

BOOK OF ABSTRACTS

13th CONAPLIN

The Thirteenth Conference on Applied Linguistics

Multilinguality in Applied Linguistics: Enhancing Cross-Cultural Collaboration in Teaching and Research

Editors

Yanty Wirza

Ika Lestari Damayanti

Lulu Laela Amalia

Isti Siti Saleha Gandana

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(Multilinguality in Applied Linguistics: Enhancing Cross-
Cultural Collaboration in Teaching and Research)

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WELCOME SPEECH VICE-RECTOR FOR RESEARCH, INTERNATIONAL COLLABORATION AND BUSINESS

Assalamu'alaikum Wr. Wbr.

First of all, let me congratulate Conaplin that is being held for the 13th year in 2020, making it the oldest international conference held by the university. On behalf of the Rector of UPI, I'd like to sincerely welcome and thank the invited speakers who will share their valuable expertise and insights on the chosen theme. Your participation helps UPI in its efforts to continuously keep up the exchanges of ideas and expertise via numerous conferences we have throughout the year.

This year's conference theme which puts multilinguality and cross-cultural collaboration front and center should stimulate discussions on the importance of having a deeper understanding of people of diverse backgrounds and cherish the differences to benefit all. To all of the presenters and participants, we hope that Conaplin 13th excites and inspires you to continue working for the advancement of the field of Applied Linguistics, especially on promoting multilinguality and cross-collaboration within your circles and networks.

Much thanks and appreciation to UPI Language Center, English Education Department, and the committee who have worked hard preparing and organizing the conference. The solid teamwork streamlining from the various elements involved in making this conference possible is our asset toward the mission to make UPI a World Class University.

To close my remarks, I'd like to congratulate everybody and have a great time at Conaplin 13!

Prof. Dr. H. Adang Suherman, M.A

WELCOME SPEECH HEAD OF HEAD OF UPI LANGUAGE CENTER

Welcome to the Thirteenth Conference on Applied Linguistics (CONAPLIN 13)!

This event is organized by the Language Center of Universitas Pendidikan Indonesia in cooperation with English Education Department, Faculty of Language and Literature UPI and Asosiasi Linguistik Terapan Indonesia (ALTI). The conference covers a wide range of topics related to applied linguistics, including language in education, language assessment and development, and the application of technology in language teaching and learning.

This year's CONAPLIN 13 will be held online on 23-24 November 2020. Due to the uncertainty surrounding this pandemic, we have decided to organize this event virtually. The virtual conference and parallel sessions will be conducted on Zoom and YouTube where you can present your research work by online presentation or prerecorded video mode.

The theme of this year's conference is "Multilinguality in Applied Linguistics: Enhancing Cross-Cultural Collaboration in Teaching and Research." The conference is hoped to provide a platform for language researchers, teachers, practitioners, policy makers, or applied linguistic enthusiasts to share their data and insights on the issue at hand and draw insightful conclusions for future practice and follow-up studies.

Dr. Rd. Safrina, M.A.

WELCOME SPEECH

**CONFERENCE CHAIR OF THE 13TH CONAPLIN AND SECRETARY
OF ENGLISH EDUCATION DEPARTMENT**

Assalamu'alaikum Wr. Wbr.

Warmest greetings!

First off, I'd like to express my most sincere appreciation and gratitude to the keynote and featured speakers for making their time and contribution to addressing the theme of multilinguality and cross-cultural collaboration potentials we should continue to promote. To the presenters and participants, I welcome you all to the 13th Conaplin and deeply appreciate your participation despite the odds of having the conference held amid the Covid-19 pandemic.

In the world where multilingualism is a norm rather than an exception, the teaching and research of multilinguality in the Applied Linguistics has only recently gained traction as a critique to the monolingual approach and ideologies. Although the inextricable nature of language and culture has been long realized, productive and critical discussions around multilingual and cross-cultural awareness, education, and practice in collaborative teaching and research especially in the societies with the most diverse manifestation of multilingualism and cultural pluralism such as Indonesia and neighboring countries need to be further encouraged. Moreover, in the 21st century, the multifaceted approach to literacy learning must accommodate the critical awareness of the multilingual and multicultural perspectives to combat the narrow, one-sided, and biased stereotypes which perpetuate discrimination and incorrect assumptions among individuals and groups within multicultural societies. That's being said, the importance of addressing the issues of multilinguality and cross-cultural awareness in our teaching and research cannot be emphasized enough.

These concerns are reflected in this year's 13th Conaplin theme, which welcomes new, productive, and critical insights that contribute to our better and more comprehensive understanding and practice with regard to the critical importance of building and expanding cross-cultural collaboration infused with multilinguality and other related approaches. The scopes offered in this conference are broad enough to accommodate the various areas to enlighten and motivate further dialogues and discussion among researchers, teachers, policymakers, and other stakeholders to entertain the specific aspects of multilinguality and cross-cultural issues in the presenters and participants' teaching and research contexts.

It is with great hope that we shall have an intimate and warm discussion and sharing during the conference held on 23 -24 November 2020 that would actually create new bridges and strengthen the old ones to foster greater awareness toward true appreciation of our multilingual and multicultural world.

Please stay well and healthy!

Best regards,

Yanty Wirza, M.Pd., M.A., Ph.D.

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CONFERENCE SCHEDULE

DAY 1 (23rd November 2020)

Agenda	Time
Zoom Opens	08.30 – 09.00
Opening Ceremony by Prof. Dr. H. Adang Suherman, M.A. and Dr. Rd. Safrina, M.A.	09.00 - 9.15
Keynote Presentation by Prof. Hywel Coleman "Multilingualism in Society: Policy and Practice Kemajemukan Bahasa dalam Masyarakat: Kebijakan dan Praktek" Moderator: Yanty Wirza, M.Pd., M.A., Ph.D.	09.15- 10.15
Parallel Session 1	10.15 - 11.15
Book Launching “ <i>Telaah Kurikulum dan Perencanaan Pembelajaran</i> ” (A Tribute to Prof. Wachyu Sundayana) Moderator: Andrian Permadi, M.Pd Panelists: Eri Kurniawan, M.A., Ph.D. Dr. Fazri Nur Yusuf, S.Pd.M.Pd. Dr. Lulu Laela Amalia, M.Pd. Iyen Nurlaelawati, M.Pd.	11.15- 12.15
Featured Presentation by Assist. Prof. Eri Kurniawan. Genre analysis of Internationally published scientific paper abstracts: Lessons learned and recommendations for future research directions, pedagogical practices, and policies Moderator: Suharno, S.Pd., M.Pd.	12.15 - 13.15

DAY 2 (24th November 2020)

Agenda	Time
Zoom Opens	08.30 – 09.00
Keynote Presentation by Prof. Masaki Oda "Applied Linguistics as Translingual and Transdisciplinary Practices" Moderator: Ernie Diyahkusumaning A.I., S.S., M.Ed.	09.00- 10.00
Parallel Session 2	10.00 - 11.00
Parallel Session 3	11.00- 12.00
Featured Presentation by Prof. Siusana Kweldju "Lingua Academica: Linguistic Social Justice for International Mobility at Higher Education" Moderator: Dr.Lulu Laela Amalia, M.Pd.	12.00 - 13.00
Closing Ceremony by Yanty Wirza, M.Pd., M.A., Ph.D.	13.00 - 13.15
Feedback and certificate information	13.15-14.00

KEYNOTE AND FEATURED SPEAKERS

KEYNOTE SPEAKERS

Prof. Masaki Oda



Masaki Oda received his Ph.D. from Georgetown University in 1990 and has been with Tamagawa University in Tokyo Japan since then. He is currently Professor of Applied Linguistics and Dean of the Graduate School of Humanities at Tamagawa University in Tokyo, Japan. He is also the founding Director of the Center for English as a Lingua Franca (CELF). His primary research areas include sociopolitical aspects of language teaching, Critical discourse analysis and Language program managements. He is Vice President for Membership of AsiaTEFL and Vice President/Director of Academic Affairs at Japan

Association of College English Teachers (JACET), and present frequently in International conferences including AILA, TESOL and TEFLIN.

Abstract

APPLIED LINGUISTICS AS TRANSLINGUAL AND TRANSDISCIPLINARY PRACTICES

Applied Linguistics has long been defined as an academic discipline in which the results of studies in linguistics are applied to the solution of problems in our daily life. As this academic discipline was originally brought to many regions in Asia primarily through English Language Teaching (ELT) professionals, its potential has been explored exclusively in connection with ELT. As a result, there is a prevailing belief in many Asian countries as though applied linguistics were a synonym of ELT. By reviewing a history of applied linguistics focusing on the position of English Language Teaching (ELT) in the discipline with examples from Japan, in connection with the developments of the discipline in the past three decades, the presenter attempts to identify the areas in which we need further exploration in order to meet the demands of the society. A special attention will be paid to the potential danger of the ELT profession becoming an obstacle of the further developments of applied linguistics. The presenter, therefore, calls for constant critical reflection of the discipline and suggest that applied linguists should pay more attention to various languages besides English and collaborate with academic disciplines in addition to linguistics and education, in order to contribute to the solution of various problems in language and communication. In other words, applied linguistics become more translingual and transdisciplinary in order to contribute to society.

Prof. Hywel Coleman



Hywel Coleman is an Honorary Senior Research Fellow at the School of Education, University of Leeds, UK. He is an experienced researcher who has conducted research in many parts of the world including Asia, Afrika and the Middle East, and Europe. He has done extensive research in the fields of sociolinguistics, language planning and policy, language and development, and the roles and status of English and Indonesian in the Indonesian context. He has published with the British Council, Multilingual Matters and other major publishers. Two of his recent books are *Language and the Sustainable Development Goals* (in press) and *The Condition of English in Multilingual Afghanistan* (2019).

Abstract

"MULTILINGUALISM IN SOCIETY: POLICY AND PRACTICE KEMAJEMUKAN BAHASA DALAM MASYARAKAT: KEBIJAKAN DAN PRAKTEK"

This presentation will attempt to address the following questions: • What does multilingualism mean? • How does it differ from plurilingualism? • How does it differ from linguistic superdiversity? • Where does multilingualism occur? • Are patterns of occurrence changing over time? • How is multilingualism perceived by different stakeholders? • Is multilingualism a threat or an inconvenience or a blessing? • What are linguistic human rights? • What are the policy implications of the occurrence of multilingualism for education, health care, accessing justice and other public services, and participating in democratic processes? • Have there been any international agreements about multilingualism? If so, what impact have they had? The discussion will make use of data from Indonesia and other parts of the world drawn from UNESCO's MTB MLE WG (Asia-Pacific Mother-Tongue-Based Multilingual Education Working Group) and from the Proceedings of the Language & Development Conference (LDC) Series.

