. Data collection techniques used is observation, interviews and documentation. Data were analyzed through data reduction, data

presentation and drawing conclusions. The results of this study indicate that (1) English language learning planning through the application of the video dairy method by preparing lesson plans, materials, media and methods used by lecturers (2) the application of the video dairy method in English learning to students (3) the obstacles what happened during the learning process for one semester such as, students were not enthusiastic, the class was boring, the media did not support the learning process and (4) the solution given by the researcher was the application of the video dairy method for one semester. One of the most preferred methods by students if the learning process is carried out outdoors or in tourism spot.

**Keywords:** video dairy; learning Method; speaking master; English course

### **The Effects of English Spoken Grammar Learning on the Students' Fluency and Accuracy in Foreign Language Speaking Skills**

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**Abstract:** Learning grammar has been associated with learning based on the standard of written language. The study which focuses on spoken grammar still has limited attention. This study investigated the English Education students' perceptions of English-spoken grammar learning and its impact on their speaking skills, particularly their fluency and accuracy. Interviews were conducted with 15 English Education students who enrolled in the Grammar in Spoken Discourse class to find out information about the contributions of learning spoken grammar to their speaking skills. From the interview results, the majority of the students agreed that learning English-spoken grammar had improved their awareness of oral communication. This awareness contributed a lot to their speaking fluency, in which they understood more about the rules that govern spoken language such as the use of fillers, discourse maskers, and other conversational devices. In addition, the finding demonstrated that learning spoken grammar had impacted the speaking accuracy of students as well by fostering a more precise understanding of the language, allowing them to avoid common errors and communicate with better precision.

**Keywords:** grammar, spoken grammar, speaking skills, fluency, accuracy

### **“We desire to speak English fluently like others”: Unfolding Challenges and Solutions in Learning Speaking**

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**Abstract:** English has been a part of the curriculum in Indonesian schools since very young ages, yet many students still struggle to master all facets of the language,

particularly speaking. Accordingly, the issue of students' speaking ability has always been a concern. Studies have revealed that students' lack of proficiency relates to their poor speaking abilities. The present study focuses on the challenges faced by the vocational high school students on speaking and aims to find solutions to the challenges from the students' point of view. A qualitative study was employed in this study. The participants involved in the present study was thirty vocational high school students. The same mother tongue and specialization are shared by all of them. The result of the study revealed that both internal and external variables contributed to the challenges that the students experienced. The conclusion asserts that the students still struggle to practice their English-speaking abilities even if they have been exposed to it from elementary school. Each influential factor was thoroughly explained in the study based on the experiences of the students. The present study also offered various solutions to enhance the caliber of instruction and help the students overcome their limited speaking abilities.

**Keywords:** *speaking ability; vocational high school students; speaking challenges; solutions*

### **The Effects of English Spoken Grammar Learning on the Students' Fluency and Accuracy in Foreign Language Speaking Skills**

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**Abstract:** Learning grammar has been associated with learning based on the standard of written language. The study which focuses on spoken grammar still has limited attention. This study investigated the English Education students' perceptions of English-spoken grammar learning on their speaking skills, particularly their fluency and accuracy. Interviews were conducted with 6 English Education students who enrolled in the Grammar in Spoken Discourse class to find out their perceptions of learning spoken grammar and their speaking skills. From the interview results, the majority of the students agreed that learning English-spoken grammar had improved their awareness of oral communication. This awareness contributed a lot to their speaking fluency, in which they understood more about the rules governing spoken language, such as fillers, discourse markers, and other conversational devices. In addition, the finding demonstrated that learning spoken grammar had impacted the speaking accuracy of students as well by fostering a more precise understanding of the language, allowing them to avoid common errors and communicate with better precision.

**Keywords:** *grammar, spoken grammar, speaking skills, fluency, accuracy*

## **Students' Need on Speaking Classroom Activities as the Basis of Developing Project Based Learning Model**

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**Abstract:** English in higher education context played a crucial role as it linguistically supported the nature in the needs of education. In this area, speaking as one of the English skills was used as one of the ways to prepare students with English language skills related to their majors. The purpose of this research was then to determine the profile of speaking competence performed by students and their needs on classroom activities which may support their speaking skill. A case study was selected as the method of the research. The data was collected by administering questionnaire to 60 English Education Department (TBI) students in UIN SMH Banten who had experienced academic speaking subject. It was followed by interview with ten selected students and document confirmation such as lesson plan and speaking textbook. From the gathered data, the speaking classroom activities which met the students' needs indicated that they primarily required to get involved actively in discussion and presentation on certain topics. They considered discussion and presentation were able to let them express their own ideas and experiences.

**Keywords:** *Higher education, Speaking Competence, need analysis*

## **The Perspective of Business Administration Students on Delivering Presentation**

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**Abstract:** Oral presentation is one skill that must be mastered by the business administration students of the first and second semester of State Polytechnics of Banjarmasin when taking Bahasa Inggris 1 and 2 subjects. Giving presentation is certainly not a simple thing to do especially for non-English department students. They must know the concept and put it well into practice. There have been a lot of previous research highlighting the importance of oral presentation skills and ways to develop them however little is exploring the way students view giving presentation itself. This is a descriptive qualitative study with interviews and questionnaires as the instruments to collect the data. The results show that the students still have many barriers in dealing with delivering presentation but they realize how importance it is for their future. This study is significantly done since the findings could help the students to better deliver the presentation and assist the lecturers to help students to do so.

**Keywords:** *students' perspective, business administration, presentation.*

## Maximizing Telegram in Teaching English Listening and Speaking in Higher Education Level

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**Abstract:** This study aimed to describe a Telegram for teaching listening and speaking to higher education. This study used a descriptive-qualitative research design. The subject of study was the fourth semester English Department from UINSI Samarinda. Basic English listening and speaking students were asked to complete a questionnaire about their listening and speaking course. The purpose was to describe students learning basic English listening and speaking courses using Telegram. The instrument used to collect data was an observation checklist, informal and formal interview record and a questionnaire. Research findings showed that teachers used Telegram to share audio and visual material as receptive comprehension, and students used Telegram to share their responses as productive competence. In addition, they are more likely to understand what others say. Students got a space to eliminate their anxiety; they have time to prepare for their performance but less interaction. Teaching English listening and speaking using Telegram is appropriate for basic English listening and speaking in higher education.

**Keywords:** *Telegram, Teaching English listening and speaking, higher education level*

## Developing Santris' Speaking Skill with "EnglishTren" for facing global challenges

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**Abstract:** Today, international communication plays a vital role for facing the global challenges and English as Lingua Franca is quite helpful to serve the purpose of communication with people from different countries. In pesantren world, English is very essential to teach and "EnglishTren" can be a way of assisting santri to develop the santris' speaking skill. "EnglishTren" is English for Pesantren designed to meet the target of Pesantren in improving Santris' English skills especially speaking. This study aims to explain how to develop santris' English Speaking Skill with "English Tren". This study implemented case study method with qualitative approach with the setting in Pondok Pesantren Darussalam Dukuwaluh Purwokerto promoting the santris' improvement in speaking skill through the course of "EnglishTren". The data collection techniques included interview to three English teachers and fifteen santris supported by participant observation and documentation. The result shows that the speaking skill developed using "EnglishTren" covers the teaching learning process with frequent

practice of English speaking, the use of English book developed for pesantren, and the provision of supervisor.

**Keywords:** *English; Speaking; EnglishTren*

### **TED Talks: Video-based Materials to Improve Students' Listening Skill**

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**Abstract:** This study investigated the effectiveness of TED Talks videos on Indonesian Secondary English as a foreign language (EFL) students' listening skill. Sixty-six students from Madrasah Aliyah Negeri (MAN) 1 Serang Banten Province, were selected randomly and assigned to two groups, namely the control group and experimental group. This study used a quasi-experimental, pretest-post-test control group research design. Listening pre-test was given to the participants to check their initial listening skill. During a four-week treatment period, both control and experimental groups received the same lesson plan but only the experimental group was taught the Ted Talks videos in order to see its effect on students' listening skill improvement. The data then were analyzed by using an Independent Samples t-test. The results showed that Ted Talks videos instruction improved students' listening skill in experimental group from average score 57,37 to 71,31. According to t-test result, it showed that the value of t observation ( $t_o$ ) = 2,62 was bigger than t table ( $t_t$ ) = 1,67 (5%) and ( $t_t$ ) = 2,38 (1%). In general, the result of experimental group supported the effect of teaching Ted Talks videos on students' listening skill.

**Keywords :** *TED Talks, videos, listening skill*

### **The Implementation of Vocabulary Teaching Technique at Darawittaya Islamic Boarding School in Thailand**

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**Abstract:** The vocabulary teaching techniques are beneficial for learning English because it is one of the key processes in mastering the four skills. The researcher focused in the teaching vocabulary by using techniques such as beginner, intermediate and advanced techniques at Darawittaya Islamic Boarding School in Thailand, to know learning the process of vocabulary technique was implemented by the teacher. The design of this study is qualitative methods with the aim to know identify the vocabulary technique implemented in Darawittaya Islamic Boarding School in Thailand. The study is divided into two parts: vocabulary lesson (after sunrise) and review (before bed). To

collect data, the researchers conducted observations, interviews, and records. in this study researcher using an open-ended approach to the observation, the researcher observes the study subject and location. This type uses non-participants where the researcher just came and recorded the learning. The Researchers used open-ended questions and recorded interviews. The teaching techniques used at Darawittaya Islamic Boarding School, such as showing the meaning of words, using real objects, using commands and demonstrations by beginner technique, using simple English to show the meaning of words, seeing a word in a sentence, and the value of games for vocabulary learning by intermediate technique.

**Keywords:** *implementation, technique in teaching, vocabulary technique*

### English Students' Internship as Teaching Practice Preparation

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**Abstract:** This study aims to describe the process of the implementation of teaching internship in short time as the preparation of teaching practice for the real experience. The sixth semester students acted as tutors in small group of students in the level of Junior and Senior high school. This study used an action research model from Kemmis and Taggart which is in the form of spiral from one cycle to another. This research design is divided into four stages; planning, implementing, observing and reflecting. After 3 months internship at the same time applying the research and analyse the cycle of action done by the tutors, it was found that the students who join this internship as tutors implemented more structural teaching method and strategies in the class which is small groups of students. They used innovative and interesting ways to get attention from students to engage in English subject. By implementing this short internship for sixth semester students is more worthwhile for them in gaining the real experience to teach the students as the preparation for PPL in next semester.

**Keywords:** English Students; Internship; Teaching Practice; Teaching Preparation.

### The Importance of Linguistics Knowledge in English Language Teaching

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This article aims to determine the importance of linguistics knowledge in language teaching. Linguistics is needed in language because it can help the teachers to explain the English components and the structures to the students. Every language has a system of linguistics rules that can be learned in terms of phonology morphology,

syntax, and semantics. In teaching English, it must be combined to another field such as psychology, education science, bilingualism, and also language teaching. Generally, the aim of teaching English for the students is to be able use the language fluently and precisely both in spoken or written form. This paper used the method of reflection literature (library research). From the discussion, it concluded that a language teacher as an educator, coach, advisor is a Linguist practitioner who masters both the student's language and the foreign language, he teaches in all its aspects, and understands the basic principles of teaching English using method that make easier understanding for the students.

**Keywords:** *Linguistics; English Language; Language Teaching*

### **Are they willing to communicate?' Measuring tertiary students' willingness to communicate in planning classroom project**

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**Abstract:** The willingness to communicate (WTC) plays a crucial role in project-based learning, facilitating effective collaboration and information exchange among students. It creates an environment where ideas can be shared, discussed, and refined, leading to improved learning outcomes and the development of critical communication skills. This research focused on investigating the level of WTC and its predicting factors among pre-service English teachers in the planning stage of distance project-based learning (PjBL). The study utilized a convergent mixed-method design, involving 100 participants using Zoom as the teaching platform. Surveys with open and closed-ended questions were distributed, and Zoom video recordings were observed. The findings revealed a relatively low level of actual WTC during the planning stage, primarily influenced by the dominant instructional role of teachers. However, among the four measured components, the communicative self-confidence component scored the highest. This indicated participants' internal motivation to communicate within the classroom context and their focus on personal progress while normalizing mistakes as part of the learning process. The research concludes with recommendations for future researchers and TEFL practitioners to enhance WTC in similar contexts.

**Keywords:** *Pre-service English teachers, willingness to communicate in English, distance project-based learning.*

## **“The Adventure in Mangrove Forest” as a Learning Resource in Differentiated Project Based English Learning**

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**Abstract:** This study aims to determine the learning outcomes of class IX D students improve in Procedure Text. The research was conducted in class IX at SMP Negeri Unggulan Sindang. The research subjects were 30 students. The method used in this research is a class action research method which consists of two cycle actions, namely cycle I and cycle II. This study used a quantitative research method in the form of a written test and a qualitative research method using observation sheets. The results of the study show that differentiated learning can improve learning outcomes in Procedure Text. Best Practice for the Implementation of “Merdeka Belajar” through "The Adventure in Mangrove Forest" as a Learning Resource in Differentiated Project Based English Learning which was carried out at SMP Negeri Unggulan Sindang, Indramayu Regency, West Java Province, was proven to be able to significantly improve student learning outcomes, increase creativity, critical thinking, collaboration and support students to have a Pancasila Student Profile, namely (1) Faith, piety to God Almighty and noble character (2) Global diversity, (3) Mutual cooperation, (4) Independent (5) Reasonable Critical and (6) Creative.

**Keywords :** *learning resource, differentiation learning*

## **Enhancing Students’ Speaking Skill By Utilizing Spinning Wheel at MTs Al-Ma'arif Kabupaten Serang**

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**Abstract:** *This study aims to measure the improvement of students’ ability in describing a particular person after giving treatment by using spinning wheel media at Eighth Grade Students of MTs Al-Ma'arif Kabupaten Serang. In this study, the researcher proposed a research namely “Does spinning wheel can enhance students’ speaking skills?” to answer the research question, the researcher used quasi experimental research methods with data collection techniques through observation, interviews, speaking tests (pre-test, post-test) as well as documentation. There were two classes involved in this study, namely class VIII A which acted as control group and class VIII B which acted as experimental group. The final findings of this study reveals that the result of t-test was 4.2 meanwhile the value of t-table with degree of significance 5% that was 1.67 In short, the result of t-test showed that  $t > t_{table}$  or  $4.2 > 1.67$  In brief, t-test showed that  $H_a$  or alternative hypothesis was accepted. Meanwhile,  $H_0$  or null hypothesis was rejected. In other words, It can be drawn a conclusion that there is a significant effect of using spinning wheel media to enhance students’ speaking skill. In addition, the mean score of pre-test score of*

students in the experimental class was 62 while in the control class was 60.6 and the post-test score of the experimental class was 73.5 while the control class was 68.8.