FEATURED SPEAKERS

Prof. Siusana Kweldju



Siusana Kweldju has been a full professor at State University of Malang since 2002 and a lecturer since 1986. She received her doctoral degree in English Language Education from IKIP Malang, Indonesia in 1989. She wrote extensively on syntactic and semantic language acquisition, gender, and lexically-based language teaching. Recently she has been interested in linguistic landscape and educational neuroscience. She finished her secondment as a language specialist at SEAMEO RELC Singapore in 2016. Before the secondment she was a Fulbrighter for her research on presidential rhetoric at Ohio State University, USA, in 2011. The International Case Study Award on Education for International Understanding was bestowed on her from UNESCO-APCEIU, Korea in 2008. She

has devoted herself for various activities of education, both academic and practical, at national and international level.

Abstract

LINGUA ACADEMICA: LINGUISTIC SOCIAL JUSTICE FOR INTERNATIONAL MOBILITY AT HIGHER EDUCATION

The surge in the use of English has escalated in the higher education sector due to the drive of advancing university ranking world-wide. Major universities from expanding circle countries in Asia, including Indonesia, are motivated to send their academic staff and students for training, engaging in research programs and conferences organized by top world-class universities which are normally situated in inner-circle countries. Faculty and student mobility is essential for developing international quality education. Standardized English proficiency tests are the tools for selecting candidates, as native-like proficiency in English is believed to be necessary for thoughtful interaction in those events; otherwise, participants will become nervous, reticent, and inconfident to actively participate and express themselves. Native speaker's English is still regarded as the norm for lingua academica, although near-native production needs a lifetime effort, or can hardly be achieved. Therefore, those who receive the access for international mobility are always the same people who have already received some academic experiences overseas. With this in mind, we need to challenge the ideology of native speakerism and start embracing the concept of multilinguality. Yet, this is not an easy task to change the deep-rooted ideology. Forty-nine out of fifty-seven college students (82%) of a reputable English Department in Indonesia, for example, still believed in native speaker standards, although they were aware that they could not attain them. This native speakerism standard tends to be maintained by the inner circle countries as a strategy to attract fee-paying participants to listen to the "real" English.

Assist. Prof. Eri Kurniawan



Eri Kurniawan is a faculty member of English Education Department of Universitas Pendidikan Indonesia, Bandung, Indonesia. Upon completion of his PhD at the University of Iowa, USA in linguistics, he has done extensive investigation on grammatical description of Sundanese, (critical) discourse/text analysis and academic writing.

Abstract

GENRE ANALYSIS OF INTERNATIONALLY PUBLISHED SCIENTIFIC PAPER ABSTRACTS: LESSONS LEARNED AND RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS, PEDAGOGICAL PRACTICES, AND POLICIES

Recent years have witnessed a surge in genre studies fleshing out the rhetorical moves and linguistic features of scientific paper abstracts and how the findings, as well as insights, gleaned from such studies, can better inform and hence improve academic writing pedagogy. Understanding how the abstracts of internationally published scientific papers are rhetorically structured may also help (novice or emerging) researchers/authors to the successful international publication of their scholarly paper. This talk will highlight the current state of the art of inquiries on rhetorical moves of scientific paper abstracts from peer-reviewed articles extracted from three international scientific databases: Science Direct, ERIC, and Google Scholar. The talk will focus on the trends of research on rhetorical moves of scientific paper abstracts and the main findings from the previous studies. It will also delineate lessons learned from the reviewed studies to propose some recommendations for future research directions and potential research collaborations, pedagogical practices, and policies regarding academic writing for research publication purposes in the higher education context.

A LIST OF ABSTRACTS

A. Multilingualism and Plurilingualism

THE ACHIEVEMENT OF LEARNING ENGLISH IN MULTILINGUAL LEARNERS THROUGH THE PRACTICES OF DIGITAL LITERACY

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This article aims to describe how multilingual learners develop and implement the practices of digital literacy to improve their achievement of learning English. Developing and implementing the practices of digital literacy in multilingual learners can enhance their achievement of learning English gradually and continuously. They have different first language backgrounds by developing and implementing the practices of digital literacy in multilingual learners, progressively, but they are literate digitally. They can improve their learning of English achievement. The method of research is qualitative, and the design is explanatory. It is in line with the research problem and the purposes of the investigation. Observation sheets and field notes were used to find out the data. The subjects are English learners who have learned English in the English department in one of the State Universities at Surabaya 2019. The research results showed that developing and implementing the practices of digital literacy in multilingual learners can improve the achievement of learning English. Some reasons come from the advantages of digital technology are easier to access learning resources/ materials, various learning resources/materials are available, and learning resources/materials are updated. Therefore, English language learning and teaching are more interesting and challenging. Gradually and significantly, the achievement of learning English is increased. So, it is approved that developing and implementing the practices of digital literacy in multilingual learners play an essential role in enhancing the achievement of learning English in Indonesia. Therefore, the practices of digital literacy in multilingual learners play a crucial role in improving the achievement of learning English in Indonesia.

Keywords : The achievement of learning English, multilingual Learners, and the practices of digital literacy.

THE ACTIVATION OF LEARNERS' METACOGNITION TO PROMOTE LEARNING AUTONOMY OF GOOD LANGUAGE LEARNERS

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During the COVID-19 pandemic, the mode of teaching and learning shifted from mostly offline into the online process. In online learning, interaction and engagement are limited. Thus, it is urgent to prepare students to become autonomous. The activation of students' metacognition is one of the aspects that is assumed to be crucial in their learning autonomy. So, this research aimed to describe to what extent the relationship between the learning autonomy of good language learners and the activation of their metacognition. This article employed a case study of qualitative design. 30 participants categorized as autonomous language learners were chosen purposively. They are categorized as autonomous good language learners since they meet the five criteria of autonomous learners by Holec (1981). The data were analyzed through contextual coding. The result shows that 86% of the participant has activated their metacognition. Meanwhile, 14% of participants become autonomous learners without activating their metacognition. This 14% of participants fulfill three of them: determining their learning objective, making learning progression, and monitoring procedures of acquisition. While the process of selecting method and evaluating do not appear in the analyzed data. Thus, it can be assumed that the activation of metacognition has a relation with the learning autonomy implemented by good language learners. However, it is not an absolute factor. It needs further study to analyze other learner intrinsic behaviors that probably influence the learning autonomy of good language learners, such as learners' anxiety, motivation and self-esteem may.

Keywords : Metacognition, Learning Autonomy, Learning Behavior, Language Learning.

SEMANTIC LOSS: METAPHORS OF QIRAAT SYAADZAH IN ALQURAN READING

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Qiraat Syaadzah is a reading that is agreed upon in Arabic, and the narration is correct. However, it is contrary to the Utsmani rasm which was narrated mutawatir, relating to the addition, subtraction and replacement of words with other or similar words, whether narrated from Ibn Masoud or another friend. The differences in qiraat include three things: (1) Different words but having the same meaning, (2) Different words and different meanings but allowing the meanings to be combined to complement each other, which is (3) Different words and meanings and may not be combined with meanings. However, it is possible to combine meanings from one side of the other. Studying, teaching and writing qiraat syaadzah is permissible as well as explaining it from a linguistic aspect, both I'rab or its meaning. It is even permissible to issue the law of the qiraat according to some scholars who allow to evidence with qiraat syaadzah as well as making references in Arabic. However, very few know the qiraat, even almost forgotten, even though this is part of the Arabic language treasures, and may complement the meaning of the mutawatir. So not knowing it causes semantic loss of the mutawatir. This research is a literature study using a qualitative approach, while the primary data collection tools are: interviews, observation and triangulation: concept - instrument - informant. Research is carried out systematically on records or documents as data sources. Alternatively, in other words, content or document analysis is intended to collect and analyze official documents, documents whose validity and legality are guaranteed, both statutory and policy documents as well as research results.

Keywords : Qiroah Syaadzah, Metaphors, semantic loss

SUBLIMINAL AND NONSUBLIMINAL EFFECTS OF METAPHORS ON BRAIN ACTIVITY: NEUROPRAGMATICS ANALYSIS IN HYPNOTHERAPY SPEECH ACT

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Metaphors are commonly used in hypnotherapy suggestions. In hypnotherapy suggestions, metaphors contain a spoken effect called the perlocution effect. However, until now, metaphors in hypnotherapy speech on brain activity have not been specifically studied. The purpose of this study was to obtain a description of which brain activity appears influenced by different types of metaphors in hypnotherapy speech. The method used in this research is qualitative. Data will be collected from several participants in the form of electroencephalograph (EEG) data recording results using hardware from OpenBCI, namely the Ganglion Board 200Hz, with four electrode channels installed based on the International System 10-20 and the OpenBCI GUI software. Participants will be given a stimulus in the form of a metaphor in hypnotherapy suggestions related to images (visual, auditory, and kinesthetic). The collected data were then processed and analyzed using the standardized Low-Resolution Electromagnetic Brain Tomography (sLORETA) method using LORETA-Key Software. The sLORETA measurement results will show the active Brodmann Area; then, these results will be interpreted based on brain activity when perceiving metaphorical speech that takes place during recording.

Keywords : hypnotherapy, metaphor, neuropragmatics, perlocutionary effect, sLORETA

THE USE OF SARCASM AND PROVERBS IN THE INTERCOURSE OF THE MILLENNIAL GENERATION

Sri wati

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The rapid development of information and communication technology shows that society is increasingly sophisticated in the use of social media, but high dependency patterns will have a negative impact on adolescents. For example, the language of sarcasm has become commonplace and commonplace they say. The sarcastic element of "being crowned" becomes something that strengthens intimacy in relationships. Meanwhile, the proverb which is the spirit of the nation's culture; ironically, in the digital-millennial era, it is threatened with extinction. The problem in this research is why is the language of sarcasm more attractive to millennial generations than proverbs? The purpose of this study is to describe the extent to which the use of sarcasm language in generational interactions millennial and the implications for shaping the character of the nation. The benefits of this research include knowing the extent to which the sarcasm is used in adolescent speech, using qualitative methods and descriptive approaches. The data source is a speech by UNLA Faculty of Economics students in 2020/2021. Data collection techniques use interview techniques and direct analysis. The results showed that there were irregularities in the use of language pragmatically. The form of sarcasm that appears shows that there has been a violation of communication ethics as a form of impoliteness by youth, especially students as the millennial generation. This should not be cultivated because it affects the character building of the Indonesian generation.