**Keywords:** *Speaking Skill; Spinning Wheel; Descriptive Text*

### **Investigating Teachers' Roles in Enhancing the EFL Classroom: Indonesian High School Students' Voices**

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**Abstract:** The massive development of information, communication, and technology (ICT) has given benefits to both teachers and students in EFL classrooms, especially in accessing English sources on social media. However, this can be a challenge for teachers in the digital era. This study aims to explore the roles of teachers in enhancing EFL classrooms in an Indonesian high school viewed from students' voices. The study employed a qualitative research method by interviewing six Indonesian high school students. They were selected because they frequently used social media for enhancing their English. Their responses were analyzed to figure out more about the role of English teachers in the digital era. The findings indicate that the accessibility of social media significantly helps students in learning English. However, the teacher maintains to be the primary source of knowledge in EFL classes. In case students do not comprehend the topic being taught, they search outside of the classroom on social media for further explanation. In addition, students also use social media to increase their knowledge and improve their English language abilities. Meanwhile, students are more comfortable when learning through social media because they can use search engine tools to look up any topic without feeling embarrassed about asking questions. The study recommends that English teachers integrate social media into EFL classrooms and create an enjoyable environment so that students can participate actively rather than passively.

**Keywords:** *EFL classroom, Teachers' roles, Indonesian High School, Students' Voices*

### **Implementing a Genre-Based Approach to Teaching Writing in Secondary Schools: An Empirical Study of Vocational School Students**

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**Abstract:** This study utilized a classroom action research design to examine the efficacy of a genre-based approach in improving the writing skills of secondary school students. Thirty secondary school students in a vocational school in Kutai Kartanegara East Kalimantan were instructed to use a genre-based approach for twelve weeks in this

investigation. The strategy included teaching students' exploratory and exploratory writing and providing feedback and opportunities for revision. Data collected through classroom observations, student work samples, and interviews supported the findings. The research discovered that genre-based instruction improved students' writing abilities. The students' abilities to write exploratory and procedural texts, employ appropriate language features and structures, and organize their thoughts were enhanced. In addition, the student's writing motivation and engagement increased. This study suggests that a genre-based instructional strategy can improve students' writing abilities. Students can develop their writing skills systematically and systematically, preparing them for various writing duties and assessments. The study has significant implications for secondary school instructors and curriculum designers who wish to improve students' writing abilities. Additionally, it highlights the significance of classroom action research.

**Keywords:** *genre-based approach; narrative text; descriptive text; classroom action research; secondary school students.*

### **The Effectiveness of Quartet Card Game On Students' Speaking Ability of Junior High School**

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**Abstract:** The average level of English proficiency for Indonesian is still lower than the global average. As a teacher, the most difficult part of teaching English is to make students practice speaking. Using a quartet card game with pictures and explanations written on the cards is one way to improve students' ability and create interest in speaking English. The purpose of this study was to find out whether students' speaking could improve after the use of this game. This research used quantitative method with pre-test and post-test. The sample of this study was 70 eighth grade students of SMP At Taufiqiyah. Based on the study findings, "to" calculation came out ahead of the t table at both the 5% and 1% accuracy levels. The 5% t table = 1.66 And perception t = 8.19 are central, however only 1% t table = 2.38 and perception t = 8.19 with the data obtained shows that students are more motivated to learn English, especially in speaking. By utilizing the quartet card game media it becomes clear that students are more motivated to learn English, especially in speaking. Quartet cards can also help students become more fluent speakers.

**Keywords:** *quartet cards game, speaking ability, quasi-experimental design*

## The Effectiveness of Using Canva as an Interactive Hypermedia in Learning English

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**Abstract:** The aim of this study is to find out the effectiveness of using Canva as Interactive Hypermedia In Learning English. The research was carried out to the tenth grader student of SMA Negeri 1 Tasikmalaya. X1 as the sample by using purposive random sampling. The result of the study shows that the use of Canva effective and improve the student's English ability. It can be seen from the increasing students' mean score in Learning English. The students active when working in a group and motivated learn English by using Canva. They enjoyed the activities during the learning process.

**Keywords:** Canva, Interactive Hypermedia, Learning English

## The Effect of Using Snowball Throwing Model on Students' Speaking Ability at the XI grade students of SMA Negeri 3 Padangsidempuan

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**Abstract:** This research focussed on the effect of snowball throwing model on students' speaking ability at XI grade students of SMAN 3 Padangsidempuan. The purposes of this research were to find out snowball throwing model significantly affects on students' speaking ability and how snowball throwing model significantly affects on students' speaking ability at XI grade of SMAN 3 Padangsidempuan. This research used quantitative approach by using true experimental design. The sample was XI-IS 1 as experimental group consisted of 30 students and XI-IS 2 as control group consisted of 30 students. The data were collected through pre-test and post-test with oral test and analyzed by using independent sample T-test. The result of this research shows that mean score of experimental research was higher than mean score of control group after using snowball throwing model. The mean score of experimental research after using snowball throwing model was 59.00 and mean score of control research was 54.67. It can be concluded that snowball throwing model is very useful on speaking ability. In addition,  $t_{count} > t_{table}$  (2.713 > 2.000). The researcher recommended snowball throwing model to teach students' speaking ability at XI grade of SMAN 3 Padangsidempuan.

**Keywords :** Snowball Throwing, Speaking

## Teaching Reading Comprehension Strategies in E-Learning Mode at MTsN 02 Model Palembang

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**Abstract:** This study aims to determine the strategies used by teachers in teaching English, especially reading comprehension with E-learning mode during the pandemic. This research was located in MTsN 02 Palembang. Qualitative methods with case studies were used in this study. In conducting this research, data were collected from 3 eight grade English teachers. Semi-structured interviews were conducted to know the strategies used in teaching reading based on the experience of each teacher. Result of this study shows that the teachers used several strategies in the learning process through E-learning. That is, the teacher used various strategies in each meeting. As a result, the use of several strategies implemented by teachers can assisting teachers in teaching English through E-learning.

**Keywords:** *Teaching strategies, Reading comprehension strategies, E-learning*

## Implementing Digital Literacy in Developing Learners' Creative English Reading Skill at Inclusive Classrooms of Ibtidaiyah Madrasah

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**Abstract:** The ongoing pandemic era has contributed to the application of digital literacy in learning English as a foreign language, including at the elementary school level. Students in the inclusive class also find it useful. The purpose of this study is to describe and analyze the implementation of digital literacy in developing students' creative reading skills in English learning in the Inclusion class of Islamic elementary schools and their impact. This research method uses descriptive qualitative at MI Muhammadiyah 2 Kudus which is categorized in the regular inclusion class. The primary resource consisted of the head of MI and the teachers of the inclusion class. While secondary sources are in the form of various literature related to digital literacy, creative reading, teaching English as a foreign language, and inclusion classes. The result is that the implementation of digital literacy in the Inclusion class goes through 3 stages, namely: preparing digital media in the form of video, audio, and gadgets and compiling lesson plans, then implementing them online/offline/blended according to applicable regulations. The next stage is evaluation through short video/audio as well as study materials by the expert team of children with special needs. This implementation has a positive impact, namely the raising of social awareness from classmates of children with special needs. Meanwhile, the negative impact is the limitation of madrasahs requiring operational permits for inclusive classes from the Ministry of religion. The addition of digitization media needs to be maximized so that it can be used for the English development of students as a whole.

**Keywords:** *digital literacy; TEYL; creative reading; inclusion classes*

### **An Analysis of Students' Error In Writing Recount Text At MTs Darul Ulumissyar'iyah Muara Telang Banyuasin**

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**Abstract:** The purpose of this study was to find out the types of errors were made by students and the causes of students made errors in writing recount text. The participant for this research was an eighth-grade students at MTs Darul Ulumissyar'iyah Muara Telang. The researcher used mixed method research design. In order to collect the data, the researcher used test and interview. The researcher asked the students to write recount text and interviewed them about the errors made in writing recount text. The result of this research showed that the most errors were made by the students involved misformation (35,9%), capitalization (34%), spelling(16,2%) based on the table frequency above. Further, the next errors were addition (6,7%), omission (4,7%), and the lowest percentage of errors were disorder (2,5%). The causes of students' error were first language interference, translation, and carelessness.

**Keywords:** *Error Analysis, Writing, Recount Text*

### **Investigation of English-Speaking Availability of Vocational School Students in Private Vocational School Program (SMK-PK) In Malang City**

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**Abstract:** Extensive studies on the willingness to speak English in high school students have been carried out. However, very little is known about the extent of students' willingness to speak at vocational schools (SMK) in Malang city. Because of that, this study will investigate the willingness to speak English in SMK students who are less proficient in speaking English. In-depth interviews will be conducted with 6 students at SMK PK in Malang city with a focus on how far they are willing to communicate in English and what factors influence their willingness to speak English. To analyze the data, the researcher will use thematic analysis following the steps proposed by Braun and Clarke (2006). The findings are translated into four emerging themes; 1) lack of self-confidence, 2) presence of fear, 3) teacher's teaching style, 4) and vocabulary. Even though students are aware of the problem, the principle of these students still wants to learn and correct mistakes. In other words, our research reveals that students want outside support and not just from the school.

**Keywords:** *WTC; EFL; ELT*

## The Effect of Picture Word Inductive Model (PWIM) on Writing Ability (An Experimental Study to the Students SMA Negeri 1 Angkola Selatan)

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**Abstract:** PWIM is an abbreviation from Picture Word Inductive Model. It is inquiry-oriented arts strategy with familiar picture for teaching writing. The purposes of this study are (1) to know the students' ability in writing descriptive text before learning by using PWIM Method, (2) to know the students' ability after learning by using PWIM Method, and the last is to find out the result of using PWIM Method whether it can be affected on writing ability at grade XI Students SMA N 1 Angkola Selatan. A quasi-experimental type by using Pretest-Posttest Control Group Design used as the method of the research. Writing test has been given to the students as the instrument, and data would like to analyze with T-test formula. After analyzing the data, it was found that the mean score of experimental class in pre-test was 50.15 and the mean score in post-test was 77.31 beside that, the mean score of control class in pre-test was 49.5 then in post-test was 69.57 with the difference mean score 7.74. It means that the students' mean score in experimental class was higher than students' mean score in control class. Besides that, the score of  $t_{\text{count}}$  was higher than  $t_{\text{table}}$  ( $3.49 > 1.66$ ) which meant the hypothesis alternative ( $H_a$ ) was accepted. So, it can be concluded that there is a significant effect of Picture Word Inductive Model (PWIM) on writing ability at grade XI students SMA N 1 Angkola Selatan.

**Keywords:** *Picture Word Inductive Model (PWIM), Students' Writing Ability, Descriptive Text*

## The Effect of Using Google Classroom in Teaching Reading for Junior High School Students

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**Abstract:** Reading is an important skill that has many benefits. However, since English is a foreign language, many students get difficulties in reading. To increase students' reading skill, teachers should apply an effective and interesting media. The use of technology as a teaching media is expected to be able to increase the students' interest and skill. One of the technologies that can be used for teaching reading is Google Classroom. Therefore, this article aims at investigating the effect of using Google classroom in teaching reading for junior high school students. This research used quasi-experimental design. Two classes of the seventh-grade students in Kediri participated

in this research. The data was gathered by using test: pre-test and post-test. Then to test the hypothesis, ANCOVA was used. This research found that the mean score for control group was 49.12 (pre-test) and 76.16 (post-test). The mean score for experimental group was 48.15 (pre-test) and 81.69 (post-test). From the data analysis using ANCOVA, the result of significant value is smaller than the significant level ( $0.001 < 0.05$ ). It means that  $H_0$  was rejected. It can be concluded that using Google Classroom is effective in teaching reading for the junior high school students.

**Keywords:** *Google Classroom; Reading Skill; Junior High School Students*

### **Do Motivation and Learning Style Correlate with Vocabulary Knowledge?**

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**Abstract:** Vocabulary knowledge is pivotal for language learner and knowledge development. It indicates an individual language development. Hence, it needs to be treated seriously in any language program. However, students are very often recognizing the importance of vocabulary knowledge to their language learning. As a result, their vocabulary knowledge is low. This study aimed at analyzing the issues of motivational orientation, learner types and their relationship with vocabulary knowledge among the university students of semester three in the academic year 2022 / 2023 in Cirebon. It is quantitative research. The data were obtained through the questionnaires namely the Attitude / Motivation Test Battery (AMTB) developed by R.C Gardner, “How do you learn best?” adapted from K. Willing’s model, and Vocabulary Level Test developed by Paul I. Nation. The vocabulary test was run online through <https://www.lex tutor.ca/tests/>. The statistical software such as SPSS was employed to analyze the data. The results show 53.33 % of the participants has integrative motivation and 46.66 % of them possess instrumental motivation. Another finding reveals 51.66 % of the participants are Communicative type, 43.34 % belong to Teacher-Oriented type; 5 % of them are Concrete type. With regard to Vocabulary Knowledge, this study reveals the Average Marks of Productive and Receptive Vocabulary obtained by the participants is 64.09 which means satisfactory or at medium level. Furthermore, the findings report that an integrative motivated learners scored slightly better (20 %) in Vocabulary Level Test than learners who have instrumental motivation, and all participants are placed in Low Level at the Lower Range of Vocabulary Level Test as they secured average marks 64. Moreover, the result of correlation test confirms there is no a correlation between Motivation, Learning Style and Vocabulary Knowledge. Therefore, the hypothesis ( $H_0$ ) is accepted since the significance value is more than 0.05.

**Key words:** *Motivation, Learning Style; Vocabulary Knowledge*

## The Relationship between Brain Dominance and English Vocabulary Mastery: A Study among Second Language Learners

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**Abstract:** In acquiring language, one of the most important factor is none other than vocabulary. Vocabulary is an essential element of language processing that plays a vital role in language acquisition. For most individuals, the left hemisphere of the brain is dominant for language processing. In first language acquisition, the dominant hemisphere plays a critical role in vocabulary and language processing, while in second language acquisition, the relationship is less clear and might be different. This study aims to measure the relationship between brain dominance and vocabulary mastery of ESL learners. This study used a quantitative research methodology with a correlational design. The data were collected from total participants of 87 Indonesian ESL learners through Questionnaire and Test. Pearson's correlation coefficient was used to analyze the data. Statistical analysis revealed that the value of "r" statistical (0.603) is greater than "r" table. Thus, the value of "r" statistical is in between 0.60-0.80, indicates that variable X (Brain Dominance) and variable Y (Vocabulary Mastery) have high relationship/correlation. This study is beneficial especially for ELT, since it would provide a new insight on learner's brain dominance and help for more effective approaches to teach vocabulary. This study investigates a relationship between brain dominance and vocabulary mastery of ESL, but not how the relationship could be used, therefore, further research is suggested.

**Keywords:** *Brain Dominance; Vocabulary Mastery; ESL; language acquisition*

## Uncovering the Resilience and Stress Factors of EFL Teachers Across Educational Level

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**Abstract:** EFL teachers typically confront an abundance of problems that can lead to stress and have an influence on their resilience. Understanding resilience and stress can help improve well-being and education. This qualitative study tried to figure out the resilience and stress factors faced by EFL teachers across educational levels. The narrative inquiry involved an in-depth semi-structured interview administered to three EFL teachers across primary, middle, and secondary levels. The findings indicate that EFL teachers across educational levels encounter similar stressors, such as heavy workload, student behavior, and low salary. Surprisingly, there were differences in stress factors and resilience strategies utilized by teachers across educational levels. Primary-level teacher reported more stress when dealing with students' behavior,

whereas middle-level teacher was stressed by students' behavior and resources, and high school teacher by resource constraints and encouraged student engagement. In regard to resilience strategies, teachers at all levels indicated seeking support from family and friends but also using different coping methods such as meditation, leisure activities, and positive thinking. The findings suggest the importance of understanding the unique stress factors faced by EFL teachers across educational levels and establishing targeted support programs to enhance teacher resilience.

**Keywords:** *Resilience; Stress Factors; EFL Teachers*

### **The Effect of Learners' Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom**

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**Abstract:** The present study aims to investigate the influence of students' attitude, motivation, and beliefs toward WTC. The purpose of this study was to determine whether there were any significant influence of student attitude, motivation and learner beliefs toward willingness to communicate in EFL classroom at SMA Negeri 1 Pagerbarang. The approach of study is quantitative inferential with survey research design. This research was conducted at the eleven students of SMA Negeri 1 Pagerbarang with the total 100 students of SMA Negeri 1 Pagerbarang participated as respondents. The instrument of data is used the questionnaire was adapted from Gardner (Attitude/Motivation Test Battery (AMTB 2004)) scale measuring in student attitude, Dornyei (2006) scale measuring in students' motivation, Peng and Woodrow (2010) scale measuring in learner beliefs and willingness to communicate. The analysis data of this research is used validity test, classical assumption test, multiple linear regression analysis, and hypothesis test. To measure the data is used SPSS version 26.0. Based on calculated the data, it is concluded that there was a positive and any significance influence of students' attitude, motivation, and learner beliefs toward willingness to communicate.

**Keywords:** *Students Attitude; Students Motivation; Learner Beliefs; Willingness to Communicate*

## EFL Pre-Service Teachers' Speaking Anxiety and Motivation across Teaching Modalities

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**Abstract:** In today's world, effective communication skills are essential, with speaking skills playing a pivotal role in language proficiency. Pre-service teachers pursuing language teaching careers may face unique challenges in developing their speaking skills. The effectiveness of online teaching in improving speaking proficiency remains under debate, raising questions about whether online teaching can match the level of speaking practice provided by face-to-face instruction. This study aimed to address the research gap concerning pre-service teachers' perceptions, motivations, and anxiety levels when learning speaking skills in online and offline teaching modalities in higher education in Bali. Employing a sequential exploratory mixed-methods design, the study used a quantitative survey to assess motivation and anxiety levels, followed by qualitative data collection through focus group discussions and interviews to gain deeper insights into pre-service teachers' experiences. The analysis of the survey data will involve the use of descriptive and inferential statistical methods, including t-tests, ANOVA, and regression analysis. Meanwhile, the qualitative data will be transcribed, categorized based on a coding framework, and subjected to analysis utilizing thematic analysis, data reduction, data display, and conclusion drawing. The potential contribution of this research lies in selecting effective language teaching practices that can inform language teachers, teacher educators, and language learners about strategies to improve teaching practices, enhance teacher training programs, and facilitate language learners' development of speaking skills, while managing their motivation and anxiety levels.

**Keywords:** *Teaching speaking, online teaching, offline teaching, pre-service teachers, motivation, anxiety levels.*

## The Instrumental and Integrative Motivation of Students in Blended Learning Class at Eighth Graders of Junior High School

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**Abstract:** The aim of this research was to analyze the Instrumental and Integrative Motivation of Students in English Blended Learning class at Eighth Graders of Junior High school of Tarakan. This research used a mixed-method, the determination of the sample was carried out by random sampling technique. The researcher took 31 respondents from VIII-1 class of SMPN 3 Tarakan. The researcher used triangulation

method to check the validity of the data such as giving questionnaires, interviews, and checking documentation. The result of this research indicated that: (1) the dominating factor of blended learning was instrumental motivation, (2) the factors that influence the student instrumental and integrative motivation in English blended learning class was the students want to get a complete score on KKM in learning English as well as their report cards, and also other results showed that learning English helped them to improve their English skills and become more knowledgeable, (3) based on the table of correlation, the researcher found that there was a relationship instrumental and intrinsic motivation and their English achievement. The result as follow: first, the instrumental motivation ( $X_1$ ) with integrative motivation ( $X_2$ ) is correlated, it can be shown in sig.(2-tailed)  $0,000 < 0,05$ . Second, the instrumental motivation ( $X_1$ ) with English achievement ( $Y$ ) is not correlated, it can be shown with the range of sig.(2-tailed)  $0,359 > 0,05$ . The last one is integrative motivation ( $X_2$ ) with English achievement ( $Y$ ) is not correlated. It can be seen in sig(2-tailed)  $0,369 > 0,05$ . Therefore, based on the result of the research above, it can be concluded that there is no correlation between instrumental motivation and integrative motivation with students' achievement. In other word, the students with high motivation cannot be ensured with their English score or their achievement in learning English and vice versa.

**Keywords:** *Blended Learning Class, Instrumental and Integrative Motivation.*

### **Perception and Practices of Outcome-Based Education: An Outlook at English Department**

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**Abstract:** Outcome-based Education (OBE) regain its popularity along with the policy of *Kurikulum Merdeka* which emphasizes on independent learning. OBE is emphasized on the attainment of cognitive, skill, and attitude aspects of the students. Within the framework of OBE, students are encouraged be skillful and well behaved. The present study is intended to figure out how OBE is practiced in an English Education Department. Using survey design, the study explores how the lecturers perceive and practice OBE. The findings show that the lecturers perceive the importance of OBE as to prepare the students with skills and attitude needed to compete in the globalization era. The practice of OBE can be seen from the lecturers' lesson plan that contain learning outcomes (LO) predetermined by the department. The elaboration of LO in the lesson plan ensures that the students will learn actively and develop all the domains of human being. Learning materials are selected based on the LO to make sure they foster students to be innovative and creative. Modern approaches of teaching are selected to make the students learn actively such as cooperative learning, collaborative learning, gallery learning, project based learning, and gallery wall. Meanwhile, the evaluation covers on going assessment and test.

**Keywords:** *Outcome-Based Education; Perception; Practices; English Department*

## Photovoice in the EFL classroom: Academic stress coping among Indonesian pre-service English teachers during online learning

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**Abstract:** The pandemic has had an impact on people's lives worldwide, affecting the functioning of several sectors, especially in the education sector. The impact of the pandemic has resulted in teachers and students having to work faster and must be able to maximize learning from face-to-face to online learning. The impact is that there are some students or teachers who experience difficulties and stress in online learning. This stress is a person's thoughts that were originally (positive) to be irrational/negative. The purpose of this study is to describe experiences dealing with stress in academics among pre-service English teachers in Indonesian higher education during online learning. The authors used the photovoice method by explaining some photos in this article. We also interviewed three pre-service English teachers to get more data. The findings revealed that some ways used by pre-service English teachers in coping with academic stress during online learning are by playing online games, having extensive reading such as comics, relaxation or healing, and listening to music. The study promotes an implication that the need to have some refreshments for students to cope with academic stress during online learning during the COVID-19 pandemic.

**Keywords:** *Academic stress coping, EFL classrooms, Online Learning, Photovoice, Pre-Service English Teachers*

## Narratives of Language Learners to the Essentiality of Speaking English Policy: A School Program Implication

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**Abstract:** English language policy plays a significant role in enhancing the communication skills of the students. This descriptive-qualitative research was designed to explore the narratives of language learners regarding the essentiality of speaking English policy inside the classroom in which the ten (10) selected participants were chosen purposely as subjects to achieve the intended purpose of the study and the data were gathered through the use of in-depth interview in an online platform for virtual meetings. Their responses were thematically analyzed using Colaizzi's method. The major findings revealed that speaking English language policy inside the classroom impacted the learner's language learning and development, producing more proficient learners and evoking positive and negative circumstances. These findings indicated to be advantageous to the learners, like boosting their self-esteem in effectively utilizing the universal language that help enhances their intellectual capacity and hones the

delivery of language for efficient communication. It reveals the pivotal role of speaking English policy to the language learner. Therefore, the researchers' implication is the implementation of speaking English language policy inside the classroom to develop students' fluency in uttering the language in daily interaction inside the learning environment, wherein this would improve students' performances in demonstrating their speaking abilities.

**Keywords:** *English language policy, English-only Policy, UM Digos*

### **Interest And Motivation in Learning English in Sasude at the Age of 5-7 Years in Medan**

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**Abstract:** This study aims to observe how the interests and motivations of Sasude children (Deli Sungai Children's Sanggar) in learning English in the city of Medan. This research is qualitative research which is directed at identifying interest and motivations of Sasude children. Data retrieval is done by observation and interview. Observation in depth with the aim of identifying problems that occur in the learning process of teaching English in daily activities. While deep interviews are intended for Sasude children to find out the difficulties and interest in the process of learning English. The research sample was all children of Sasude aged 5-7 years. From the results of the survey and observation of the English learning activities that we did, almost (30%) of Sasude children in learning English agreed, while motivation, almost (30%) stated strongly agree. From the results of interviews indicated that the interests and motivations of Sasude children in learning English are very low due to lack of educators, learning media, and inadequate class facilities so Sasude children have not been able to provide responds in simple dialogue, answering questions verbally and Verbal simply, writes words simply, and needs to be guided especially in mastery of simple vocabulary and pronunciation.

**Keywords:** *interest, motivation, learning English*

### **Gamification as a Tool for Improving Students Language Experience and Engagement in English Language Teaching**

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**Abstract:** Through the use of online tools like *genial.ly*, *peardeck*, and *wordwall*, gamification—the use of game design features and strategies to teaching and learning—has grown in popularity in English Language Teaching (ELT). The purpose of

this case study is to look into how gamification affects students' engagement, motivation, and language learning outcomes. The study included a variety of data gathering approaches, including observation, a questionnaire, and documentation study. The findings show that gamification in ELT has a favorable impact on student motivation and engagement, which improves language learning outcomes. Particularly, gamified activities improved students' understanding of how to properly write a recipe. Given the growing use of technology in education, this case study emphasizes the importance of innovative and engaging teaching methods in ELT. The results provide insightful information on the practical use and impact of gamification in ELT, which can motivate language teachers to use successful and innovative teaching methods to meet the various learning demands of their students.

**Keywords:** *gamification; engagement; language teaching*

### **Assessing Students' Digital Literacy in English Enrichment Program**

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Digital literacy has become a crucial skill in the 21st century, influencing individuals' personal, academic, and professional lives. As technology advances, the need for students to possess adequate digital literacy skills has become paramount. This presents a comprehensive approach to assessing students' digital literacy, highlighting the importance of evaluating multiple dimensions and incorporating diverse assessment methods. Assessing students' digital literacy encompasses various aspects, including Information and Communication Technology Literacy, Media Literacy, and Information literacy. By employing a multidimensional approach, educators can gain a holistic understanding of students' digital competencies and identify areas for improvement. To ensure a comprehensive assessment, a questionnaire is employed. The Operational Concept is obtained from a rubric item in the journal from Diah Wardhani, et al. which collects 32 item questions. 368 students in English Enrichment Program participated in the survey. 72% of students were in a promising finding and consuming digital content. 78% of students created digital content. 75% of the students communicate or share their content. In conclusion, this advocate for assessing students' digital literacy in English Enrichment Program by encompassing multiple dimensions. Educators can effectively gauge students' digital competencies by using Information and Communication technology Literacy, Media Literacy, and Information literacy. The integration of formative and summative evaluation strategies, aligned with curriculum objectives, further enhances the assessment process, fostering students' digital literacy development in the rapidly evolving digital landscape.

**Keywords:** *digital literacy, technology literacy, media literacy, information literacy*

## **An Analysis of Student's Linguistics Attitude in Learning English as Foreign Language: Students Perceptions**

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**Abstract:** The purpose of this research was to investigate how students' mentalities about language affected their capacity to learn English. The purpose of this study is to investigate how students' mindsets affect their language learning and what role these mindsets play in the learning process. Data from 16 seventh-semester students at FKIP, Universitas Bandar Lampung, are analyzed using a mix of qualitative approaches. Students' perspectives about EFL study were the focus of questionnaires and interviews used to compile the data. Students' optimistic perspectives on the English language were found to significantly influence their final grades in the subject. The study highlights three components of attitudes—cognitive, affective, and behavioral—that impact academic performance. The results show that students' mentality toward language acquisition is the single most important factor in their eventual success or failure. The study also found that students' language attitudes affect how well they learn English. It emphasizes the need of understanding students' attitudes toward foreign language learning to improve education and academic success. The study's findings can help educators construct English-learning programs that excite students.

**Keywords:** *Linguistic attitude, Language learning, Mindset, Attitude components, English as a second language*

## **Assessment of the Language Proficiency and Its Correlation to Classroom Language: A Case Study on Primary School English Teachers**

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**Abstract:** The rapid development of educational system in Indonesia is reflected from the growth number of educational institution. Relevant studies shown for the last ten years, parental decision in Indonesia tends to prefer private schools for their children to public one with a rationale that teachers in private schools offer more quality. This study aims to investigate the language proficiency of the teachers in One Earth School, Denpasar Bali, based on CEFR assessment framework and its relation to the ability of teachers in performing classroom language. This study employs a case study design with three teachers as the subjects. The teachers selected are those who fulfilling the criteria to be subjects seen from its experience and actively engaged in professional

development. The data are collected by utilizing several means such as speaking test proficiency with CEFR based assessment, document study, and field observation. This study is expected to give contribution on empowering English teachers to engage in professional development and displaying a clear picture whether or not teachers with certain proficiency levels could successfully transform them in classroom language.

**Keywords:** *English Proficiency, Classroom Language, Primary English Teachers*

### **EFL Students' Perception of the use "Grammarly Application" as Automated Writing Evaluation (AWE)**

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**Abstract:** The purpose of this research is to find out the perceptions of EFL students about using the Grammarly application to check for grammatical errors in their assignments. It also explores about the strengths and weaknesses of Grammarly Apps. This study uses a mix-method sequential explanatory design to study students' perspectives in using Grammarly Apps. Twenty English education students in one of University in North Sumatra were purposefully chosen as the research participants. Data from this study were collected through questionnaires and interviews. The results indicated that Grammarly has several advantages and disadvantages for students, such as a clear and easy-to-understand feedback feature, it also saves students time when assessing grammar, and other useful features. Negative perspectives from students regarding the shortcomings of Grammarly are that they cannot detected the tenses use, require a strong internet signal to use Grammarly apps and cannot download feedback in the form of files and have to pay to access premium Grammar features.

**Keywords:** *EFL students, Grammarly, perception, writing process.*

### **Development of Self- and Peer-Assessment Tools: From Language to Function**

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**Abstract:** The action-oriented approach (AoA), which views students as social agents and emphasizes language learning through language usage, provides a solid framework for classroom teaching, learning, and assessment. This article responds to the call for innovations that help instructors and students teach and learn with an understanding of the AoA. By focusing on language use, the researcher claims that cognitive discourse functions (CDFs) are congruent with AoA and aid in the growth of learner thinking. The researcher contributes to the conceptual discussion by discussing how a self- and peer-assessment tool was developed under the guidance of AoA and CDFs and how it was first used in an academic writing course. To empower students to

take control over how they use their linguistic resources to express specific linguistic functions, the researcher looks into how this tool might help students comprehend how their writing functions.