Keywords : Language distortion, sarcasm, proverbs, millennial generation

SARCASM SEMANTICS IN THE 24-HOUR NOVEL WITH GASPAR AS AN ALTERNATIVE TO THE ANALYSIS OF THE DELIVERY OF CHARACTER EDUCATION IN THE FAMILY ENVIRONMENT

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The development of information and communication technology which is increasingly rapidly influencing use of community language both spoken and written. One of the negative impacts of this development is the speech act of the community using the language of sarcasm. In addition, there is also written language conveyed through social media and literary works in several novels. The problem in this research is how the function of the sarcasm in the novel 24 hours with Gaspar. The purpose of this study is to describe the function sarcasm contained in the novel 24 hours with Gaspar. After understanding the meaning of sarcasm, which was found, will be used as an alternative delivery of character education in the family environment. The benefits of research include knowing the extent to which the sarcasm language style is used in the novel 24 hours with Gaspar and used as an alternative character education in the family environment. This research method uses qualitative and descriptive approaches. The data source is the sarcasm base style found in the novel 24 hours with Gaspar, then analyzed its semantic elements. Data collection techniques using direct analysis techniques. The results showed that there were several forms of sarcasm that emerged from the novel 24 hours with Gaspar. From understanding the meaning of sarcasm that has been applied in everyday life, it can be used as an alternative to deliver character education in a family environment.

Keywords : Language distortion, sarcasm, proverbs, millennial generation

ANXIETY ACTIVATION IN READING SCIENTIFIC ARTICLES IN INDONESIAN AND ENGLISH: NEUROLINGUISTICS ANALYSIS

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Brain imaging is known to provide an overview of the cognitive processes that occur in the brain. Including cognitive processes in language, especially when reading. This study aims to describe the comparison of brain imaging in reading scientific articles in Indonesian and English based on brain tomography maps. The method used is qualitative. The data collection technique was done by recording electroencephalography using the OpenBCI Ganglion Board 200Hz with four channels and the OpenBCI GUI software. Participants consisted of twenty Indonesian native speakers. The data processing technique uses the sLORETA (standardized Low-Resolution Electromagnetic Brain Tomography) analysis. The result of this study will show the activated Brodmann area. The active Brodmann area will be described based on the functions and cognitive mechanisms in the brain.

Keywords : brain area, English, Indonesian, reading, tomography

**BALINESE-INDONESIAN-ENGLISH COMMUNICATION ON FACEBOOK: A
TRANSLANGUAGING ANALYSIS ON MULTILINGUAL NORMS, SPACE, AND
DYNAMIC SYSTEMS**

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This paper aims at analyzing the Balinese, Indonesian, English communication that occurs on Facebook through translanguaging point of view. Bali's international social interaction as a tourist destination and social media's existence become two out of many factors that make Balinese people familiar with various languages. The dominant languages spoken are Balinese and Indonesian as the first and second languages of the community. Then, English has been a fast-growing language among Balinese for decades. A descriptive qualitative design was used to analyze the flow of languages from the speakers' repertoire. Results show that there was a fluid flow among the three languages. The subjects wrote their ideas without a strict border of languages on Facebook statuses and comments. They stated ideas using the most comfortable language to write with even though they know the readers of their statuses and comments are not always able to communicate using the language. Their language creativity and the use of modalities were also important parts of the finding. It is in line with translanguaging as multilingual norms, translanguaging space, and translanguaging and dynamic systems.

Keywords : multilingualism, translanguaging, Balinese-Indonesian-English

WHAT EFL PRESERVICE TEACHERS NEED TO KNOW AND BE ABLE TO DO ABOUT ONLINE TEACHING? A PRACTITIONER INQUIRY WITH A CRITICAL FRIEND

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The presentation will share a practitioner inquiry conducted by two EFL preservice teachers facilitated by a university lecturer who acted as a critical friend. The inquiry context is the eight-week teaching practice that the preservice teachers conducted at two different schools. Practitioner inquiry is a form of professional learning defined as the systematic, intentional study by educators of their own practice (Cochran-Smith & Lytle, 1993; 2009). Educators engage in systematic reflection and take action for change by asking questions or “wonderings,” gathering data to explore their wonderings, analyzing the data, making changes in practice based on knowledge constructed, and sharing learning with others. In this inquiry, the preservice teachers sought the answers to their wondering, “what preservice teachers need to know and be able to do about teaching English on an online platform?” The university lecturer guided the preservice teachers to write weekly journals, collect data from their teaching, and analyze the data and journals collaboratively to find the answer. Their inquiry has found that being present, constructing quality feedback, leading interactive online discussion, maintaining communication, and knowing students’ well-being are some of the things that preservice teachers need to know and be able to do. The presentation will also share what takeaways the preservice teachers gained from making the inquiry. Implications of the inquiry to preservice teacher education program will also be highlighted in the presentation.

Keywords : Preservice teachers, practitioner inquiry, teaching practice, EFL online teaching

**HOME LITERACY ENVIRONMENT TO SUPPORT THE TEACHING ENGLISH
TO YOUNG LEARNER (TEYL) (A Case Study of Upper-Level Students at One
Primary School in Bandung)**

Dedeh Juliah, Bachrudin Musthafa, Yanty Wirza

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Literacy is one of the important parts to facilitate children learning. but in fact, literacy culture in Indonesia still has been in a very worrying condition. The study is aimed to know how often the upper-level students do literacy activities with their parents and how the home literacy environment supports the TEYL. This present study was a case study of 4th, 5th, and 6th-grade students at one primary school in Bandung with a qualitative approach. The sample of this study were 30 students of class 4th, 5th, 6th and their parents, and one English teacher at one primary school in Bandung. The data were collected through a questionnaire, interviews, and classroom observation. According to the result of questionnaire, most of the 4th, 5th, and 6th-grade students, exactly 110 answers stated that they often do literacy activities several times a week with their parents. It indicates that they have necessary supportive element so that it facilitates them to learn actively and attend the lesson with pleasure as the classroom observation and interview result that students who were familiar with home literacy environment, they tended to learn actively, joyfully, and enthusiastic in attending the lesson. Thus, the home literacy environment supports the TEYL.

Keywords : English as Foreign Language (EFL), Home Literacy, Teaching English to Young Learner(TEYL)

AN INVESTIGATION TOWARDS FOREIGN PRE-SERVICE TEACHER'S INTELLIGIBILITY IN INTERNATIONAL TEACHING PRACTICUM

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In this globalization era, schools have grown diverse where in one classroom both teachers and students do not share the same language and culture. This condition gains interests from pre-service teachers to be participating in international teaching practicum programs. To be successful in this program, teachers are required to acquire the requisite abilities to teach both linguistically and culturally diverse classroom. This issue highlights the interaction between students and teachers when both sides have different linguistic and cultural background. Thus, this study intends to see the pre-service teacher's intelligibility, which is important to see the success of learning and teaching process in the classroom. This study also aims to check how the pre-service teacher overcomes the challenges in communication within foreign country. The participants of this study are a foreign pre-service teacher with both linguistically and culturally diverse background and Indonesian junior high school students grade VII. This study employs qualitative case study design, with multiple sources to gather the data needed such as classroom observation and interview. The data analysis is expected to reveal the level of intelligibility from the pre-service teacher who is participating in the international teaching program and the elaboration from how to overcome the challenges within international communication during the teaching and learning process in the classroom.

Keywords : intelligibility, ELT, International teaching practicum

TEACHER TALK IN EFL ONLINE CLASSES AT AN INDONESIAN TERTIARY LEVEL

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This study examines the nature and types of teacher talk in an Indonesian EFL tertiary setting. The research design of this study is descriptive qualitative along with naturalistic study for analyzing the data. The methods of data collection of this study were observation and documentation. In this regard, the teaching and learning process by one English lecturer at one of the universities in Indonesia was observed, and there were three classes observed in this study. The data analyses involved three techniques consisting re-reading, counting, and building conclusion. There were 175 number of data as analyzed by Foreign Language Interaction (FLINT) system adopted from Moskowitz (1971). This study revealed that teacher applied bilingual approach in English teaching and learning process involving English and Indonesian. This study also demonstrated that nine (9) out of eleven (11) types of teacher talk were observed as a way to interact with students particularly when dealing with feelings, praises or encouragement, jokes, giving feedback to ideas of students, asking questions, giving information, correcting without rejection, giving direction, and criticizing student response. The most dominant type of teacher talk delivered by the teacher is giving information. The pedagogical implications of this study are discussed.

Keywords : Multilingual use, Teacher Talk, Types of Teacher Talk

**LESSON STUDY FOR LEARNING COMMUNITY AS A WINDOW TO
CLASSROOM DIVERSITY: AN INDONESIAN EFL TEACHER'S REFLECTION**

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Classroom diversity is a challenge for a teacher in classroom management. Moreover, the larger the class, the more complex the diversity is. As the consequences, most classes are not mediated with proper diversity treatment. Lesson study as a teacher community for development is an opportunity to plan, to do, and to evaluate classroom practice. This study is an English teacher's reflection about a lesson study program in a private university in Indonesia. The teacher took into account his observers' reflection on his three open classes. The teacher realized that his class varied in students' language proficiency level, technological mastery, and learning resources as well as media literacy.

Keywords : Lesson study, Classroom diversity, Teacher's reflection

RHETORICAL PATTERNS AND LINGUISTIC REALIZATIONS ON THESIS AND DISSERTATION ABSTRACTS: CONTRASTIVE MOVE ANALYSIS

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Move analysis has been a topic of interest for the past decade. It investigates the rhetorical structure of a text as in the moves and the steps employed in a text, for instance in a research abstract. An abstract is the road map to a research article, it has important functions as a screening device which gives readers brief information on the research's topic, methodology, and findings. A burgeoning amount of study of Move analysis on research abstracts has been carried out widely. However, the discussion on Move analysis on research abstracts based on the rhetorical patterns and authors' educational background is less discussed. This study aims to disclose whether there are differences in the authors' thesis abstracts and dissertation abstracts based on their educational backgrounds in terms of the rhetorical organizations and linguistic realizations. This study analyzed 2 thesis abstracts and 2 dissertation abstracts from 2 different disciplines namely English Education Department and Science Education Department in one of the universities in Indonesia. The Five-Move Model by Hyland (2000) was adopted as the basic model for the analysis. Based on The Model adopted, the constituent moves and steps were analyzed and perceived in the classes of the selected abstracts. The results of the analysis were examined subsequently, the main move patterns of each discipline, specific moves and steps, and voice and tense employed in each move. Finally, the results of the analyses and pedagogical implications are presented.

Keywords : Abstract, Linguistic Realizations, Move analysis, Move pattern, Rhetorical Patterns.