**Keywords:** *self-assessment; peer assessment; cognitive discourse functions*

### **The Roles Relevance Development of English Lecturer toward Harmer's Teaching Theory in Industry Revolution 5.0**

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**Abstract:** This research is the mixed method and aims to determine the relevance of the role of lecturers based on Hammer's theory of classroom teaching during the 5.0 industrial revolution era. The populations of this research were English lecturers who taught at the Tarbiyah faculty in the English study program and the Syariah faculty at Fatmawati Sukarno Bengkulu State Islamic University. Totalling 26 people, the sample used in this study using total sampling technique. Quantitative data is in the form of a Questionnaire which was compiled based on the theory of Harmer, J (1983). The instrument has been tested to obtain validity, reliability, Likert scale, Cronbach Alpha, and "t" test. Qualitative data in the form of analysis based on Hubberman and Miles namely, reduction, display and conclusion verification. The sample interview used purposive sampling, so the numbers of lecturers interviewed were 13 people. The results of the research showed that almost all roles were used by lecturers to teach in class, but the roles that were mostly used by lecturers are Lecturers as an Instructor reaching 90.67%, Lecturers as controller reaching 87.25%, Lecturers as a participant reaching 84.5%, and Lecturers as resources reached 82.5%... The role of lecturers in learning English based on Harmer theory during the industrial revolution 5.0 was still relevant to be applied. This was proven from the score obtained from the interview results, it was obtained that it reached 0.76, meaning that based on the value of the provisions of the Guttman scale 0.51- 0.75, the association is quite strong (high enough). Based on the data obtained, it showed in fact and rationally that Hammer's theory of teaching is still relevant enough to be applied in the era of the industrial revolution 5.0.

**Keywords:** *Lecturer's roles, industry revolution 5.0, relevanced teaching*

## Engaging Students with AI-Powered Feedback Machine in Academic Writing: An Integrated Approach

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**Abstract:** Because of its positive relationship with student learning outcomes, the construct of student engagement with feedback has gained increasing attention in higher education. However, while the literature acknowledges its significance, there is little research on what pedagogical approaches facilitate this engagement. This case study examines an authentic classroom with a group of three students engaged with a pedagogical approach that systematically integrated three types of academic writing feedback: AI-powered feedback, peer, and teacher feedback. The research was carried out at a private university and was based on the analysis of multiple drafts of students' written assignments, feedback from AI-powered feedback, peers, and teacher, as well as transcribed think aloud protocol and retrospective interviews between the teacher and students. The researcher discovered that the majority of students actively participated in this integrated approach, which effectively promoted students' behavioral, affective, and cognitive engagement with writing feedback and encouraged thoughtful revisions. The researcher concludes with pedagogical implications and suggestions for improving student feedback engagement.

**Keywords:** *Artificial intelligence; student engagement; written feedback; ELT; Writing*

## Examining the Utility and Performance of Online Scoring Rubrics in the Context of Educational Assessment

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**Abstract:** This article examines the application and efficacy of online scoring rubrics within the educational assessment. Online scoring rubrics offer several advantages over paper-based methods, including increased efficiency, consistency, and usability. The article investigates the features and functionalities of online scoring rubric systems, emphasizing their capacity to provide precise evaluation criteria, expedite the grading process, and facilitate feedback delivery. In addition, it examines the impact of online scoring rubrics on both instructors and students, considering factors such as time savings, enhanced feedback quality, and improved comprehension of assessment expectations. The article also discusses potential challenges and limitations related to adopting online scoring rubrics, such as technical issues and the need for appropriate training and support. The article concludes by discussing the benefits of using online scoring rubrics and recommendations for their effective implementation in educational contexts, drawing on existing research and practical examples.

**Keywords:** *online scoring rubrics; educational assessment; feedback delivery*

## The Students' Perception of the Writing Assessment Using Cyber Learning, Moodle 3.6

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**Abstract:** Using scoring rubrics is necessary for all subjects. One that needs attention is scoring rubrics, for assessing writing can be considered subjective. A scoring rubric is a teacher's instrument to assess students' performance objectively. The rubrics are to ensure the reliability of the result of the assessment. This study aims to see the Academic Writing Class students' perception of the writing assessment using cyber learning, Moodle 3.6. The data was collected using a questionnaire distributed to 35 students, and an interview with four students was done to get deeper data on the reasons behind their opinion on the scoring rubric used. The data shows that the students positively perceived the writing assessment, which was explained before the assignment. From the interview, it was found that they used the rubrics before they started to write and during the process of reviewing their essays. The rubric helps them understand the teacher's expectations. However, they perceived that the grading was still considered subjective.

**Keywords:** *rubric; writing assessment; Cyber Learning*

## Assessing the Language Skills Gap: A Survey Study of English Language Teachers in Public and Private Elementary Schools in Bali.

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**Abstract:** The development of education in Indonesia can be seen from the increasing number of formal educational institutions available at various levels. The preferences of parents in determining the right school for their children depend on the rationality of social actions towards several determinants. Previous studies found that a school's academic reputation and teacher quality are the dominant factors. In fact, there should be no more doubt from the teachers' quality especially their language competencies. This study aims to examine the level of English language proficiency of state and private elementary school English teachers in Bali as well as to understand English teachers' perceptions of the factors that influence their language proficiency. The study used a mixed-methods survey approach and collected data through standardized English proficiency tests and interview to the teachers. The findings are expected to contribute to mapping the problem of English language proficiency, both

in the context of teaching in state and private elementary schools as well as to be basis for teachers develop self-assessment based on CEFR framework.

**Keywords:** *CEFR, Self-assessment, English Proficiency*

### **Problems in Using Google Form on English Examination: Exploring Students' Perspective**

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**Abstract:** Google form is one of technology that used to facilitate teachers and students in the learning process, especially in the assessment process. But in the reality when it was applied, there were some problems faced by the students about the usage of Google form. For this reason, the researcher is interested to explore the students' perspective in issues of using Google form in English examination. This descriptive qualitative study examined how students perceived about the using Google form issue in English examination based on the students involved. A questionnaire with open-ended question was distributed as collective data. The participants are twenty five of ninth grade students of Islamic junior high school that places in one of village at Tanjung Pura, Langkat. There were four main conclusions from the study. They are; (1) Internet connection, (2) Students' understanding in using Google form are low, (3) Students' dishonesty in doing English examination, and (4) Lack of students' examination tool. Finally, the issues with using Google forms in English exams cannot be overstated because they have a big impact on the students' grades and how well they learn the language.

**Keywords:** *Google form; assessment process; students' issues; students' perspective*

### **Practicing assessing: Measuring reliability of self-, peer-, and lecturer-assessment at higher education level**

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**Abstract:** This research aims to investigate the statistical correlation between self-assessment, peer-assessment, and lecturer-assessment. The primary objective of this study is to enhance students' understanding of assessment standards and their ability to administer assessments confidently in their future roles as future in-service English teachers. A total of 109 fifth-semester students enrolling in Public Speaking Course took part in the study. The study employed a quantitative research approach and utilized a correlational design, and therefore, Pearson's r correlation test was

employed to analyse the data. The result revealed a substantial correlation among the three assessment domains. The correlation coefficient between self- and peer-assessment had a value of .855. Moreover, strong correlation coefficient was also found in the self- and lecturer-assessment, with the value of .833. Lastly, when comparing peer- and lecturer assessments, the result also indicated strong correlation for its' correlational value arrived at .817. This study suggested that such patterns may indicate potential benefits for enabling multiple assessments in order to engage pre-service English teachers in the assessment process while projecting for their future classroom.

**Keywords:** *Reliability; Self-Assessment; Peer-Assessment; and Lecturer-Assessment*

### Teacher's Role of Linguistic in English Language Teaching

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**Abstract:** Linguistics is necessary in the teaching of English because it helps the teacher explain to students the components and structure of the English language. Every language has linguistic systems or rules that can be studied in terms of phonology, morphology, syntax, and semantics. However, for language teaching, English teaching must be integrated with other fields such as psychology, education, cognitive sciences, anthropology, language acquisition, sociology, and bilingualism. The purpose of this paper is to investigate the role of linguistics in the teaching of English. This article will discuss the role of linguistics in English language teaching. This article uses the literature review method, also known as library research. A descriptive method is used to collect data. On the basis of these findings, it is possible to conclude that linguistics is related to its role in education. This is because language teaching and language development are related.

**Keywords:** *Linguistics; English Language; Teaching*

### Teacher's Problems in Teaching Listening Online

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**Abstract:** Since the World Health Organization (WHO) declared Covid-19 a pandemic, the education system has been transformed into an online teaching and learning system. This is a big challenge for teachers to teach at home through online media, especially for English teachers in teaching listening online. As we know listening skill is one of the most important English skills for students. This research aims to analyze the teachers' problems in teaching listening online at Komputama Vocational High School in Jeruklegi, Cilacap. This research is a descriptive and qualitative research. The data

were obtained through observation, interviews, and documentation. The result of this research showed there were three problems faced by the teacher: the teacher was hard to find suitable media in preparing the lesson, hard to organize and detect students' seriousness, and hard to measure students' listening comprehension. Those problems were also caused by some factors that the researcher qualified into three: students' network connection or signal, students' device did not support with the suitable media, and students' internal factors. The teacher resolves the problems with choosing a suitable application based on the students' device capability and puts more attention on their students' learning motivation.

**Keywords:** *Teacher's problems, teaching online, listening class*

### **An EFL Teacher as a Window into Teacher's Professional Identity**

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**Abstract:** One increasingly common method to elicit beliefs and conceptualizations is metaphor analysis, whereby participants create metaphors for relevant activities/concepts and then actively engage with them. This study analyzed EFL teachers' metaphors related to their professional identity (TPI). The participants were 13 EFL teachers who worked in the various educational institutions. Data were collected through the Metaphor Questionnaire about the concept of teacher's professional identity and followed by semi-structured interview to explore the reason for using those metaphors. Content analysis was used in analyzing the responses turned in by the EFL teachers. On analysis, results revealed that EFL teachers use diverse metaphors that are related to their everyday lived experiences. On categorizing the metaphors, four themes emerged namely profession, animal, amusement park attraction and infrastructure. The most prominent metaphor in this study is profession. Lastly, the metaphors revealed that the EFL teachers had fair understanding about their professional identity. The implications of the findings for teacher education were discussed.

**Keywords:** *EFL teacher; metaphors; teacher's professional identity*

## Teacher' Resilience Strategies during Covid-19 Pandemic: Reflections from Students' Perspectives

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**Abstract:** This article presents a self-reflection on the resilience exhibited during online English teaching at the university. The unprecedented crisis caused by the pandemic disrupted traditional educational practices and forced educators worldwide to rapidly adapt to remote teaching methods. Amidst the challenges and uncertainties, EFL teachers faced numerous obstacles, including technological limitations, student engagement difficulties, and personal stressors. This self-reflection aims to shed light on the experiences of EFL teacher and the strategies employed to overcome these obstacles and maintain their resilience. The data gained from students' eyes who shared their perception and expectation to the teacher by employing a survey study. Moreover, the article explores the importance of self-care and well-being for EFL teacher during this challenging period. The self-reflection ultimately underscores the significance of resilience in the face of adversity and offers insights into the strategies employed by EFL teachers to sustain their well-being and effectiveness in the midst of a global crisis. The research found that students' perceived various insight dealing with teacher' resilience strategy during online teaching.

**Keywords:** EFL teachers, resilience, Covid-19 pandemic, Self-reflection, Students' perception

## Blended Learning Models Used by Lecturers in Guiding Thesis EFL Students In Disruption Era

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**Abstract:** Blended learning is flexible and adaptive learning model in disruption era because it can adapt learning to the abilities and desires of students. Many lecturers used it to guide thesis EFL Students in order to they can finish it faster. This case study investigated the models of blended learning used by the lecturers as their advisors and to know the strengths and weaknesses. The research design was qualitative with case study approach. The data was collected by observation, interview, and documentation. Then, the data validity used in this study was source triangulation. The research findings showed that models of blended learning used by lecturers were enrich virtual, flex, and flipped classroom. The strengths of blended learning were more effective, flexible, save energy and time, continuing interaction and communication between students and lecturers, and quick job done while the weaknesses were internet access limitation, signal interference, expensive cost, and lack understand in using technology. Finally, blended learning helped lecturers to guide the EFL students in

composing their thesis quickly and recognized them with technology based learning to adapt in order to be able to live in the digital era.

**Keywords:** *blended learning; models; guiding thesis; EFL students; disruption era*

### **EFL Teachers' Choices on The Teaching Strategies that Improve Speaking Skills**

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**Abstract:** Mastering speaking skills is paramount for vocational high school students, as it can enhance their employability and career prospects. However, to measure the success of speaking that develops students' interpersonal skills, teachers must be able to consider a suitable strategy that meets the demands of the students. The current study intends to investigate the teaching strategies employed by EFL teachers based on their choices when teaching speaking skills to vocational high school students. This research was conducted in one of the vocational schools in Banjarbaru, South Kalimantan. A qualitative method was used to collect the data. The interviews and observations were conducted with the teachers. The findings revealed that the teachers taught speaking using Fishbowl, Role-play, and Storytelling, which they believe can intensify students' critical thinking, confidence, participation, and knowledge in speaking. It shows that the teachers met their success in improving students' speaking skills by using those strategies.

**Keywords:** *Teaching Strategies; Speaking Skills; Vocational High School*

### **EFL Teachers' TPACK and their Espoused Use of ICT Baodesed on SAMR MIs**

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**Abstract:** Information and Communication Technology (ICT) has been an inseparable part of human life. Its integration into education is very important. This study aims to describe the Technological Pedagogical Content Knowledge (TPACK) of English teachers in Banyumas Regency, their competence in using ICT based on the Substitution, Augmentation, Modification, and Redefinition (SAMR) model; and the influence of their TPACK to their ICT integration capabilities. This research applied a Mixed Method Research with explanatory sequential design. The respondents of the quantitative phase were 31 teachers while the informants of the qualitative phase were 4 teachers taken randomly. Quantitative data were collected through two questionnaires. Meanwhile, Qualitative data were collected through observations, interviews, and documentation. The quantitative data were analyzed using SPSS while

the qualitative data were analyzed using the Miles & Huberman model including data reduction, data presentation, and conclusions. The results showed that the teachers' TPACK was in "good" category with an average score of 2.89 (in the range of  $2,5 \leq x < 3,25$ ). Their ICT integration ability was in the category of "sufficient" with an average value of 2.12 ( $1,75 \leq x < 2,5$ ). The teachers' TPACK influences their ICT integration capabilities. The results shows that the value of the coefficient  $a$  is 13.067 and  $b$  is 0.609. Meanwhile, the regression equation is  $Y = 13.067 + 0.609$ . In the qualitative phase, teachers demonstrate the ability to use ICT that meets the criteria of Substitution (S), Augmentation (A), and Modification (M). The highest level of ability, Redefinition (R) was not seen.

**Keywords:** EFL teacher; Madrasah Aliyah; TPACK; SAMR Model

### **English Teacher Metaphor and Their Identity: Indonesian Teachers' Perceptions**

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**Abstract:** Metaphors are effective tools for conveying and understanding difficult ideas. Moreover, metaphors are used to explain concepts by mapping them onto more concrete domains. In the field of education, metaphors can be used to describe the role of a teacher and the process of teaching and learning. Different metaphors can reflect different perspectives, beliefs, and expectations about what a teacher does and how a teacher interacts with students. In this study, we investigate the various ways in which teachers utilize metaphors in describing the role of an English teacher. This research used case study to reveal the English teacher metaphor and their Identity. With the aid of interviews and a questionnaire, we gathered information from ten Indonesian teachers. Using the conceptual metaphor theory, we examined the metaphors and classified it. We discovered that teachers' preferences for metaphors varied according to their cultural heritage, learning objectives, and teaching methodologies. We discuss how these results affect English language instruction and learning.