ENGLISH COMPETITIVE DEBATING CHALLENGES – TEACHER'S VOICE

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English Competitive debating is currently on the rise at the varsity level due to its extensive English four skills enhancement. However, some students find it challenging to win the debate even after debating for more than a year. This study investigated the challenges the debate coaches face when preparing their students to compete in the tournament. This study utilized a qualitative case study with three debate coaches as a subject. Data were gathered using semi-structured interviews and training observation. The study discovered that the coaches' main challenge was students' lack of prior skill before entering the tournament, such as speaking fluency, reading comprehension skill, and listening capacity. The coaches tried to fix the problem by providing tons of debate videos, books, and training sessions as often as possible before tournaments. As a result, students complained about the burden to juggle training and their studies. The coaches found that some students felt burned out after the training session and did not enjoy the activity. Another challenge was the lack of funding from universities and the lack of time allocation to train. The situation forced the coaches to either simplify the materials and compressed the sessions. This study requires additional extensive research on students' perspectives about debating and their expectations of their teachers.

Keywords : competitive debating, challenges, training session, skills

**THE EFFECT OF WRITING STUDENTS' ABILITY THROUGH
BRAINSTORMING METHODS TOWARDS ENGLISH LEARNING
ACHIEVEMENT IN 2013 CURRICULUM**

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The process of writing has been seen as a problem for many students. This problem because students do not have the ability to develop ideas, creative solutions. One of the methods to develop their ideas in writing by using Brainstorming Methods. Not only it, students have opportunities to develop their ideas using Jamboard in Education 4.0, especially it is suitable media in the pandemic era. This research taught by brainstorming strategy using (Jamboard Application in Education 4.0), it is help students to develop innovative teaching strategies (brainstorming and concept mapping) on improving the students' writing ability and creative thinking skill. Therefore, the purpose of this study is to the identify the methods applied by writing students' ability through brainstorming methods towards English learning achievement in 2013 curriculum. The data were collected through observational used tests and questionnaires. The total samples used in this study were 38 students consisting of class XI IPS 1 one of Junior High School in Subang. This research used an experimental method with the design of One Group Pretest Posttest Design. Moreover, considering should provide more students to help them able to use the best techniques in the teaching-learning process online by using brainstorming methods (Jamboard in Education 4.0).

Keywords : Writing Students' Ability, Brainstorming, English Learning Achievement, Jamboard in Education 4.0

A MULTICULTURAL APPROACH TO TEACH ENGLISH AS A FOREIGN LANGUAGE

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Multicultural approach in education and learning become new expectation conflict issues and conflicts existing in our environment today. This study proposes Multicultural Indonesia is an authentic element of developing English language teaching for Diploma students. This study aims to describe the multicultural approach in learning in Diploma School as an effort to strengthen the student's values of multiculturalism. The descriptive qualitative method is used to investigate students in learning English and analyze some problems related to the implementation of multicultural approach in learning. the instrument of this study is interviews, questionnaires and observation. Multicultural approach should be new skill for all teachers, school leaders, school environment and society in general as a certainty in global era. English course is one of the appropriate class to promote the multicultural values; those values could be as a topic for the student's discussion, or as a theme for their activities. There are several steps of increasing multicultural values in learning English, the steps are as follows: (1) discussion multicultural values (2) exploring and elaborating multicultural value in group discussion, problem solving activities. As a conclusion, we can apply multicultural approach to develop English learning for the students. Teaching English with Multicultural approach is one of way to build and reinforce multicultural student.

Keywords : Multicultural approach, Multicultural value, English, EFL Students.

STUDENTS' IDENTITY IN MULTICULTURAL EDUCATION: REFLECTION ON COMMUNICATION PRACTICE

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The lack of facilities and quality education in some rural areas has been a notorious problem in our education. Students sometimes choose to migrate to a new place to fulfill their human rights in getting a quality education that creates multicultural education and a space for new identity construction. This study will be done to examine the relationship between English as language learning in a multilingual context and identity in EFL classroom interaction. Furthermore, the researchers will examine whether English as language learning and identity have a balance contribution in EFL classroom interaction and how immigrant students represent their identities in diverse groups' communication. Under the frame of a descriptive qualitative study, this research will be conducted by observation, closed-ended and open-ended questionnaire. The result of this study is expected to show the balancing between identity and English as students' communication language learning in EFL classroom interaction that students' identities reflect their home cultures and languages from diverse groups.

Keywords : Keywords: classroom interaction, students' identities, multicultural education

CODE MIXING IN SIX-TO-EIGHT-YEAR-OLD INDONESIAN-SPEAKING CHILDREN

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This study is titled “CODE MIXING IN SIX-TO-EIGHT-YEAR-OLD INDONESIAN-SPEAKING CHILDREN”. The method used is the equivalent method in which the determining tools are outside or detached, and is not part of the language concerned. The data were then analyzed based on the theory of Hudson, Chaer and Agustina and Fasold regarding code mixing in communication. The purposes of this study are to know the form of code mixing that occurs in children aged 6-8 years and to know the causes of code mixing in children aged 6-8 years. From the results of the study, we can conclude that the communication of children aged 6-8 years Peradaban Qur’an Cirebon Elementary School has potential for code mixing, especially in the process of learning the second and third languages. Likewise, the factors causing the code mixing in these children vary widely.

Keywords : Keywords: Sociolinguistics, Code Mixing, Bilingual, and SLA

C. English/Indonesian as Lingua Francas

PERUBAHAN BAHASA MELAYU-INDONESIA PADA TEKS NARATIF TIGA MASA: HIKAYAT ABDULLAH (1838), NOVEL TENGGELAMNYA KAPAL VAN DER WIJCK (1938), DAN NOVEL AYAH (2015)

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Perubahan bahasa merupakan fenomena bahasa yang akan selalu terjadi selama bahasa tersebut belum mati. Perubahan bahasa Indonesia bisa dirunut ke masa lalu dengan melihat induk bahasa Indonesia, yaitu bahasa Melayu. Untuk mengetahui bagaimana perubahan yang terjadi pada bahasa Indonesia, penulis melakukan kajian mengenai perubahan bahasa Indonesia pada teks naratif dalam tiga masa, yaitu hikayat Abdullah tahun 1838, novel Tenggelmnya Kapal van Der Wijck tahun 1938, dan novel Ayah tahun 2015. Rumusan masalah penelitian ini adalah bagaimana perubahan bahasa Melayu-Indonesia pada tataran leksikal, morfologis, dan sintaksis terjadi dalam teks naratif. Tujuan penelitian ini adalah mendeskripsikan perubahan-perubahan bahasa yang terjadi pada teks naratif bahasa Melayu-Indonesia, khususnya pada aspek leksikal, morfologis, dan sintaksis. Penelitian ini menggunakan metode deskriptif kualitatif. Hasil penelitian adalah sebagai berikut: (1) secara fonologis, perubahan bahasa Melayu ke bahasa Indonesia paling banyak terjadi secara lenisi (pelemahan bunyi) dan sinkope (penghilangan bunyi); (2) secara semantis, perubahan yang paling banyak terjadi adalah penyempitan makna; (3) secara morfologis, perubahan banyak terjadi pada pembentukan kata ulang (reduplikasi) dan perubahan pembentukan kata turunan (afiksasi); dan (4) secara sintaksis, perubahan yang paling menonjol terjadi pada struktur klausa dan penggunaan partikel –lah: bahasa Melayu pada masa lalu secara umum menggunakan struktur PS, sedangkan bahasa Indonesia sekarang umumnya menggunakan struktur SP. Partikel –lah pada bahasa Melayu hampir ada pada setiap klausa verbal, sedangkan pada bahasa Indonesia sekarang partikel –lah sedikit digunakan.

Keywords : perubahan bahasa, Melayu-Indonesia, naratif

CODE MIXING ON THE FOOD AND BEVERAGE MENU IN SEVERAL CAFÉS IN BANDUNG AND ITS IMPLICATIONS FOR TOURISM ATTRACTIONS

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This research is entitled Code Mixing on the Food and Beverage Menu in several Cafés in Bandung and its Implications for Tourism Attractions. The purpose of this study was to determine the type of code mixing used by café managers, consumer's responses to the use of code mixing in the menu, the motivation of managers to use code mixing on the menu and its implications in attracting culinary tourists. The method used in this research is descriptive qualitative. Researchers searched for data by collecting information on food and beverage menus, identifying types of code mixing on the menu and classifying and then describing them. In addition, researchers also conducted surveys and interviews to add and complete the required data. The results of this study were that the researcher found 22 data which were classified into 2 code mixing, namely code mixing in phrases and clauses. The form in phrase includes nouns, adjectives, noun phrases, prepositional phrases. Then, code mixing in clauses consisting of nominal, verbal, adjective and nominal phrases. Then, most consumers are happy and they like the menu whose content uses a combination of Indonesian and foreign language code, namely English. Furthermore, the motivation of the café manager in using mixed Indonesian and English codes, among others, is to attract consumer interest, adjust to the current conditions of society and foreign language learning media. Then, the use of mixed Indonesian and English codes in the menu has an impact related to the ease with which visitors understand the menu offered, the effectiveness of using foreign languages in menu content, and helping managers to attract culinary tourists, especially foreign tourists.

Keywords : code mixing, tourist attraction, implication, menu, tourists.

**THE PLOSIVE SOUND CHANGE IN THE PRONUNCIATION OF THE
INDONESIAN FINAL -K SYLLABIC WORDS: A CASE STUDY OF AN
INDONESIAN ACEHNESE READERS**

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This study examines the plosive sound /ʔ/ and /k/ pronounced by the Acehese when reading final-syllabic Indonesian words, like duduk, Bapak, tampak, and anak. As the Acehese language does not allow /k/ sound as a coda, the Indonesian dialect developed in the Aceh province area have /ʔ/ variant for most Indonesian final-k syllabic words. However, due to the increasing popularity and contact with the Jakartan and Standard dialects received from television, radio, internet and travels, there is now a variation among Acehese people regarding the way they say words with the final plosive /ʔ/ syllables. The present study aimed to verify this language change by asking 25 Acehese who spoke Acehese dialect of Indonesian, and Acehese language for daily basis, to read an Indonesian text consisted of 39 final -k words with varied vowel letters preceding it, and varying degrees of word-frequency effect. The results show that all participants reading the text by consciously switch to the standard style by shifting certain vowels to the standard ones. However, the switching of the plosive consonant /ʔ/ to /k/ is highly determined by the reader's level of awareness on the dialect-standard phonological differences, and each word's frequency rank.

Keywords : Indonesian, dialects, phonology, pronunciation, language-change

NATIVESPEAKERISM AND WORLD ENGLISHES: TEACHERS PERCEPTION TOWARDS NONNATIVE ENGLISH Varieties

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The development of information technology in the last decade confirms the position of English as a Lingua Franca which is not only used by the native English speakers but also by the non-native English speakers. The use of English in a global context has triggered the emergence of new variants of English which are the result of assimilation of English into a local language known as World Englishes. On the other hand, Teaching English as a Foreign Language (TEAFL) in Indonesia is still oriented towards the ideology of native speakerism which believes that TEAFL should be done by Native English-Speaking Teachers (NEST) because they are believed to have better linguistic competence and contextual understanding than Non-Native English-Speaking Teachers (NNEST). This article is directed to determine the perceptions of English teachers in Indonesia regarding the world Englishes phenomenon. This is a qualitative research with 20 informants consisting of 10 Nonnative English-Speaking Teachers and 10 Native English-Speaking Teachers. Four Focus Group Discussions (FGDs), each consisting of 5 informants, will be conducted to gather as much information as possible related to teachers' perceptions. This research is expected to provide an overview of foreign language teaching in Indonesia.

Keywords : Native Speakerism, world Englishes, varieties, teacher perception, Focus Group Discussions

PECHA KUCHA AS A SPEAKING SKILLS MEDIA AT GUANGXI UNIVERSITY FOR NATIONALITIES, CHINA

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This research is motivated by the unfamiliar speaking ability of foreign students in pronouncing words. The difficulties experienced by foreign students are due to the desire to immediately end speaking activities when given certain topics due to limited vocabulary. In addition, foreign students feel insecure in pronouncing words because of inaccuracies in pronunciation. To overcome this, speaking activities were made by determining the topic and duration of speaking. This study uses a descriptive method which aims to explain the use of the Pecha Kucha technique as a medium for speaking skills for foreign students in the Speaking III course. The research data were obtained from learning activities at the Indonesian Language Department, School of Southeast Asian Studies, Guangxi University for Nationalities, China. The results showed that the students' abilities improved after speaking simultaneously using the Pecha Kucha technique. Through this technique, students are forced to explain certain topics coherently and are trained to explain topics within a specified time. The pecha kucha technique allows students to be able to speak in topics that are on topic, clear, non-nonsense, and on time. Speaking activities using the Pecha Kucha technique make students skilled at speaking - not only fluently speaking but also able to make students think systematically and explain topics in context. Students' abilities also improve when viewed in terms of vocabulary, coherence of sentence production, pronunciation accuracy, and use of vocabulary according to the context. In addition, the pecha kucha technique increases student focus and confidence.

Keywords : speaking, pecha kucha, Guangxi University for Nationalities

**GOOGLE ASR LIVE TRANSCRIBE BENEFIT TO INDONESIAN ACCENTED
ENGLISH (IAE) INTELLIGIBILITY AS PART OF ENGLISH AS A LINGUA
FRANCA (ELF)**

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In English as a Lingua Franca (ELF), the growing emphasis is more on intelligibility among its speakers worldwide than to native speakers (NSs) perfectness model. Like many languages in the world, Indonesian Accented English (IAE) can cause deviation too far from the NSs standard norm that eventually will impede understanding not only with NNs from other countries but also among Indonesian NNSs, since Indonesia is exceptionally rich in languages and cultures. This study aims to show the benefit of Live Transcribe as Google freeware Automatic Speech Recognition (ASR) available at Google android playstore, to promote self-study in escalating more intelligibility of IAE. This autonomous learning is of great value in that it facilitates more quality time for self-improvement during covid-19 global pandemy with health protocol to stay-at-home, and it maximises the existence of smartphone not merely for entertainment. This qualitative research with phonological approach finds out that Live Transcribe has somewhat low intelligibility/recognition score, since IAE does not follow ELF pronunciation features core.

Keywords : Lingua Franca, IAE, Live Transcribe, Intelligibility, ELF Core

CROSS-LINGUISTIC INFLUENCE ON A BILINGUAL CHILD'S PHONOLOGICAL DEVELOPMENT

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Cross-linguistic influences (CLIs) are the effects of one language on another where a grammatical property from one language is incorporated into the other. This paper investigates CLI occurring in an Indonesian-German bilingual child's speech, particularly from the aspect of phonology. The data has been collected from the bilingual child between the ages of 20 months and 36 months. In the child's language development, Indonesian is the dominant language. In collecting the data, diary records and weekly video recording were conducted. The study shows that there are five sounds in Indonesian used to replace particular German sounds: 1) the affricate [č] is used to substitute /f/, /z/ and /s/; 2) the semivowel [w] is used to replace /v/; 3) the semivowel [y] replaces the sound [ɣ]; 4) the fricative [s] substitutes /f/ and /z/; and 5) the vowel [a] is used to substitute /ɐ/. The study confirms that CLI occurs in the domain of phonology in simultaneous bilingual development.

Keywords : CLI; bilingual child; phonology

VOCABULARY COVERAGE AND READING COMPREHENSION OF UNIVERSITY EFL LEARNERS

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The knowledge of vocabulary is positively associated with second language learners' reading ability (Staehr, 2008). Knowing at least 95% of the reading passages' vocabulary is necessary for adequate reading comprehension (Laufer, 1989). This study measures L2 learners' vocabulary coverage of 6 reading samples used as intensive reading materials for university EFL learners in a university in Indonesia. Fifty second-year students enrolled in a Reading class were asked to mark difficult words or unknown words that they did not know the meaning, and were unsure about. The type-token analysis of familiar and unfamiliar vocabulary shows that the learners know around 98% of the total words (tokens) used in the texts, with averagely 6 to 12 words (dominated with nouns), were reportedly unknown in the 470 to 516-word length of texts. Following Laufer's (1989) estimation, the 98% vocabulary coverage should be able to assist the learners to sufficiently comprehend the reading materials without the need to check the meaning of unfamiliar words in dictionaries. Furthermore, the condition provides more opportunity for the readers to guess the meaning of unfamiliar words and more flexibility for incidental vocabulary learning to take place during reading.

Keywords : Vocabulary knowledge, reading comprehension, word coverage

**ASSESSING ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS'
VOCABULARY SIZE AND THEIR ABILITY TO COPE WITH READING
MATERIALS**

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Indonesian university English as a Foreign Language (EFL) learners have shown that they know a poor amount of English vocabulary (Quin, 1968; Nation, 1974; Nurweni and Read, 1999), which is below the National curriculum standard. Considering the importance of vocabulary knowledge in academic reading at a university level, this study will focus on Indonesian EFL learners' vocabulary size after six years of instruction in high school (junior and senior level). Specifically, it will look at the learners' size of the General Service List (West, 1953), and the Academic Word List (Coxhead, 2000), and the relationship of their knowledge of GSL and AWL with their academic reading skills. Approximately thirty percent of university freshmen in a university in Indonesia will be randomly selected and tested on their vocabulary knowledge of GSL and AWL using the Vocabulary Size Test (Nation & Beglar, 2007), and on their academic reading ability using the International English Language Testing System (IELTS) academic reading test. Data gathered from both tests will be analyzed to estimate the percentage of learners' vocabulary size of both GSL and AWL, and their academic reading ability. Further analysis will be conducted to correlate these two variables (vocabulary size and academic reading ability). It is hypothesized that the amount of Indonesian EFL learners' vocabulary size is at a medium level, and so is the level of their academic reading ability. Thus, there will be a positive correlation between learners' vocabulary size and their academic reading ability.

Keywords : EFL, vocabulary size, academic reading, university freshmen

INTERWEAVING CORPUS BASED WORDS BANK AND WORD ASSOCIATION THEORIES INTO TOEIC PREPARATION CLASSROOMS

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This paper starts from the paradoxical flavour of somewhat different order between theories and practices, which ones come first. As a matter of fact, a perceivable gap exists between theory and practice in language teaching which encourage the development of ELT researches. It becomes such an urgent reason and inspiring practical point of view to carry out this research. Thus, the mixed method study is taken by conducting corpus-based analysis within Ant Cont software to provide words bank related to TOEIC Listening Comprehension. The research goes-ahead with interweaving the words bank and word association strategies (Fitzpatrick 2006; Meara 2009). This collaborative effort is then directed to be implemented for TOEIC preparation classrooms at PPNS vocational college. Some pedagogical implications and teaching recommendations are yielded as the result of the study to enhance engineering students' vocabulary size in a long-term retention. Since vocabulary size can be used as a predictor of TOEIC listening achievement. The findings are also expected to broaden English teachers' horizons and provide them with remarkable insights into practical teaching experience.

Keywords : Keywords: corpus based, words bank, word association, vocabulary size.

APPLICATION OF THE DISCRETE-ITEM APPROACH MODEL IN LISTENING TRAINING FOR BASIC LEVEL BIPA LEARNERS

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Listening skills are an important part of communication, and are the basis of learning a second or foreign language. The essence of interaction skills is the ability to understand what other people are saying. The time estimated in adult human communication activities is 45% for listening, 30% for speaking, 16% for reading, and 9% for writing (Rivers & Temperley, 1978: 62). Listening skills for foreign language learners are very important skills because they are needed to master a foreign language well. However, listening skills are skills that are still difficult for foreign learners to learn. This was obtained from the results of interviews with teachers at the UPI Language Center, The result obtained is that listening ability is one of the lowest abilities compared to other language skills. In addition, researchers who have analyzed five basic-level BIPA textbooks from government agencies, course institutions, and textbooks originating from abroad. The result of the analysis is that there are very few textbooks devoted to learning listening.

The research method used is an experimental model using a variation of the interrupted time-series design. The results obtained, there is a significant difference between the ability to listen to responses in writing and orally before using the discrete-item approach training method and after using the discrete-item approach training method. The discrete-item approach training method can improve the ability to listen to responses written and spoken in terms of accuracy in expressing the results of the contents of the watch, the structure of the sentences used in expressing the results of the listen content, increasing the fluency of learners in expressing the results of the listening content, and the vocabulary used in accordance with context in expressing the results of the content, see.

Keywords : Listening skills, the discrete-item approach training method, experimental model

PERCEIVED USE OF METACOGNITIVE STRATEGY BY HIGH ACHIEVING STUDENTS IN READING SHIFTING MULTIMODAL TEXT MODES

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This study reports an examination of multimodal texts infusion to high proficient students towards metacognitive strategies in reading multiple modes of reading comprehension texts during English virtual classes based on a case study design. The conceptualization of students' metacognitive reading strategies aimed to explore strategies into three main dimensions—global, problem solving, and support reading strategies. Data were gathered from 68 EFL students using reading comprehension tests from several online resources, MARS (Metacognitive Awareness Reading Strategy Inventory) questionnaire, retrospective think aloud protocols and student's artifacts. The overall data then tabulated firstly to the students' reading performance for several weeks, students' statistical findings of the most metacognitive reading strategies frequently use based on Mokhtari and Reichard design (2002), and the description of the similarities and differences on metacognitive reading strategies employed of each text mode during meaning making process. Findings showed the absence of significant reading strategies difference among three different modes assigned to the students. It is apparent from the results that high achieving students perform both medium and high level of awareness on almost all subscales of MARS inventory. The results then evidence the strategies explicitly on the similarities and differences of metacognitive reading strategies of high achieving students are employed. In conclusion, the finding warrants emerging needs of reading strategy instruction that concerns the authenticity of the texts in the form of multimodal texts to more stimulate students' metacognitive awareness and to improve students' proficiency level especially in virtual environment.