**Keywords:** Metaphor, Identity, Perceptions

## The Teacher's Strategy for Teaching English in Pandemic Era

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**Abstract:** Every teacher need strategy for teaching English because they have to adapt with students and class that they teach. But few years ago, pandemic came and teacher also have to adapt from face-to-face to online teaching. This also brings another problem for teacher to find another appropriate strategy for them. This research aimed to describe strategies that teachers used in pandemic era. The method used in this research is systematic review method. With this research, it is expected to find the strategies that teachers mostly used in pandemic era . The data shows that among many strategies, there are three strategies that mostly used by teacher, Collaborative learning, Flipped classroom, and scaffolding. All of the strategies can help teacher to teach English better than other strategies.

**Keywords:** Teaching Strategy; Teaching English; Pandemic

## Teachers' Request Strategies in Bilingual Classroom: A Primary School Teachers Perspective

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**Abstract:** Bilingual education has gained popularity in Indonesia, particularly in private schools, despite the ban imposed on bilingual class programs in state schools by the Judicial Court. However, the implementation of bilingual programs in Indonesian primary schools remains a topic of debate, and there is still much to be explored regarding their effectiveness and challenges. The aim of this study is to investigate teachers request strategy in classroom. Teachers' strategies in making requests play a crucial role in enhancing students' pragmatic awareness. The study focuses on three teachers who teach Math and Science in a private bilingual school in Bandung. Video recordings of classroom activities are transcribed and analyzed using the coding scheme which categorizes request strategies based on three levels of directness. The findings reveal that direct strategy sentences were more frequently used than indirect ones. There is a clear tendency to overuse the most direct form of requests (imperatives) in the bilingual class, while the use of indirect request strategies is relatively limited. The findings suggest a need for further exploration and a balanced approach to request strategies to promote effective communication and pragmatic competence in bilingual classrooms.

**Keywords:** *bilingual education; request strategies; pragmatic awareness; teacher talk; CLIL*

## “... It’s Uneasy for Me to Come Back”: Returning English Teacher’s Challenges to Teach EFL Class

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**Abstract:** This article explores the challenges that an English as a Foreign Language (EFL) teacher encountered upon returning to teach a class after an absence of over a year. The teacher, who had previously taught the same class, faced difficulties in adapting to change in the classroom and in the students’ English proficiency level that had occurred during her absence. Additionally, the teacher experienced feelings of insecurity and self-doubt, which had a negative impact on her ability to establish rapport with her students and effectively deliver the curriculum. The article emphasizes the significance of providing support and resources to teachers who return to teaching after a prolonged absence to enable them to overcome these challenges and provide high-quality instruction to their students.

**Keywords:** *Returning Teacher; EFL Class; Teacher’s Challenges*

## Lecturer’s Pedagogic Competence for Building Transformation Character Education of English Language Learning from 4.0 to the Industrial Revolution era. 5.0

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**Abstract:** The focus of this research is (1) how are the pedagogical competencies that lecturers must have in the Industrial Revolution 4.0 to 5.0 era to shape student character in learning English (2) how lecturers instil character education in the Industrial Revolution 4.0 to 5.0 era of learning English (3) how are the efforts of lecturers in the era of the industrial revolution 4.0 towards 5.0 to overcome obstacles to instilling character education in learning English. The results of this research showed that, (1) The pedagogic competencies that must be possessed by lecturers in the era of the industrial revolution 4.0 to 5.0 to shape student character in learning English so that lecturers are able to integrate character education values when preparing teaching plans and syllabi based on Internet Things, compiling materials teaching based on virtual/augmented reality, implementing Artificial Intelligence-based learning. (2) lecturers instil character education in learning English in the era of the industrial revolution 4.0 towards 5.0 by incorporating religious character values, morals, responsibility, and discipline in the learning process and implementing habits on campus that support 4C-based character formation (creativity, critical thinking,

communication and collaboration) in the era of society 4.0 towards 5.0. (3) Efforts to make agreements among lecturers, students, and students' families to provide a deterrent effect to students who violate regulations.

**Keywords:** *Pedagogic competence, Character education, Industrial Revolution 4.0 and 5.0, Era of society*

### **Analyzing the Readability of English for Nusantara Book for Grade Seven Using WebFX and Readability Analyzer**

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**Abstract:** English for Nusantara (EN) books are textbooks provided by the Indonesian government and serve as educational materials that teachers can use to teach and learn English in Indonesia junior high schools. Before using them, teachers must evaluate their readability since inappropriate materials can demotivate students and enable them to achieve the goals of teaching and learning. However, the previous study needed to have explored the textbooks' readability. This study aimed to fill the gap by evaluating the readability of EN. Using a sample EN for grade seven, this study brought two research questions: 1) what is the level of readability of English for Nusantara, and 2) is there any difference in the readability results of English for Nusantara analyzed using two different tools? To achieve the goal, a qualitative study was used. The researcher used two readability tools to measure the text readability level, the WebFX and the Readability Analyzer. Among the texts in EN for grade seven, the researcher took 18 texts and analyzed them using the measurement formula in the tools above. The study found that the level of readability was high, that the texts were easy to read. In addition, the two tools had no significant difference in the measurement results. The limitations of the study and suggestions for future research were also discussed.

**Keywords:** *readability; English for Nusantara; WebFX; Readability Analyzer*

### **Gender Representation in English Textbook for 4<sup>th</sup> Grade Entitled Student's Book My Next Words for Elementary School**

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**Abstract:** This study was aimed to investigate gender representation in English Textbook entitled Student's Book My Next Words for Elementary School which published by Republic of Indonesia's Ministry of Education and Culture in 2021. Porecca's (1984) framework was adopted for analyzing the female and male representation in the English textbook: omission (the ratio of females to males) in

texts and illustrations, firstness, occupational visibility, noun, masculine generic construction, and adjective. The gender imbalance was not found in the textbook. The author of the textbook tried to avoid gender stereotypes in the text. However, the number of the visibility data of males was higher than females. Social dominance was not found in the textbook. A limitation of the study is that it focuses on one textbook only. Thus, this study can't be a generalization. For this purpose, another study with a larger sample would be required, and deeper analysis.

**Keywords:** Gender Representation; English Textbook; English for Young Learners

### **SUB THEME 3:**

### **Linguistics and Literature**

#### **Analysis of Euphemism on Obama's Speech about The State of American Democracy**

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**Abstract:** A euphemism is a word that can be used to transform an offensive or harsh phrase that may be mentioned or uttered in a political context into a pleasant expression that can be more acceptable to anyone who hears it, or in other words, a phrase that the listener can also accept. Then, this research aimed to analyze the types of euphemism in political context on Obama's speech about "the state of American democracy". Since the data were in the form of text, the research was of the descriptive variety. Based on Obama's address, the data would be descriptively examined. For this study, which sought to describe several euphemisms used in Obama's address about American democracy, a descriptive methodology was applicable. The data was then gathered by the researcher using Obama's speech's transcript. The data showed that from 9 types of euphemism, metaphor was the most found in the speech.

**Keywords:** *euphemism; political context; Obama's speech*

#### **The Use of Euphemism in Jimmy O. Yang Stand Up Comedy**

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**Abstract:** Euphemism is a polite utterance chosen to substitute terms that are unlikely preferred by the speaker because it can provide a misunderstanding towards both the speakers and listeners. The aims of this study are to examine the function of euphemism used by jimmy o yang in his standup comedy. The data of this research is collected from a two video from YouTube channel named laugh society uploaded on 2022. In order to classify the data; this research used the theory of euphemism function according to Burrige (2012). Based on the functions that have been found in this study, there are five functions of euphemism which is uplifting euphemism, ludic euphemism, underhand euphemism, provocative euphemism, and protective euphemism.

**Keywords:** Euphemism, Function of Euphemism, Standup Comedy

## Euphemism in Public Communication, Based on Age and Status

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**Abstract:** The purpose of this research is to describe the use of euphemistic expressions in public communication based on age and status. The problems that will be explored in this study are: 1) How is the use of euphemisms in communication groups of students and the general public? 2) What are the reasons for euphemisms used by speakers in public communication? 3) What is the role of euphemism in public communication based on age and status? 4) What influences the use of euphemisms in public communication based on age and status so that they can be mutually understood? 5) What are the advantages of euphemism in social life? The method used in this research is the descriptive-qualitative research method. This study found a number of uses of euphemistic expressions in public communication with a total of 17 expressions, there are 9 expressions of the use of euphemisms by groups with student status and 8 expressions of the use of euphemisms by groups of the general public.

**Keywords:** euphemism, public communication, age and status

### An analysis of ‘Live’ Metaphors in the Black Cake: Cognitive-Translation Approach

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**Abstract:** The way that metaphors are conceptualized can vary based on language, culture and personal experience. Metaphors that relate to emotions can be particularly challenging because of differences in conceptual systems. This research focuses on analyzing emotion-related metaphors, specifically for ‘live’ metaphors found in the novel Black Cake and its Indonesian translation. The study involved identifying the underlying conceptual metaphors of each metaphorical expression and examining how it was expressed linguistically. The conceptual metaphors in both source text (ST) and the target text (TT) were then categorized according to the cognitive translation hypothesis. The result of the study show that the ‘live’ metaphors were similar in concept in both languages, but there were slight differences at the linguistics level in some cases. This supports the idea that certain emotion-related concepts are universal and have a strong foundation in our cognition and thought processes. The translator mainly used the strategy of addition to create a plausible equivalent. Additionally, it was discovered that ‘live’ occurred more frequently in the Indonesian translation of the novel, where metaphorical expressions were used to convey emotions.

**Keywords:** Metaphors, Black Cake, Cognitive-translation approach

## Figurative Language in Song Lyric “Take Me To Your Heart” by MLTR

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**Abstract:** The material object of this paper is one of the songs sung by a band from Denmark, namely Michael Learns to Rock entitled "Take Me to Your Heart" which was released in 2004. Many of the song lyrics use literal language and are easy to understand. But different "Take Me to Your Heart" song is full style of language, like figurative language which is interesting to analyze. Therefore, the formal object of this paper is the theory of figurative language. This research employed the qualitative model. The data showed seven types of figurative language found in the lyrics of this song: two allusions, three hyperboles, one metaphor, one personification, one repetition, one anaphora and one assonance.

**Keywords:** *Figurative, language, metaphor, hyperboles*

## The Analysis of Using Deixis References On Netflix Series "Squid Game" as an Awareness of Social Issues

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**Abstract:** To express emotions, share information, and convey messages, communication is a crucial part of human life. Also, it depends on understanding what speakers intend when they communicate and figuring out the meaning of each phrase used in an utterance. The Netflix original series "Squid Game" is being watched by millions of people all over the world. It tells the tale of a group of adults who are heavily in debt and who struggle to win prize worth billions of Won (the official currency of South Korea) with their lives on the line. This study examined the pragmatic references used in this Netflix series "Squid Game". There are two objectives of this research; 1) to identify the types of deixis used in the utterances in the series squid game; and 2) to explain the references of using deixis found in the movie. The method used in this research is qualitative descriptive method because the data were analyzed in the form of words and utterances. The theory used in this research is Deixis theory by Stephen C. Levinson's, also supported theory of references by Yule. Based on the data deixis that have been found and analyzed by the researcher in this research, person deixis is more dominant used in the novel, and for the use of references, anaphora reference is more dominant used than cataphora reference in the novel the Netflix series squid game.

**Keywords:** *Deixis; Anaphora; Cataphora; References*

## A Morphological Analysis on Derivational and Inflectional Morpheme in *Animal Farm* Novel by George Orwell

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**Abstract:** Morphology is the study of word structure. It means that a word consists of elements or commonly known as morphemes. The novel *Animal Farm* is an English political satire novel by George Orwell. The words contained in this novel can be analyzed to learn about morphemes. Morpheme is the smallest unit that has meaning, both lexically and grammatically. The purpose of this research is to find out about derivational morphemes and inflectional morphemes, affixation processes, and the most dominant types of affixes found in *Animal Farm* novel by George Orwell. The theory used in this research is the theory of Victoria Fromkin, Robert Rodman, and Nina Hyams. This research used mixed methods with an exploratory sequential design. The main source used is the novel *Animal Farm* by George Orwell. While secondary sources are in the form of books and journal articles that are related to research. In collecting data, researcher used observation and documentation. To analyze the data, the researcher uses unitizing, sampling, recording/coding, data reduction, abductive inferring, narrating, and calculating. Furthermore, the result of the first research focus showed that there are 2155 words divided into 797 derivations and 1358 inflections. The result of the second research focus showed that the derivational morpheme is classified into 11 processes, which include: 61 data of noun to adjective, 420 of verb to noun, 149 of adjective to adverb, 0 of noun to adverb, 1 of noun to verb, 30 of adjective to noun, 75 of verb to adjective, 1 of adjective to verb, 5 of noun to noun, 27 of verb to verb, and 28 of adjective to adjective. While the inflectional morpheme data is classified into 8 processes, which include: 35 data of third person singular, 335 of past tense, 94 of progressive, 311 of past participle, 510 of plural, 30 of possessive, 27 of comparative degree, and 16 of superlative degree. While the result of the third research focus showed that the most dominant type of affix derivation is verb to noun with a total frequency of 420 words or 52.69%. Meanwhile, the fewest found were noun to verb and adjective to verb in 1 word or 0.12%. Then, the most dominant type of affix inflection found was the plural form of 510 words or 37.55%. Meanwhile, the fewest found was the superlative degree of 16 words or 1.17%. The derivation process that is not found is a noun to adverb.

**Keywords:** Morphological Analysis, Derivational Morpheme, Inflectional Morpheme, *Animal Farm* Novel by George Orwell

## **Morphological Aspects of Behavioral/Attitude Adjectival Lexicon in Banyumasan**

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**Abstract:** This study discusses the morphological aspects of behavioral/attitude adjective lexicons in Banyumasan. In Banyumasan, there are many adjective lexicons that are used to characterize a person's behavior/attitude, whether good or bad behavior. This study aims to describe the morphological aspects of behavioral/attitude adjective lexicon in Banyumasan. The analysis based on the morphological aspect, the behavior/attitude adjective lexicon in Banyumasan consists of two form, namely monomorphemic and polymorphemic. The monomorphemic form is divided into two, monomorphemic form based on the number of syllables and the monomorphemic form which changes sound. Changes in sound include phoneme changes, allophone changes, and diphthongs. The polymorphemic can be formed by affixation, repetition, and compounding processes. This research uses a qualitative approach using descriptive methods. The data of this research is the behavioral adjective lexicon in Banyumasan used in short films and short stories. The collected data will be processed using methods data reduction, data exposure, data categories, and data conclusions.

**Keywords:** Adjective lexicon, Banyumasan

## **Multilinguality of EFL Learners in Pesantren: Post-humanism Perspective as the Solution**

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**Abstract:** Over the past two decades, a great number of researchers had conducted studies on multilingualism. Nevertheless, research on multilingualism in EFL learners appeared to be scant. This study focused on investigating what was multilingualism found in the EFL learners in *Pesantren* and how did the post-humanism perspective give a solution to multilingualism in EFL learners. The method used in this study was descriptive qualitative. This study included second-semester university students living in *Pesantren* (an Indonesian Islamic boarding school). The study showed that, in the context of *Pesantren*, where the first language, Arabic, English, and Indonesian are typically the primary languages of instruction for communication. A post-humanism perspective as the solution to multilingualism might involve giving learners authentic and meaningful opportunities to use and develop their language skills, such as by participating in multilingual and multicultural communities or using digital technology and social media platforms that support multilingual expression and communication.