Keywords : multimodal texts, authenticity, reading instructions

**NARRATIVE EXPERIENCE OF INDONESIAN ACADEMIC SOJOURNERS
STUDYING MASTER TESOL IN THE UK AND AUSTRALIAN UNIVERSITIES:
CROSS CASE ANALYSIS**

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Although the study of academic sojourners' experience has been much discussed and reported from different field of study, little empirical evidence has been framed from language education discipline particularly which focuses on the cross case analysis of their academic experience in two English speaking countries. This study, therefore, is focused on the experience of seven Indonesian academic sojourners studying master TESOL in the UK and Australian Universities. Drawing on the stories of seven Indonesian academic sojourners and their artefacts which thematically analysed, the findings of the current study show that reading and writing are the most prevalent challenges they have to deal with. These two skills are, based on data analysis, are quite demanding which in many cases leading to their emotional disturbance. In addition, although the sojourners struggled to cope with their emotional distress, they benefitted from academic engagement, intercultural adaptation and the positive relationship with lecturers and other students. The implication of the study calls for the inclusion of (classroom) academic cross cultural understanding in language teacher education.

Keywords : narrative experience, academic sojourners, cross-case analysis

KINSHIP TERMINOLOGIES (PANCAKAKI) ON SUNDA PRIANGAN SOCIETY

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The Indonesian nation consists of hundreds of tribes. In there is a traditional knowledge that stores information, values, and intelligence that is unique but universal. Knowledge of kinship is stored in the local language in terms used by each tribe. Likewise with the Sundanese tribe. In the Sunda Priangan society, there is a term kinship called pancakaki. The purpose of this paper is to describe the term pancakaki found in the Sundanese Priangan society, and describe the efforts of its affirmation in the nation's cultural literacy. Writing techniques used are literature studies and analysis in the perspective of ethnolinguistic studies. The results are: in the Sunda Priangan society there are special levels and terms used in pancakaki or kinship relationships. These terms are very interesting because there are special and widespread meanings that can be used regardless of territory. Furthermore, the term pancakaki in the level of literacy inherited and preserved in educational efforts, which is accommodated into teaching materials in the local content curriculum. So that future generations know the unique relationship and the term of the Sunda kinship as the pride and knowledge that holds the cultural wealth. In addition, the younger generation of Sunda continues to use the term pancakaki in his life.

Keywords : Keywords: Kindship terminologies, Pancakaki, Sundanese Priangan, Cultural Literacy

INTRODUCING INTERCULTURAL LITERATURE BASED IN ENGLISH LANGUAGE LEARNING: USING ENGLISH DRAMA IN INCREASING INTERCULTURAL UNDERSTANDING FOR HIGHER EDUCATION

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Multiculturalis like two blades, one side make our nation rich in cultural treasures, but on the other hand, is prone to cause conflicts, disputes and conflict. One of the efforts to strengthen national resilience is developing intercultural education. Implementation of intercultural education through literature based learning must see three aspects namely: paradigm shift, material education and learning methods. One way to bring intercultural education into a solid curriculum is to make it part of the language program by instilling character learning through reading and language arts through high quality literature. As an the only Islamic higher education representation of the scope of the department of religion that produces religious students and masters science and technology (IPTEKS) IAIN Palu, Indonesia was chosen as a place to conduct research in intercultural education development with using teaching literary works in learning English (English as Foreign Language / EFL). This study uses a questionnaire based inquiry approach to the statistical survey method in three different sample groups of students. After the introduction of numbers in ten questions about whether students and the public need literary works in English to get to know the culture of the target language and to know the intercultural character, the number obtained is 100% YES. The values contained in English literature are the highest choices of the three groups namely strength of character (heroic), honest and truth. The second highest reason chosen was due to aesthetic or beauty. In the interview session heroic literary works (action) occupy the highest number of literary works of their choice. In contrast, values, opinions and perspectives, among cultures, are not represented. It is concluded that intercultural education using literature very much needed.

Keywords : intercultural education, Literature, English Drama, Teaching English as a Foreign Language

**THE REPRESENTATION OF CULTURAL THEME IN SENIOR HIGH SCHOOL
ENGLISH TEXTBOOK IN INDONESIA: A STUDY ON WORLD ENGLISHES
PERSPECTIVES**

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Diversity in language learning classrooms is important subject to study. Diversity affects students' viewpoints and their success in language learning. Diversity does not exist without challenges; therefore, the emphasis here explores how diversity appears and how the students accommodate the diversity to promote learning goals. This paper presents students' perception of diversity in an English language classroom at Universitas Sriwijaya. This exploratory study aims to better understand diversity to meet students' needs. By conducting a survey, the questionnaire and interview aimed to collect information about (a) demographic data (age, gender, and nationalities), but not limited to students' level, culture and socioeconomic status, (b) students' viewpoints about diversity and (c) how to accommodate the differences. The result shows that positive viewpoints refer to cultural awareness, knowledge acquisition and relationship while negative one refers to the difficulty to tolerate differences. Some recommendations are derived from the results.

Keywords : cultural differences, diversity, demographic data, language classroom, socioeconomic status

**THE REPRESENTATION OF CULTURAL THEME IN SENIOR HIGH SCHOOL
ENGLISH TEXTBOOK IN INDONESIA: A STUDY ON WORLD ENGLISHES
PERSPECTIVES**

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This study investigates the depiction of culture theme in three English Senior High School Textbooks which used in Indonesia based on Kachru's three circles countries. Three textbooks which used in this study are published by Indonesian Ministry of Education and Culture, Yrama Widya and ESPS Erlangga. The results of this study showed that all three textbooks have already represented the varieties of English from Inner, Outer and Expanding circle. In the other, the representation of culture which appear commonly in the three textbooks emphasized on environmental and art culture theme.

Keywords : Cultural Theme, English Textbooks, World Englishes

**CROSS-CULTURAL TEACHING CONSTRUCTION IN TEXTBOOK FOR
FOREIGN LANGUAGE LEARNING (CASE STUDY OF TEACHING INDONESIAN
LANGUAGE IN ECHUCA COLLEGE, VICTORIA)**

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This study investigates the cultural elements in Indonesian Language textbook used for junior high school following two major curriculum innovations in BIPA (Indonesian Language for Foreign Speaker). A total of 5 textbooks were investigated to find out the extent to which textbooks contain references to the source (Indonesia) culture, and the international target culture. The present study is descriptive in design and is based on a quantitative analysis of the cultural elements. The overall results of the study indicate that textbook materials for Victoria state junior high school education are designed to foster learners' familiarity with the source, target and international target culture simultaneously at every stage of the Indonesian language learning experience. Findings of the study also give insights to teachers as users of textbooks in informing them of different cultural elements, and assisting them to integrate different sources of culture into their teaching practice to achieve inclusive teaching practices.

Keywords : Key words: Cultural representations, Culture, Indonesian Language for Foreign Learner, Textbook

GLOBALIZATION, ENGLISH AND MY INDIVIDUAL SELF: AN AUTOBIOGRAPHICAL NARRATIVE INQUIRY

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Language is fundamental in shaping one's identity. In today's borderless world, how we see, define and position ourselves appear to be, to a varying degree, interconnected to a host of 'globalizing forces', such as English. Drawing on Bhabha's (1994) notion of hybridity and Gomzina's (2012) multilayered cultural identity as theoretical frameworks, this study aims to trace and understand how the exposure to the English language has impacted one of the writers' sense of self as an individual. Adopting an autobiographical narrative inquiry, the study used personal narratives written by Luthfiah as data. These narratives encompassed her reflections of various 'significant moments' that highlighted her engagement with English. Analysis of the narratives pointed to three major themes: (1) being fascinated with English, (2) feeling superior because of English, and (3) expanding the Self through English. While initially Luthfiah's exposure to English had led her to a state of ambivalence regarding her identity, it is through English that she finally was able to expand herself and to understand her hybrid identity: English has indeed become a tool for Luthfiah to re-define herself as an Indonesian. This self-study confirms the idea that there is no one single true way of defining one's cultural identity, as identity is multifaceted and complex and that it is always in the process of 'becoming'.

Keywords : autobiographical narrative inquiry, cultural identity, English, hybridity

GLOBALIZATION, ENGLISH AND MY INDIVIDUAL SELF: AN AUTOBIOGRAPHICAL NARRATIVE INQUIRY

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Language is fundamental in shaping one's identity. In today's borderless world, how we see, define and position ourselves appear to be, to a varying degree, interconnected to a host of 'globalizing forces', such as English. Drawing on Bhabha's (1994) notion of hybridity and Gomzina's (2012) multilayered cultural identity as theoretical frameworks, this study aims to trace and understand how the exposure to the English language has impacted one of the writers' sense of self as an individual. Adopting an autobiographical narrative inquiry, the study used personal narratives written by Luthfiah as data. These narratives encompassed her reflections of various 'significant moments' that highlighted her engagement with English. Analysis of the narratives pointed to three major themes: (1) being fascinated with English, (2) feeling superior because of English, and (3) expanding the Self through English. While initially Luthfiah's exposure to English had led her to a state of ambivalence regarding her identity, it is through English that she finally was able to expand herself and to understand her hybrid identity: English has indeed become a tool for Luthfiah to re-define herself as an Indonesian. This self-study confirms the idea that there is no one single true way of defining one's cultural identity, as identity is multifaceted and complex and that it is always in the process of 'becoming'.

Keywords : autobiographical narrative inquiry, cultural identity, English, hybridity.

ENGLISH TEACHERS PROFESSIONAL DEVELOPMENT (PD) TO EDUCATION 4.0

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Teachers Professional Development (PD) is one of the solutions to make the teachers always improve their skills and adapt to current issues. One of the challenges that the teachers have to face nowadays is Industrial Revolution 4.0 (IR 4.0). This study aims at investigating English teacher's professional development in the 4.0 education era. This research will be conducted on a member of the English Teachers Support Group (MGMP) in Subang, West Java. To collect the data of the research, a questionnaire and interview will be administered to the participants. After getting the findings from the data collection technique that have been analyzed, three points can be drawn as the expectation. Firstly, the participants know the current education demand. Secondly, PD is something that really important to be conducted to adapt to the education 4.0 era. Last, both lecturers and teachers are on the same line to collaborate and prepare for any education challenges

Keywords : Professional Development, Education 4.0., Teacher Support Group (MGMP)

THE NUANCES OF ACTIVE LEARNING MODEL IN ENGLISH LEARNING FOR PROFESSIONAL NURSES

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Achieving the purpose of learning is one of the objectives of education implementation. Learning models selection that suit the learning objectives and students' characteristics can be a contributing factor to learning goal achievement. One of the learning models that is in line with Merdeka Belajar policy applied in Indonesia is the Active Learning model. This research aims to illustrate the implementation of active learning models and their impact, and students' responses to its implementation. The research design used was descriptive research with a qualitative approach. The research subjects were 1 lecturer and 138 nursing students. Data analyzed were learning activities, learning documents, as well as perceptions of lecturers and students. The data was taken by using observations, interviews, document studies, and questionnaires. The results of this study include active learning models that can be applied to synchronous and asynchronous methods through activities that trigger the role of students to be more involved in learning; the impact of its application can be seen from the average score of student activity reaching 88.7 and an increase in the number of students who enhance their score of practice i.e. the second practice by 84% and the third practice 91%; and student response related to aspects in learning is quite high i.e. lecturer's effectiveness aspect was 4.01, the attitude of students was 4.04, and the availability of learning resources was 3.98. This research is expected to provide an overview for education organizers in developing active learning models at higher education level.

Keywords : English for Professional Nurses, Active Learning, Learning Model

DEVELOPING ACADEMIC WRITING MODULE TO REDUCE PLAGIARISM

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Plagiarism has become stressing problem in the academic world. In higher education, students are required to write a scientific paper which is free from plagiarism. A number of referencing styles are offered to enable the writers produce the proper scientific works. This study was aimed at producing a module of academic writing for English department students. The module focused on writing citation based on APA style reference including in-text citation, paraphrasing and summarizing. It was research and development study that involved the fifth semester students. The samples were selected purposively. The data were collected by using interview, questionnaire and test in order to see the validity, practicality and effectiveness of the product. The data gathered were analysed qualitatively and quantitatively. Based on the results of the study, it was found that the validity of the product showed very high category (0.92). Practicality consisting three aspects, ease, efficiency and usefulness, categorized very high both at small group (0.85) and field test (0.87). The effectiveness of the module was seen from the gain score which is 0.4. This score indicated the medium progress made by the students after having the treatment.

Keywords : citation, module, plagiarism, research and development

**EFL PRE-SERVICE TEACHERS' CHALLENGES IN TEACHING PRACTICE
PROGRAM: A NARRATIVE INQUIRY**

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The study was aiming to reveal the challenges that are encountered by EFL pre-service teachers. The study involved three EFL Pre-service teachers who conducted their teaching practice program in their eight semester. The research method of this study were narrative inquiry and the data are gained by using narrative frame, narrative empty box and interview. The findings show that pre-service teachers face some challenges when doing the teaching practice. The challenges were the difficulties in finding the suitable teaching material and students motivation. Each pre-service teacher also has their own ways in overcame their challenges. They were as follows: had a discussion with the mentor, asked for their friends' advice, prepared more interesting teaching materials, and had various teaching activities. For further research, it is recommended to find out what kinds of courses that are required to help EFL pre-service teachers in preparing them to face the real life teaching experience during their preparation time in the teacher training university.

Keywords : EFL Pre-service teachers, Narrative Inquiry, Teaching practice

INDONESIAN PRE-SERVICE TEACHERS' MINDFULNESS, SOCIAL EMOTIONAL COMPETENCE, AND ACADEMIC ACHIEVEMENT

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Pre-service teachers who will be the future teachers play an important role in education, so they must be able to fulfil the standards of having teachers' competencies and more than adequate knowledge to teach the future generations. Mindfulness and social emotional competence are two among the important skills needed along with the reason of the pre-service teachers in perceiving the achievement academically. This study aimed to find out whether or not there was significant correlation between the pre-service teachers' mindfulness and academic achievement, social emotional competence and academic achievement, and mindfulness and social emotional competence toward academic achievement as well as to find out which of the dimension in each mindfulness and social emotional competence that highly correlated to academic achievement. The population of this study was 68 students of one university in Indonesia. The data were taken from the five facet mindfulness and the social emotional competence questionnaires and the documentation of the academic achievement; which were then analysed by using Pearson Product Moment in SPSS 25. The result showed that the pre-service teachers had high level of mindfulness and social emotional competence. Moreover, there were significant weak correlation between their five facet mindfulness and academic achievement ($r= 0.258$, $p\text{-value}=0.033$) and their five facet mindfulness and social emotional competence toward academic achievement ($r=0.300$, $p\text{-value}=0.013$). Finally, in each category, there were non-judging from five facet mindfulness ($r=0.253$, $p\text{-value}=0.038$) and self-management from social emotional competence ($r=0.287$, $p\text{-value}=0.018$) which correlated to academic achievements.

Keywords : Academic achievement, mindfulness, social emotional competence, students

PROSE FICTION APPRECIATION HANDBOOK DEVELOPMENT

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The background of this research is the fact that the prototype of the handbook that suit the needs of the students has already been made. Nevertheless, the handbook is not validated and tested the effectivity yet. The reason is that the former research focused on creating the handbook. Hence, this follow through research is needed to create a proper prose fiction appreciation handbook. This research follow the steps of development research. The expected result are the existence of an intact handbook. This research use development research design that started by compiling the study objective, getting needs analyzed, setting up the handbook, validating it to three reviewer, fixing and rearranging the handbook based on the validators' recommendations. The three validators refers to material validator, language validator, and graph validator. The result shows that this product is proper to be tested the effectivity

Keywords : handbook development, prose fiction appreciation

THE PORTRAYAL OF CULTURES IN A LOCAL ENGLISH TEXTBOOK FOR A VOCATIONAL HIGH SCHOOL LEVEL: HOW IS THE POTENTIAL FOR STUDENTS' INTERCULTURAL COMMUNICATIVE COMPETENCE DEVELOPMENT?

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In this globalization era, English teaching is expected to not only exhort language skills but also the effective communication involving cultures is crucial as well. Due to such a condition, textbooks may become essential means of facilitating the English teachers in dealing with such a challenging task. To make use of the textbooks effectively, conducting an evaluation on them is necessarily required. Using the framework advocated by Cortazzi and Jin (1999) and Yuen (2011), this study aims to scrutinize the potential use of a vocational high school textbook to facilitate students' intercultural communicative competence development indicated by the coverage of the types of cultures comprising the source culture, target culture, and international target culture and the 4Ps elements of cultures comprising products, practices, perspectives, and persons represented in the textbook. A content analysis will be employed. Besides, a set of checklists, questionnaires, and interviews constitute the instruments used to garner the data. Moreover, 150 students and two English teachers of a school where the selected textbook is used will be involved to construe their voices concerning the intercultural communicative competence learning and instruction conducted. Thus, some systematic procedures comprising initial coding, axial coding, and selective coding will necessarily be employed, which lead to the findings, conclusions, and implications.

Keywords : Intercultural Communicative Competence, Learning Contents and Tasks, Textbook Evaluation

DEVELOPMENT OF AN ENGLISH LEARNING MODULES FOR MILD INTELLECTUAL DISABILITY STUDENTS

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In learning, teaching materials and learning resources are essential to achieve learning objectives. Teaching materials that suitable to the learners' character will make learning activities run well. In terms of special education for mild intellectual disability students, teaching materials must be designed and developed according to their characteristics. For this reason, in this study, the researcher and team tried to develop an English language learning module for mild intellectual disability students at the high school level. Seeing the character and abilities of mild intellectual disability students who are cognitively equal to regular elementary school students' abilities in grade 3, the module development emphasizes vocabulary mastery. The module highlighted simple vocabulary for mild intellectual disability students that can be used in their life. The learning objectives are to increase the confidence of intellectual disability students to improve their quality of life. In developing this module, researchers use a simplified research development method. In designing and developing the modules to be made according to students' intellectual disability needs, the development involved various parties, including English teachers at the Special School for Mild Intellectual Disability, lecturers for Special Education, and Lecturers of English Education.

Keywords : English learning modules, mild intellectual disability students, life quality

JANGOI FOLKLORE ON ELT

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Teaching English as a foreign language in Indonesia had been a challenge. One of ideas is to insert social culture of Indonesia, Folklore into ELT. The researchers saw that Kepulauan Riau (Kepri) has many culture entities, one of them is Folklore. This study is to promote Jangoi, a coastal folklore story which has been uttered from generation to generation in Kepri, specifically Penyengat Island. The research questions of this study are; how Jangoi become ELT materials, how were the students' performances upon Jangoi, and how English teachers opined about Jangoi. This study used R and D (research and development), that consists of four steps, that are 1) analysis and consideration upon student needs and context, (2) design and development the purposive work lesson; (3) implementation step, implementing Jangoi story in ELT, and (4) Evaluation. The result of this study are, Jangoi is needed to be processed before applied in ELT, by practicing the three steps, that are transliteration, Indonesia-English translation, and Translation-Validation. Students' performance upon Jangoi was good, it could be viewed from sets of multiple and essay questions, and English teachers pointed that Jangoi can be applied in ELT.

Keywords : Keywords: Jangoi, Folklore, and ELT

**EVALUATION OF AN ENGLISH TEXTBOOK: DOES 'ENGLISH IN MIND'
PROMOTE CRITICAL THINKING SKILLS?**

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This study aims to investigate to what extent the English in Mind textbook promotes critical thinking skills. Content analysis will be applied to examine whether the tasks and activities in the textbook promote students' critical thinking skills. This textbook evaluation will be based on Ilyas's critical thinking framework. This framework was the result of examining, evaluating, criticizing, and synthesizing 21 critical thinking theories: taxonomies, programs, strategies, and tests. The framework will be used as the analytic categories. The expected findings will reveal the tasks and activities promoting critical thinking skills. The findings will suggest textbook writers and teachers to create or modify more tasks and activities that can promote students' critical thinking skills.