**Keywords:** *Multilingualism, EFL Learners, Pesantren, Post-humanism*

## Cross-Cultural Pragmatics Failure in ESL Classroom

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**Abstract:** The failure when the students are trying to speak in another language sometimes cannot be denied. This case can cause many misunderstanding in pragmatic aspects. We as the teachers are obligated to guide them to solve their difficulties in interacting with other speakers from different background and culture. We call this as pragmatic failure since the pragmatic itself also talks about cross-cultural communication. Therefore, it is a necessary for foreign language learners to deepen their knowledge about cross-cultural pragmatic or intercultural pragmatic awareness. It is quite a challenge for teachers to teach the ESL learners along with the culture. The teachers need to choose what culture that they should apply in classroom since language and culture are inseparable. This article is aimed to explore the cross-cultural pragmatic failure and cross-cultural pragmatics awareness. Analyzed using the research design method. This article is library research that allows in-depth understanding the related issues by analyzing from books, theories, and documents. The result suggested that the cross-cultural awareness is really needed so that the learning process can be better and run smoothly.

**Keywords:** *cross-cultural pragmatics; pragmatic failure; ESL classroom*

## Conversation Analysis: Turn-taking Analysis on Mata Najwa Podcast Episode Susahnya jadi Perempuan Part II

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**Abstract:** This research provides an overview of a study that focuses on turn-taking analysis in the Mata Najwa podcast episode "Susahnya jadi Perempuan Part II" to examine conversational dynamics and interactional patterns. The study employs conversation analysis, a field rooted in ethnomethodology, to understand how participants negotiate and engage in turn-taking during conversations. The researcher analyzes the distribution of turn-taking types, interruptions, and overlaps in the interview. The findings reveal that a significant proportion of turns were stolen, indicating a relatively disorganized interview. Interruptions primarily occurred to seek clarification or confirmation of controversial or ambiguous remarks, with Anang receiving the highest number of interruptions. Overlaps were frequent, particularly between Najwa and Anang, mainly due to Anang's controversial and ambiguous statements. These findings shed light on the complex nature of turn-taking in the interview setting and highlight the role of interruptions and overlaps in shaping conversation dynamics.

**Key words:** *conversation analysis, turn taking, public talk show*

## Unique Directive Speech Acts in “The Exorcist”

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**Abstract:** Every utterance of speaker always has a social purpose. An utterance in the communication contains more than one meaning or force. This research aims to identify kinds of directive elements contained in film The Exorcist. The researcher use qualitative research method in collecting and analyzing the data. The type of qualitative research will be use in this research focus on description, so it can be understood and concluded easily. The process of collecting the data consists of the researcher watched film “The Exorcist” in order to have deep understanding of the plot of the story to confirm the original dialogue of the script with the dialogue spoken by the characters, reading and identifying the directives from the film and scripts, also collecting the directives from the script. The result of analysis showed that there were six kinds of directive elements found which are; Requestive, Question, Requirement, Permissive, Prohibitive, and Advisories. These kinds of directive are also divided into some sub-categories. The percentage showed that the most dominantly used category of directive elements is Questions with 61 utterances (54.47%), second used category of directive elements is Advisories with 15 utterances (13.39%), third used category of directive elements is Requestive with 12 utterances (10.71%), fourth used category of directive elements is Requirement with 11 utterances (9.82%), fifth used category of directive elements is Permitting with 7 utterances (6.25%) and according to the chart as well, the least used category of directive elements is Prohibitive with 6 utterances (5.36%).

**Keywords:** *directive; utterances; exorcist*

## An Analysis of Acquiring the First Language Acquisition for the Child of a 3 Years Old Blumbungan Pamekasan

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**Abstract:** To generate and use the word or sentence requires a science or field to discuss it, and the theory is psycholinguistics. Psycholinguistics is the study of the cognitive process that supports acquisition and language use. Psycholinguistics covers three main points, Language production, perceptions of language and language acquisition. Language production refers to the process involved in creating and conveying meaning through language. Perceptions of language refer to processes involved in interpreting and understanding both written and spoken languages. Language mastery refers to the process of getting a native language or a second language. The researcher formulates one research focuses in this research; How does the child get the first language in psycholinguistics based on the Piaget jean's

perspective? So the goal of the focus of the problem is to describe how the child gets the first language in psycholinguistics according to the Piaget Jean's perspective. In this research, the researcher uses qualitative research approach especially descriptive research. The data of this research are taken from the child interacts with his friends as well as between his parent and how a child recognizes each surrounding object, and also interviewing the parents in child's intellectual development in every day. The data are taken by observation, interview, and documentation. Data analysis indicates that children can speak their first words or first language of Madura at less than 3 years of age. The study has revealed that children experience obstacles or disorders during a new vocabulary acquisition: trouble with wording, negligence in action, selfishness, and delinquency. Based on the above results, researchers suggest further studies of word-formation processes in different objects, such as books, magazines, newspapers, and poetry.

**Keywords:** *Language Acquisition, Acquiring First Language, Language for Child*

### **Synthetic Personalization of Jacinda Ardern at the 2023 Parliament Farewell Speech: A Social-Semiotic Multimodal Study**

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**Abstract:** Looking at how language functions differently when it is used by specific people at a certain time and agenda, this study aims to see how a specific political leader influences the audience by using certain words and gestures to engage with. The data was taken from Jacinda Ardern's final speech in April 2023 in the parliament on YouTube as she resigned from her position as New Zealand's Prime Minister. This study applied a descriptive-qualitative study by using qualitative library research and document analysis for the data collection. The data were analyzed using Fairclough's (2013) theory on Synthetic Personalization and Van Leeuwen's (2008) Social-semiotic Multimodal analysis. The findings show Jacinda Ardern used synthetic personalization to build intimacy, to engage with the audience, and to create a simulated personal relationship with the audience by telling her personal story, using specific vocabularies such as you, we, and our to build a deeper relationship with the audience resulting in the audience getting immersed during her speech and a mass standing ovation. Social-semiotic shortens the distance between speaker and audience by creating social interaction by showing gestures, eye distance, and gaze.

**Keywords:** *synthetic personalization; Jacinda Ardern; social-semiotic; multimodality*

## The Analysis of Semantics Meaning Found In Comments of Instagram Account of Infosubar Based on Leech' Theories

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**Abstract:** The purpose of this study was to identify the types of meaning in the semantic contained in the comments on social media, especially on instagram accounts. The Data in this study are phrases, clauses, and sentences contained in the comments on the Instagram account Infosubar. This research mainly discusses seven types of meaning in semantics based on the theory of Leech. The method used in this study is descriptive qualitative. The method of data collection used in this study is the observation method. Based on the analysis, five types of meaning in semantic were found in comments on the Infosubar Instagram account namely, conceptual meaning, connotative meaning, social meaning, reflective meaning, and collocative meaning. The most common type of meaning is social meaning (43.70%). Social meaning helps us interpret and understand language within specific social contexts. By considering the social meaning of words and expressions, we can better grasp the intended messages and avoid misunderstandings.

**Keywords:** *semantics; types of meaning; social media.*

## The Analysis of Associative Meaning Used By Najwa Shihab and Chris Martin in Exclusive Interview

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**Abstract:** The aim of this study is to identify the kinds of associative meaning used by Najwa Shihab Chris Martin of Coldplay employed in exclusive interview. This study used a descriptive qualitative research approach in analysing the associative meanings This research uses the theory conducted by Leech to find out the types of associative meaning those are connotative meaning, social meaning, affective meaning, reflected meaning, and collocative meaning. After collecting the data, the researchers used some steps proposed by Berg to analyze the data. The researchers classified words, phrases or sentences that contained associative meaning The result shows that the types of associative meaning appeared in this research. Those are connotative meaning (9 data), social meaning (1 data), affective meaning (21 data), reflective meaning (2 data), and collocative meaning (5 data). Based on the data, this indicated that the conversation are dominantly have affective meaning. The majority of the sentence that they utter were about revealed how excited they were for the event that would take place in Indonesia on November 2023, reactions to the songs and the concert's theme, as well as the fans' desire to interact with one another especially with the band.

**Keywords:** *Semantics, Associative Meaning, Podcast*

## An Analysis of Conceptual Metaphor Use in English Textbooks of Senior High School

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**Abstract:** In the teaching and learning process, textbooks are defined as the primary fundamentals. Metaphor is used in everyday language as well as in literature. One of metaphorical theories that support this statement is the conceptual metaphor theory. The conceptual metaphor is one of the theories initiated by Goerge Lakoff and Mark Johnson. The aims of this study are to identify the kinds of conceptual metaphor and describe the meaning of metaphorical expression that found in English Textbooks of Senior High School. Furthermore, this research is a qualitative method which is presented in qualitative descriptive. The researcher uses content analysis method in analyzing the data and uses documentation study in collecting the data. The data source was taken from English Textbooks of Senior High School grade 10-12 the data used in this study are words, phrases, and sentences that contain conceptual metaphor. The result of research show that there are 36 conceptual metaphor data that found in English textbooks. The types of conceptual metaphors that often appear are ontological metaphors with 19 data, structural metaphors with 7 data, and orientational metaphors with 10 data. Metaphorical expressions found in the data are in the form of words, phrases and sentences that describe their meaning.

**Keywords:** *conceptual metaphor, English textbooks, metaphorical meaning.*

## Analysis of Natural Semantic Metalanguage in “History” Song Lyrics

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**Abstract:** This article analyzed the words in the lyrics of the song "history" by one direction. This study aims to analyze song lyrics using the natural semantic metalanguage (NSM) approach developed by Anna Wierzbicka. This analysis is related to semantic primes, allolaxy and polysemy. The data from this study are the lyrics of One Direction's song entitled History. The writer analyzes the data from the lyrics of the song. After finding the lyrics of the song, the data analyzes it based on the natural semantic metalanguage approach related to semantic prime, allolaxy, and polysemy. The results show that the lyric contains semantic prime, allolaxy and polysemy components.

**Keywords:** *natural semantic metalanguage; song lyric*

## Parents Attitude towards Heritage Language: Strategies and Obstacles in Maintaining Heritage Language

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**Abstract:** This study intends to examine parents' attitudes toward heritage languages, particularly explore strategies and obstacles in maintaining the heritage language to their children. This study used qualitative research methods five parents couple are participants in this study. Data for this study were collected from participants and sources. Primary data comes from in-depth interviews with parents and supporting data comes from the questioners. In general, this study show majority of parents have positive attitude of heritage language they believe that heritage language is as important as Indonesian and English. The results showing that 20% of parents are in agreement and 60% of parents strongly agree with this conclusion this demonstrates parents' positive attitudes, this show that parents have positive attitude, especially in their belief in maintaining their heritage language. This finding is also reinforced by questionnaire data which shows that 60% of parents introduce folk songs, tell folk tales to their children. The social environment and digital sources like TV, online games and YouTube that does not use heritage language is also an obstacle for them in maintaining heritage language because it will be influenced to use more social language than heritage language.

**Keywords:** *parents, heritage language, strategies, obstacles*

## A Conversation Analysis of Adjacency Pairs in the Mata Najwa Podcast Episode “Piala Dunia”

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**Abstract:** This study investigated the adjacency pairs in the conversation between Najwa Sihab and Ginanjar Pranowo. The aims of this study are to find out what types of adjacency pairs and preference organizations are in the conversation on Mata Najwa Podcast Episode “Piala Dunia”. This research used qualitative descriptive method. The data were a video on Mata Najwa Podcast Episode “Piala Dunia”. The data were video and script which took on YouTube video that was available on April 4, 2023, with a duration of 34 minutes and 57 seconds. The video was transcribed into the script and discovered that there were 57 turns. It was analyzed dependent on theory by Paltridge about adjacency pairs. From the data it was founded there were 57 adjacency pairs consist of 28 pairs of question–answer, 10 pair of assessment–disagreement, 8 pairs of assertion–disagreement, 7 pairs of blame–denial, 2 pairs of request and acceptance, also 1 pair of statement-question and 1 pair of question – question. From the research finding it can be concluded that question-answer mostly- appeared type of adjacency

pairs in the conversation between Najwa Sihab and Ginanjar Pranowo in Mata Najwa Podcast episode “Piala Dunia”

**Keywords:** Analysis, Adjacency, Preference Organization

### **The Phenomenon of Using Regional Languages on Social Media**

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**Abstract:** In recent years, concerns about the extinction of regional languages in Indonesia have increased. This can be seen from the increasing number of people using Indonesian rather than their respective regional languages, including millennials. The extinction of regional languages is triggered by several things, including: inter-tribal marriages and the government's lack of attention to teaching regional languages in schools. The purpose of this study is to analyze the extent to which regional languages are used in writing articles or news on social media. It also explains the conflicting ideas reflected in the use of regional languages in social media. This literature study refers to the writing of news or articles on social media that contain regional languages. After the data in the form of sentences are documented, they are classified, analyzed, and then interpreted. The findings of this study are that, the use of regional language in social media occurs in the title and content of the news. Regional languages are used because of the difficulty in finding the right equivalents and translations that are not familiar to many people. At the end of this paper, it is concluded that regional languages must be preserved because the existence of language diversity allows creativity in thinking and is open to the ability of language as a source of enrichment of a language.

**Keywords:** regional languages; extinction; social media.

### **An Analysis of Interpersonal Meaning in Smartphone Slogan Using The Systemic Functional Linguistics Approach**

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**Abstract:** In business area, slogan used as one of representation of the product brand. Uniquely, each smartphone has its own slogan which company has their decisions and expectations. From a linguistics perspective, this study conducted to find out what speech functions found in smartphone slogans and how speech functions realized lexicogrammatical aspects. Each realization of mood in lexicogrammar level based on speech function shows the position between the writer of the slogan and potential customers. By using descriptive qualitative method and systemic functional linguistics approach, it was found that realization of mood in this study consists of declarative

mood, elliptical declarative mood, imperative mood and interrogative mood. Every speech function has realization in mood that is shown in percentage, involving declarative mood 61 clauses or 54.5%, elliptical declarative mood 10 clauses or 8.9%, imperative mood 41 clauses or 35.7% and interrogative mood only one clause or 0.9%.

**Keywords:** interpersonal meaning; slogan; speech function

### **Coordinate Bilingualism Between Students and Teacher's Utterances during Learning Process in Trilingual School: Error Analysis**

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**Abstract:** This study aimed at examining students and teacher's utterance which applied coordinate bilingualism during learning process in trilingual school. From that situation, their utterances were analyzed the errors during conversation in a classroom. Moreover, the coordinate situation was also being elaborated regarding social dimensions that is occurred in a classroom is that social relations between participants, status relations between participants, background and formality, and language functions. The data source used were students who were from mixed marriage families that speak different languages and non-mixed marriage of one and the same language in the tenth grade at CHIS school Denpasar. This school was categorized as National Plus School which is the languages are taught is that Indonesian, English, Balinese, and Mandarin. The participatory observation, questionnaire, and in-depth interview were used as a technique of collecting data. Purposive sampling method was selected in this study. The data was analyzed qualitatively and also presented informally and descriptively. The result showed that interlingual and intralingual error appeared when the students responded the teacher's question and the teacher appeared interlingual error only. Then, social relation more often happened than status relation during learning process.

**Keywords:** *coordinate bilingualism; interlingual error; intralingual error, social dimensions*

### **Non-verbal Phatic Expression in EFL Student Teachers' Classrooms Interaction**

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**Abstract:** The utilization of non-verbal phatic expressions in language education is crucial for effective teaching. This research focuses on EFL student teachers' non-verbal phatic expressions utilized during classroom interactions. The study aims to investigate the types of non-verbal phatic expressions employed by EFL student

teachers, to determine the most frequently utilized expressions, and analyze how these expressions contribute to the seamless continuity of interaction in the classroom. This study employed a qualitative method and utilized a descriptive research design. The data collection process involved observations and semi-structured interviews conducted with seven participants. The findings of this study reveal the presence of twelve distinct types of non-verbal phatic expressions identified through observation, namely facial expression, eye contact, gestures, proxemics, tone of voice, touch, posture, appearance, body language, silence, micro-expressions, and physical appearance. Further analysis of the data reveals that the commonly used expressions include facial expression, eye contact, gestures, proxemics, tone of voice, and physical appearance. The utilization of these expressions by student teachers effectively facilitated uninterrupted interaction within the classroom. Therefore, this study offers pedagogical implication that hold relevance for EFL educators and learners, emphasizing the significance of incorporating linguistic competence, and performance in language pedagogy. The outcomes of this inquiry significantly augment our comprehension of the vital role that non-phatic expression plays in the process of language teaching and learning.

**Keywords:** *non-verbal phatic expression; EFL; student-teachers; classroom interaction.*

### **Text vs Discourse: Reformulating Definitions for Integrating Different Perceptions**

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**Abstract:** There have long been different perceptions on what text and discourse are. Some experts in linguistics view these two objects as the same thing whereas others see them as two different forms. Occasionally, text and discourse are parallel to each other but often the former is seen as the subordinate of the latter and vice versa. This paper aimed at formulating new definitions of text and discourse in order to clarify the nature of each as well as the relations that may exist between them. The method applied in this study was by collecting as many as definitions of text and discourse as stated by linguistic experts and quoted in references. These data were then compared and contrasted to find out the similarities and the differences between the objects for drawing a conclusion in the form of definitions and descriptions that precisely represent the characteristics of each. The result shows that, text and discourse share both similarities and differences. At certain level, they can be seen as the same entity but in other conditions one may take position as part of the other.

**Keywords:** *letters; linguistic unit; meaning; spoken form*

### **Glosbe's English to Minang Digital Dictionary: Language and Algorithm Analysis**

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**Abstract:** The purpose of this study was to explore how the Glosbe digital dictionary translated words between Minang and English and vice versa, and how the translation algorithm was applied during the process. The qualitative content analysis method was used in this study. Researchers act as research instruments. The data analyzed is a collection of verbs, nouns, adjectives, and adverbs They were entered into the online dictionary Glosbe (66 words are nouns, 60 are verbs, 62 are adjectives, and 101 are adverbs) so that the total words analyzed are 289 words. Of those 289 words, there are 98 words that are equivalent and 191 that are not equivalent. The results indicated that 1) Quality of translation is still poor since numerous incorrect words were discovered when using the Glosbe digital dictionary, particularly when verbs were translated, and 2) the translation algorithm was derived from the open-source Marian-Machine Translation model which is a tool for training and serving translations from neural machines. The study indicated that this technology has aided in the acquisition of other languages and acts as an excellent primer for regional languages that wish to reach out to larger or global audiences. However, this digital dictionary requires further refinement. The researchers advocated for the adoption of more developed systems and models to create digital dictionaries of various tribal/ethnic languages.

**Keywords:** Glosbe's English; Digital Dictionary; Algorithm Analysis

### **An Ecolinguistics Study of Tertiary Education Students' Food Business Plans**

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**Abstract:** Food businesses have a significant impact on environmental problems such global warming and ocean pollution. The food entrepreneurs need to raise their concern for an ecological awareness that demands them to pay attention on the changes of environment which affect society. This study aims to see how the ecological insights possessed by tertiary education students are revealed through their food business plans based on Ecolinguistics. This study applied descriptive-qualitative method. Ecological insights that are disclosed in the use of words are found in the primary data source of 10 students' food business plans. The findings indicate that the average ecological word use ratio and word count need to be improved. The students' ecological knowledge and awareness have not yet fully built on in terms of how they express themselves through diction.

**Keywords:** *Ecolinguistics; Ecology; environment; students' food business plans*

## Phrase Structure Analysis on the Title of the Headline News in The Jakarta Post Online

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**Abstract:** The Jakarta Post as one of online media can be used as a media for practicing English. The research is aimed to find what kinds of phrase used in the title of the headline news in the Jakarta Post online and to analyze the phrase construction on the title of the headline news in the Jakarta Post online. A descriptive research method is used in the phrase structure analysis on the title of the headline news in the Jakarta Post online. The data source of the study is obtained from the title of the headline news in the Jakarta Post online from January 2023 to April 2023. In the collecting the data, the writer reads the text then classifies it into phrase based on their types. It is called the documentation. Besides, the writer also used note taking. Method agih used to analyze the data. The result of the research shows that five phrases, namely noun phrase, verb phrase, adjective phrase, adverbial phrase, and gerundive phrase.

**Keywords:** *phrase structure, headline news, Jakarta post online*

## The Speech of Students' Fights at School: A Forensic Linguistic Study

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**Abstract:** This study describes linguistic phenomena of conversation from the students fight at school, this research is linguistic forensics. This purpose is to identify student utterances which caused fighting and to identify the legal implications that arise as a result of student fight using forensic linguistic study. This study uses a descriptive qualitative approach. Data collection techniques are recording and interviewing by Counselling teacher. The results of this study indicate that students who fight at school tend to cover up their mistakes by providing convoluted information when the teacher investigated the causes of students fighting. The counselling teacher's questions sometime seem to corner, accuse, threaten, and offend make students feel uncomfortable and result in students being dishonest. This can be seen from the answers given by the students to Counselling teacher. During the interrogation process, this is used Grice's cooperative principle. In addition, the Counselling teacher need to pay attention to the language patterns used when interrogating the students so that the students can provide information about committed without pressure and coercion

**Keywords:** *forensic, students 'fight', Grice Cooperative principle*

### **An Analysis of Maxim Flouting Uttered by the Characters in *It Ends with Us* Novel**

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**Abstract:** In order to deliver successful communication, people have to follow cooperative principles which is proposed by Grice. Nevertheless, in a conversation sometimes people fail to follow these cooperative principles which is called non-observant maxim. It consists of violating, flouting, opting out and infringing. This study focuses on investigating the types of flouting maxim and the analysis of why the characters in *It Ends with Us* novel flout the maxim. The data were collected through document and analyzed by using qualitative descriptive analysis. The result of this study shows that there were 16 utterances flouting of maxim found in the novel. Maxim of relation flouting was the most uttered by the characters and maxim of quality flouting was the least. No flout of maxim of manner found in the novel. The flout of maxims found consists of 5 (33%) flouting maxim of quantity, 3 (20%) flouting the maxim of quality and 7 (47%) flouting maxim of relation.

**Keywords:** *Cooperative Principles; Flouting of Maxim; It Ends with Us*

### **Speech Act Analysis to Short Stories University of Toronto Magazine**

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**Abstract:** The study was focused on short stories in University of Toronto magazines. Many authors began to produce writings through magazines or through the internet directly. The purpose of this study to find out appropriate classification pragmatic communicative functions existing in the short stories where we can find out more what the short stories using the classification, especially in speech acts expressed what they think in communicating. The study was taken the data from University of Toronto magazine with different volumes. The findings of this article are Toronto magazine authors commonly used classification system expressive, representative, and declarative from general function performed by speech acts. This study employed qualitative analysis of the data.

**Keywords:** Classification pragmatic, Speech acts, Express, Interlocutor

## Analysis of Politeness Strategies Contained in The Denny Sumargo Instagram's Comments

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**Abstract:** Politeness is a strategy in communicating with other people so that words sound better and don't sound rude. There are several types of politeness strategies, namely direct politeness, negative politeness, positive politeness, and indirect politeness or off record. However, the focus of this research is only on two types, namely positive politeness and negative politeness. This study aims to analyze how the politeness strategies are contained in Denny Sumargo's personal Instagram comments. This study used descriptive qualitative method. Where is the first step the researcher looks for a video on Denny Sumargo's Instagram, then selects it and looks for comments that contain politeness and then analyzes the comments. From the results of data analysis, there were 20 comments containing politeness. Where there are 14 pieces containing positive politeness and 6 pieces containing negative politeness. That way, in the object of this study found more positive politeness.

**Keywords :** *Politeness; Kinds of Strategies Politeness; Instagram*

## Mandaya Courtship Songs: A Comprehensive Content Analysis

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**Abstract:** This study investigates the cultural significance of Mandaya literary songs, with a specific focus on courtship songs. The objective is to interpret the messages conveyed, describe the culture of love and affection, and illustrate the values and outlook of courtship depicted within these songs. Using a three-phase framework for data collection based on the works of Marwick and Boyd (2011) and employing Bengtsson's (2016) content analysis framework, we ethically transcribed and translated audio recordings. Surprisingly, the analysis revealed that the collected Mandaya courtship songs predominantly emphasize themes of heartbreak, betrayal, unrequited love, and the yearning for reciprocated love, rather than portraying traditional courtship practices. These songs also exhibit emotional depth, hopefulness, and resilience in the face of heartbreak, providing a nuanced understanding of Mandaya love and the indigenous romantic culture. The findings contribute to the appreciation of indigenous literature and art, promoting cultural diversity and the preservation of traditional practices, particularly in relation to Mandaya love songs. Further research is needed to explore the divergence between expected and actual themes, thereby enhancing our understanding of Mandaya courtship traditions.

**Keywords:** *Content Analysis; Mandaya Courtship Songs; Heartbreak; Betrayal*

## The Representation of Masculine Women in “The Woman King” Movie By Gina Prince Bythewood

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**Abstract:** The aim of this research is to identify signs that represent masculine women in “The Woman King” movie, produce by Gina Prince-Bythewood. The movie depicts Amazonian women warriors (Aogojie) who are responsible for safe guarding and defending the Kingdom of Dahomey from their primary adversary the Oyo Empire, which has been oppressing them for 90 years. This study utilizes a qualitative descriptive research design and employs John Fiske’s semiotic analysis method, specifically the reality level and ideology level. The findings of this analysis indicate a highly positive representation of masculine women in “The Woman King” movie. The film demonstrates that the women possess the same abilities and courage as men in combat and leadership roles. This depiction has the potential to influence societal perspectives of women who exhibit masculine traits, leading to greater recognition and appreciation of their abilities and skills that equivalent to men.

**Keywords:** Representation, Masculine Women, Semiotic, John Fiske, The Woman King

## Integration of Technology in Literary Production

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**Abstract:** The integration of technology in literary production has revolutionized the way writers create and share their work. This explores the diverse applications of technology in the realm of literature, highlighting its impact on writing, publishing, and reading. It delves into the emergence of digital platforms, such as word processors and writing software, which have streamlined the writing process and enhanced authors' productivity. Furthermore, it examines how electronic publishing and self-publishing platforms have democratized access to literature, enabling aspiring writers to reach a wider audience and bypass traditional gatekeepers. The also discusses the growing popularity of e-books and audiobooks, which have transformed the reading experience by offering convenient and portable alternatives to physical books. Additionally, it explores the influence of social media and online communities on literary discussions, fostering connections between authors and readers and facilitating the exchange of ideas. However, it also raises concerns about the potential drawbacks of technology in literature, such as digital distractions and plagiarism. In conclusion, the emphasizes the significant role technology plays in shaping the landscape of literary production, presenting both opportunities and challenges for writers and readers alike.

**Keywords:** keyword; technology, literary, literature, platform

## **Patriarchy In Taylor Swift Songs : Critical Discourse Analysis**

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**Abstract:** The aim of this research was to reveal patriarchy through the discourse Analysis in Taylor Swift's songs in order to describe the discourse of social criticism of patriarchy ideology in the lyrics of Taylor Swift's songs. The data of this research were the lyrics of Taylor Swift's songs in the album of "Lover" and "Folklore" that were released in 2019 and 2020. The lyrics in the songs were analysed through Fairclough's critical discourse analysis by categorizing any kinds of patriarchy delivered to reveal the intended meaning of the songs through descriptive qualitative research method. The results showed that there are many kinds of patriarchy issue in Taylor Swift's songs. It's showed the singers are trying to express the value of women's empowerment through her songs on the fact that gender equality is never ending issue for women. As a result, as long as women face numerous challenges, anti-patriarchy must be reverberated.

**Keywords:** *Critical Discourse Analysis; Patriarchy; Songs; Lyrics*

## **Digital World Literature and It's Utilization for Literary Studies**

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**Abstract:** Digital World Literature is a growing field that explores the impact of digital media on literary works, literary theory, literary criticism, genre, style, format, length, and content. The influence of digital media on literature is comprehensive and not limited to literary works or literary works based on digital media. The field of Digital World Literature is interdisciplinary, drawing on fields such as computer science, and gender studies. Digital World Literature can be utilized for literary studies to provide a new perspective on literary works and to explore the impact of digital media on literature. The study of Digital World Literature can help literary scholars to understand the ways in which digital media is changing the way we read and write literature. One of the key benefits of Digital World Literature is that it allows for greater access to literary works. Digital media has made it possible for literary works to be accessed from anywhere in the world, at any time. Digital media has made it possible for readers to participate in the creation of literary works, through online forums. This has created new opportunities for literary collaboration and has helped to foster a sense of community among readers and writers.

**Keywords:** Digital literature; Literary studies; Impact of digital media; Literary collaboration.

## Revisiting Students' Belief of Fable: A Case Study of Children's Literature Class

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**Abstract:** Fable has been introduced to Indonesian EFL students through the narrative genre. Fable, originally, is a concise and brief story intended to provide a moral lesson at the end. With the various examples of fables in English textbooks, YouTube, and other media, this study aimed at revisiting the Children's Literature class students' belief of fables. 45 students taking children's literature classes participate in this study. The data was collected through an open-ended questionnaire. The data was analyzed using Miles and Huberman's concept (2002) with data reduction, data verification, and conclusion. The finding shows that there are some misconceptions about the fable. Most of the students believed that the characters of the fable should be animals, in addition, the story should be in the introduction, climax, and anti-climax with a happy ending.

**Keywords:** *fable; Children's Literature; EFL*

## Representation of Violence in English Children's Lullabies Lyrics

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**Abstract:** This study examines the analysis of the representation of violence in several English children's lullabies such as Oranges and Lemons, Ring Around The Rosies, London Bridge is Falling Down, Rockabye Baby and Baa Blacksheep by using critical discourse analysis related to text, social cognition and context. The purpose of using critical discourse analysis is to identify the relationship of text with social cognition and the context of some lyrics of English children's lullabies, language, in this point of view, represents theories about reality, kinds of things and situations in the world. This study uses a qualitative descriptive method through a representational approach. In the data collection, the author uses data collection techniques through the process of procuring primary data for research purposes of systematic and standard procedures to process the required data through observation and study of documents because the data used is in the form of song lyrics transcribed via text. The results of this study will show the relationship between text, social cognition and context in the English children's lullabies lyrics, Oranges and Lemons, Ring Around The Rosies, London Bridge is Falling Down, Rockabye Baby and Baa Baa Blacksheep which may differ from society's point of view in general. This study also seeks to reveal the problems that often arise in understanding meaning.

**Keywords:** *critical discourse analysis, text, social cognition, context, lullabies.*

## Department of Health Covid-19 Infographics Safety Reminder: A Semiotic Analysis

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**Abstract:** This study focuses on analyzing the semiotics of infographics used in health communication, particularly in the context of COVID-19 control and prevention issued by the Department of Health (DOH) in the Philippines. The objective is to identify, categorize, and interpret the visual signs employed in these infographics, considering their denotative and connotative meanings. The study follows qualitative and interpretative context analysis methods, using Charles Sanders Peirce's semiotic theory as the framework. The researchers will carefully examine the visual content, including objects, people, colors, and shapes. Ethical considerations such as credibility, trustworthiness, transferability, confirmability, and dependability will be addressed. The research corpus consists of five infographics issued by the DOH, each targeting different audiences and covering various aspects of COVID-19. The findings reveal a range of visual signs, including representations of respiratory symptoms, hand hygiene practices, medical professionals, news updates, and communication methods. Wearing face masks, seeking medical advice, and following proper etiquette is emphasized. The color schemes and symbols effectively convey urgency, caution, and guidance. Visual signs in the infographics play a crucial role in raising awareness and promoting public health measures during the COVID-19 pandemic which contribute to a comprehensive understanding of the messages conveyed through visual communication strategies.

**Keywords:** *A Semiotic Analysis; Covid-19 Health Infographics; Covid-19 Poster Reminders; Health and Safety*

## Translation Techniques of the Complex Sentences in Bilingual Textbook Science Biology For Junior High School

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**Abstract:** This study analyzes how the translation techniques is applied in the bilingual textbook Science Biology for Junior High School. The study was conducted qualitatively. Data was collected by selecting complex sentences from chapter six and seven. Then, I analyzed and categorized the translation techniques used according to the classification of Molina and Albir. The data is then calculated to determine the main translation techniques. The findings indicated that in this textbook, there are many translation techniques that contained in complex sentences. As a result of the study 40 complex sentences were found in the sixth and seventh chapter. This textbook has nine translation techniques there were: literal translation, borrowing, adaptation, reduction, particularization

,amplification, generalization, transposition and description. From 40 complex sentences it can be concluded that there are 15 complex sentences of literal translation,4 complex sentences of borrowing,1 complex sentence of adaptation,2 complex sentences of reduction,3 complex sentences of particularization, 7 complex sentences of amplification,2 complex sentences of generalization,1 complex sentence of transposition,5 complex sentences of description. Literal translation is the most numerous techniques in the text book. So , over all the concept of a sentence can be easily understood and the knowledge can be developed from daily experiences.

**Keywords:** *translation techniques; bilingual textbook; biology*

### **Unravelling Ideological Position: a Critical Discourse Analysis of Anies Baswedan Representation in The Jakarta Post and ABC News Articles**

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**Abstract.** Anies Baswedan has emerged as a prominent figure in online news media due to his bid for the presidency in 2024. This research investigates the portrayal of Anies Baswedan in two influential media organizations, namely The Jakarta Post and ABC News. By applying SFL theory and Martin's ideological position theory, the study aims to analyze the representations of Anies Baswedan's identity politics and the underlying ideological positions of both news media. The study employed a qualitative descriptive method, as the data analyzed was in the form of written text. The findings of the study reveal that both online news media represent Anies Baswedan differently. The article from The Jakarta Post portrays Anies in a negative light by presenting him as an actor involved in various identity politics conflicts. In contrast, the ABC News article portrays Anies in a more positive manner, emphasizing him as a promising presidential candidate committed to the future of Indonesia. Thus, The Jakarta Post's ideology was an antagonist, raising doubts about Anies Baswedan's leadership potential. It suggests that the Jakarta Post was in the right position to gain power. On the other hand, ABC News takes a protagonist role by supporting Anies' presidential candidacy. It suggests that the ideological position of ABC News was on the right which may lose power. As a result, this study provides valuable insights that encourage critical analysis of news narratives and ideological biases.

**Keywords:** SFL, ideological position, media representation, politic identity.

## An Analysis of Interpersonal Meaning and Translation Quality in Short Story Entitled *Aladdin and The Wonderful Lamp* by Andrew Lang

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**Abstract:** This paper discusses *Aladdin and The Wonderful Lamp* in the Novel Entitled *Tales From The Arabian Nights* by Andrew Lang into Indonesian translated by Titik Andarwati. The purpose of the study is to identify category of mood, the translation techniques and the quality in term of accuracy. This research is descriptive qualitative comparative which employs all utterances by the main character. The data of this research were 36 utterances. The theories used theory of Systemic Functional Linguistic by Halliday, theory of Translation Techniques by Molina and Albir and theory of The Quality of Translation by Nababan. The result of analysis provides three results. The first was the analysis found 4 types of Mood. There was 15 sentences of declarative, 18 sentences of imperative, 2 sentences of interrogative and 1 sentence of subjunctive. The second was 15 techniques applied by the translator in translating the short story. Establish equivalent technique was the most technique applied in the short story *Aladdin and The Wonderful Lamp*. The third was most of the data belong to accurate. It represents that there were 29 (80,6%) data of accurate translation, 7 (19,4%) data of less accurate translation and there was no inaccurate translation.

**Keywords:** Short story, Translation, Interpersonal meaning, Translation Technique, Accuracy.

## Analysis of Non-Strategic Translation Strategies in Disney Song Lyrics "How Far I'll Go" by Alessia Cara

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**Abstract:** This research focuses on the translation strategies used in the translation of the song "How Far I'll Go". The data source used in this research is the lyrics of the song "How Far I'll Go" in two languages. The source language uses English and is sung by Alessia Cara, while the target language uses Indonesian which has been translated and sung by Maudy Ayunda with the Indonesian title "*Seb'rapa Jauh Ku Melangkah*". Analysis of the translation strategy in this study uses the theory discovered by Åkerström (2009). This study used a qualitative descriptive method in analyzing the

data. The authors attempt to make sense of exhaustively with the point that it very well may be effortlessly figured out by the user. In this study the authors utilized the strategy of noticing and taking note of. The results of the research found by the authors will be described descriptively in the discussion and results sub-chapter and conclusions. The writer managed to find 46 lines in the lyrics of the song "How Far I'll Go" as well as 312 syllables and 266 words. In the song "Seberapa Jauh Ku Melangkah" found 29 lines with 343 syllables and 145 words.

**Keywords:** *Disney Song; Non-strategic Translation; Translation strategies; Song lyric*

### Translation Strategies of Puns Used in “the SpongeBob Movie: Sponge on the Run”

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**Abstract:** Transferring the language by adjusting the message of the source language is called translation. According to Cambridge Dictionary, translate is to change words into a different language or to change something into a new form. Translating puns is challenging for a translator, as they do not have the equivalent words in a target language. Pun is a humorous use of a word or phrase that has several meanings or that sounds like another word. The researcher is interested in examining the types of puns (wordplays) that can be found in SpongeBob Squarepants animated show, as the characters usually put some puns or wordplays in order to make a joke. This study uses qualitative approach, therefore the data contains descriptive phrases and opinions. This study examines 6 types of puns according to Delabastita's, there are paronymy, polysemy, homonymy, homography, homonymy and idiom; and the translation strategies used in translating the puns that found in Sponge on the Run. As the result, paronymy, polysemy, homonymy, and idiom are found in Sponge on the Run. Meanwhile, homography and homonymy are not. The translation strategies used to translate the puns are pun-to-pun, pun to non-pun, pun to zero and pun ST=pun TT (direct copy).

**Keywords:** *Translation; Pun; Strategies; SpongeBob*

### Features and Translation Techniques for Translating News Headlines on BBC News

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**Abstract:** This research entitles features and translation techniques for translating news headlines “BBC NEWS”. The researcher of this research focus and deeply discuss about translation techniques that contain semantic translation and communicative translation features of news headline on BBC News. The data of this research is the

news headline that uploaded on BBC NEWS from October 2022 until December 2022. The data are news headline that uploaded by the author and the data collection used in this research by reading and note-taking technique and analysis the data. In analyzing the translation techniques, the researcher used by Molina and Albirs 2022. Then, semantic translation and communicative translation features of news headline are analyzed using the theory by Newmark 1981. This research method uses a qualitative descriptive method in analyzing the data source text is English and the target text is Indonesia in news headlines. The result of this research is that three features of news headline are found in the BBC News : lexical features, grammatical features, and rhetorical features. This research found sixteen types of translation techniques : amplification-addition, amplification-explication, amplification-paraphrase, borrowing-pure, borrowing-naturalized, calque, compensation, discursive creation, establish equivalent, generalization, literal translation, modulation, particularization, transportation-rank shift, partial reduction. From this research, the researcher argues that the use of translation techniques and the use of communicative translation and semantic translation cannot be used separately so that if you use both theories a harmonious translation of news headlines will be created.

**Keywords:** *communicative translation, news headlines, semantic translation, translation techniques*

### **Relation Between Korean Girls in their Album Posters to their Viewers**

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**Abstract:** The paper contains an analysis of interpersonal meaning on two music posters for the Korean girl group Red Velvet, entitled “Psycho” and “Monster”. The two posters were taken from Pinterest, the official social media which enables sharing, saving and discovery pictures, GIFs, and videos. The first music album poster entitled “Psycho” is a music album released in 2019, while the second poster is a music album poster entitled “Monster” released in 2020. The data were examined using Royce's intersemiotic complementarity framework (2001) in the form of visual signs and verbal signs. The visual sign aspect features analysed are visual contact, social distance, involvement, power relation, and modality. The visual aspect of the sign is the highest aspect that is able to attract the attention of the audience. The feature of the verbal sign aspect on the poster is the discovery of the use of declarative sentences that function to provide statements or information. The sentence listed on the poster is a part of the song lyrics. Both figure 1 and figure 2 do not show the use of modal in the sentences. The two posters only contain information in the form of matters related to the album release. Both the first poster and the second poster have a high level of modality which can be seen from aspects such as good color saturation, image detail, representation, contextualization, illumination and good background settings which are of course adapted to the concept of the image on the poster. Interpersonal meaning on the two posters can be conveyed well through visual and verbal signs. The

two features of these aspects are able to unite and work together to complement each other to build good interpersonal meaning.

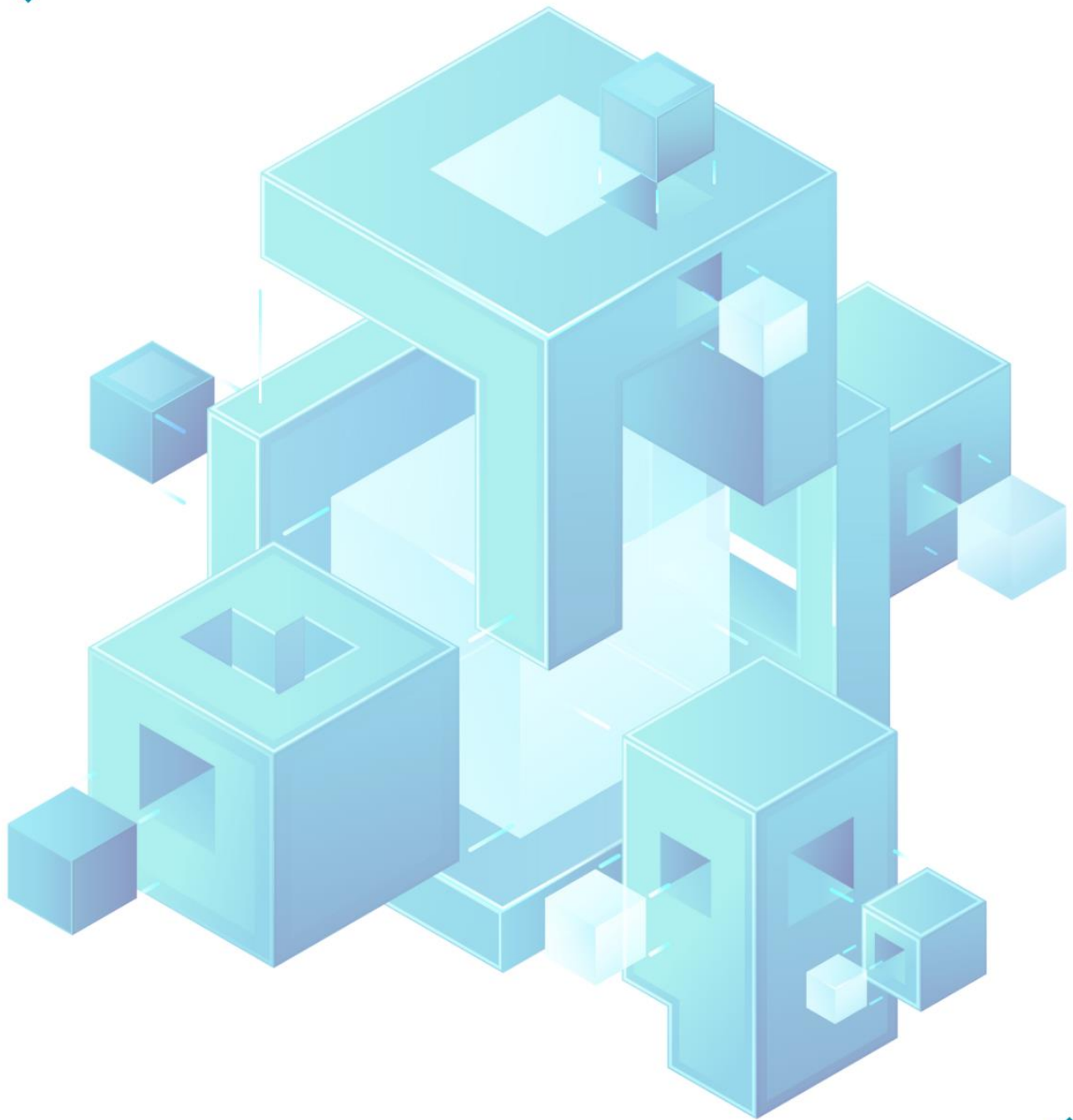
**Keywords:** *interpersonal meaning, music album poster, framework, verbal sign, visual sign*

### **In between Reality and Virtual: Augmented Reality (AR) for Teaching English for the Students of Applied Undergraduate Anesthetic Nursing Program**

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**Abstract:** Technology practically has had an impact on every aspect of human life, including education. The ongoing development of technology has provided new designs in the education world. The incorporation of Web 2.0 technologies and electronic devices has paved a new path for the creation of technology-based designs such as computer-assisted learning and mobile-assisted learning. Augmented Reality (AR), which has gained popularity in the last two decades, is a part of the continuum of technical innovations that can be utilized in the field of education in general and language instruction in particular. It combines the advantages of both realms, by merging the reality and the virtual verse. A case study was conducted to 60 students of applied undergraduate anesthetic nursing program. The closed questionnaire and semi structure interview were done to collect the data. The study revealed the fact that AR boosts the students' self-learning and motivation in learning English. Using 3D Augmented pictures, AR helps them to memorize more medical tool vocabulary, and enhances the language performance and achievement, as well as their interaction with the language, teacher, and peers.

**Keywords:** *Augmented Reality, ESP, English language education*



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