Keywords : Content analysis, textbook evaluation, critical thinking skills, Ilyas's framework

LANGUAGE LOYALTY OF NGGETO NGGETE MINORITY URBAN MIGRANT DIALECT OF SASAK LANGUAGE IN MATARAM CITY

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This research is about the language loyalty of Nggeto-Nggete minority urban–migrant dialect of Sasak language in Mataram city and (2) factors which cause the low loyalty of the speakers toward their language. The study employed cases of language loyalty by referring to Nggeto-Nggete speakers who have resided in un-concentrated area in Mataram city since 1980's. The theory of language loyalty mentioned that demographic factor is one of the strength and the speed causes of language loyalty. In other words, the resistance of low loyalty of the speakers to thir language tends to last longer in rural than in urban areas (Holmes, 1992). The data were gathered by means of using (1) observation method, (2) distributing of questionnaires, (3) conducting an interview, and (4) making a note takings and recording. For the purpose of data analysis, the researcher used descriptive qualitative method. The main theories applied in this study were the domain theory and language choice theory (Fishman in Fasold. 1984).

The results of this research reveals that (1) the use of Nggeto Nggete dialect by its speakers in Mataram city consisted of six domains, namely: family, religion, friendship, neighbourhood, government, and education, it is found that (a) languages use is dominated by Indonesian language and Meno-Mene dialect of Sasak language, (b) elderly people or first generation, still speak and understand Nggeto-Nggete dialect among themselves, (c) in the given six different domains, none of children was found using Nggeto-Nggete dialect, (2) the low language loyalty of Nggeto-Nggete speakers are caused by several factors, namely: (a) no use of Nggeto-Nggete dialect within the family, (b) no passing on of dialect from parents to the children, (c) unconcentrated domicile pattern of Nggeto-Nggete speakers in Mataram, (d) a lack of language environment support of Meno-Mene majority dialect, (e) a strong process of adaptation, (f) a lack of positive dialect attitude, and (g) a lack of dialect loyalty.

Keywords : Key words: Language Loyalty, Minority Urban – Migrant, Nggeto Nggete Dialect Speakers

THE EXISTENCE OF DEVAYAN LANGUAGE IN SIMEULUE

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This research focused on the language maintenance of Devayan, which is the local language of the people of Simeulue. It is located 150 kilometers from the west coast of Sumatera. This study used a sociolinguistics approach which in the process of analyzing data obtained from people of Simeulue. The research method is descriptive qualitative by doing observation, questionnaires and interviews. Based on results it was found that People of Simeulue Who used Devayan had begun disappear. There are several factors that cause this, including the lack of interest in younger generation to maintenance local language. Other than that the influence of entry of foreign language which causes local language to be abandoned.

Keywords : sociolinguistics, language maintenance, devayan

THE ASSESSMENT OF ENGLISH AS A LINGUA FRANCA: INSIGHTS FOR EFL TEACHERS

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This presentation outlooks how the commonly used standardized testings in ELT have been scrutinized, with regard to their inadequacies in examining EFL learners' multilingual competence. Through this critical look, I will talk about the development of a more nuanced and situated assessment in the ELT classroom, the assessment of English as a lingua franca, and how EFL teachers should enact it in their classroom teaching. This talk starts from Debi's enduring personal narrative, a student of mine who pursued her Bachelor's degree in the UK. Then, I would proceed to explain a theoretical lens of English as a lingua franca, teachers' responses, and experts' proposed forms of English as a lingua franca assessment. My presentation ends with a choice of an ELF-informed assessment suitable in EFL classes.

Keywords : EFL assessment, standardized testing, EFL teacher, multilingual education

INTERACTIONIST DYNAMIC ASSESSMENT IN AN ASYNCHRONOUS SPEAKING COURSE

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The practices of classroom assessment in Indonesia have shifted away from a traditional sense of assessing learning for accountability purposes to a means of exemplifying a learning site. However, not all the EFL teachers are acquainted with substantial skills to conduct a proper classroom assessment. To be specific, some teachers lack tools to incorporate teaching and assessment that serve as an instrument to diagnose as well as to prognose the development of student abilities as conceptualised in the Dynamic Assessment approach. A number of studies have been done to investigate the implementation of Dynamic Assessment in EFL classrooms, yet only little has been done in the context of asynchronous classrooms. For that reason, the paper endeavours to investigate how students' speaking skills development can be interpreted in an asynchronous class by adopting Feuerstein's Interactionist Dynamic Assessment approach (IDA). Involving three university freshmen (M=2, F=1), this study utilized a case study and a micro-genetic analysis focusing on mediational moves and the students' reciprocity. The findings reveal that IDA has potentials to be implemented in an asynchronous context and has a positive impact on the students' learning process. The students producing lower frequency of errors and changing the role from object to subject in mediation are some of the key points of the findings.

Keywords : Interactionist Dynamic Assessment (IDA), asynchronous, speaking

**IMPROVING QUALITY OF TEACHER-MADE TESTS OF ENGLISH
SUMMATIVE ASSESSMENT AT SMPN BONE BOLANGO GORONTALO IN
INDONESIA**

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Teacher-made tests are very important elements in language teaching and assessment of summative assessment in order to know students' achievement a semester program. This research is aimed to investigate how teachers of English develop supplementary teacher-made tests of summative tests at Public Junior High Schools in Bone Bolango, Gorontalo Province Indonesia. The objectives of the research are (1) to find out how teachers of English create their teacher-made test of summative assessment, (2) to find out how teachers improve their teacher-made test of summative assessment according to the validity and reliability of test items. (3) to find out how teachers improve their test items in teacher-made test of summative assessment according difficulty and discrimination indexes. It has a significance for developing the quality of teaching and learning process in English subject at a Junior High Schools. This research used a descriptive explanatory in improvement of supplementary teacher-made tests of summative assessment. The research conducted at Junior High schools in Bone Bolango the Junior high schools in Kabila and Suawa. The data were collected by collecting supplementary teacher-made tests, test specification, test format and test items. The data were analysed by using content and construct validity analysis, and norm-reference statistics with item difficulty and discrimination analysis. The results of this research indicated that improving supplementary teacher-made tests of summative assessment has significantly effective to develop quality of summative assessment in the context validity, reliability, usefulness, authenticity, and the balance of difficulty, discrimination, and effectiveness of test items. It can be concluded that developing quality teacher-made tests of summative assessment can also develop quality of teaching and learning English as a foreign language in junior high schools.

Keywords : Key words: teacher-made tests, summative assessment, test formats and specification

**POLITENESS SPEECH OF STUDENTS AND LECTURE IN ONLINE LEARNING
PROCESS AT AGRICULTURAL DEVELOPMENT POLYTECHNIC
MANOKWARI.**

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In the Covid-19 pandemic situation, the online learning process has been continuing. By using the apps zoom meeting and What's up, lecture invited students to join in the online class. This research focused on the students from the third semester of the development of agriculture polytechnic in Manokwari, West Papua. In Politeness principles, Leach (2014) provided six maxims were tact, generosity, approbation, modesty, agreement, and sympathy. Qualitative research toward to observation method with the techniques of uninvolved conversation observation, involved conversation observation, taking note, and recording. The result showed that the online learning process went in order. In What's up class, student's attention only waited for the lecture's speech and command. Besides, the student did not have space to communicate with their friends. In the zoom meeting class, this research found students had a chance to speak with the peer. Thus, from both apps, the students and lecture involved six maxims of the language politeness. The principles using was to build effective communication between the two without having to eliminate the value of tolerance, respect, and appreciation for the speaker who has a higher status both in terms of age and educational status. Besides, among fellow students or the peer still used a natural language that was supposed as a politeness speech.

Keywords : Student, Lecture, Politeness, Speech, Online, Learning, Process.

LEARN THROUGH 9GAG MEMES: INSIGHTS FROM STUDENTS' PERSPECTIVE OF HUMOUR USED IN EFL CLASSROOM

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Funny memes, circulating on the internet, are easily accessible media to produce laughter in any setting, including teaching-learning setting. The laughter resulted can be crucial to tackle barriers of communication for educational purposes. This paper is aimed at revealing EFL learners' perception of funny memes taken from 9gag Apps used during teaching-learning session in EFL context. It is also set to seek the influence of humour in building learners' engagement in classroom activities. This qualitative research employs questionnaire and observation as the instruments to collect the data from 30 EFL learners. These EFL learners are having multi-background (ender, intelligence level, and social) which beneficial to the objectivity of the perception. The results revealed that the majority of EFL learners believed the humour could cheer them during teaching-learning session of English and make them less stressful. Humour also assists to build a better chemistry between teacher and EFL learners; making them remember and understand the lesson better. The last, it also encourage EFL learners to be more actively involved in the classroom activities. Nevertheless, some constraints arise during the application of humour taken from 9gags. That English teacher needs to understand the characteristics of learners and their interests prior implementing this pedagogical technique. This due to the nature of humour that is segmented, therefore the right humorous material would be more likely acceptable and it would cause emotional and psychological impact that can develop EFL learners' learning ability.

Keywords : 9gags, humour; perceptions; EFL; memes

THE CHALLENGES OF USING ONLINE AUTHENTIC MATERIALS IN READING CLASSROOM FOR FIRST-YEAR EFL STUDENTS

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Authentic reading materials can be widely obtained from the internet nowadays. Exposing students with many real-life reading materials is necessary, but it cannot be denied that the use of such materials gives challenges to the students in comprehending them. This study attempted to explore the challenges faced by twenty-two EFL students in comprehending online authentic reading materials. Qualitative method was employed as the research design and it was conducted in a Reading Comprehension course for one semester. The participants of this research were 22 freshmen who majored in English Education department enrolled at a university in West Sumatera, Indonesia. In collecting the data, the researchers used observation, questionnaire and interview. The findings of the research showed that students encountered some difficulties in comprehending online authentic materials such as too many new words, English phrases, and English slang. Moreover, the results also showed that students faced some challenges in reading the material when the length of the text is not appropriate for their level and the topic is too far from their interests.

Keywords : Online authentic materials, Reading Comprehension, Reading Skill

IMPROVING QUALITY OF TEACHER-MADE TESTS OF ENGLISH SUMMATIVE ASSESSMENT AT SMPN BONE BOLANGO GORONTALO IN INDONESIA

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Teacher-made tests are very important elements in language teaching and assessment of summative assessment in order to know students' achievement a semester program. This research is aimed to investigate how teachers of English develop supplementary teacher-made tests of summative tests at Public Junior High Schools in Bone Bolango, Gorontalo Province Indonesia. The objectives of the research are (1) to find out how teachers of English create their teacher-made test of summative assessment, (2) to find out how teachers improve their teacher-made test of summative assessment according to the validity and reliability of test items. (3) to find out how teachers improve their test items in teacher-made test of summative assessment according difficulty and discrimination indexes. It has a significance for developing the quality of teaching and learning process in English subject at a Junior High Schools. This research used a descriptive explanatory in improvement of supplementary teacher-made tests of summative assessment. The research conducted at Junior High schools in Bone Bolango the Junior high schools in Kabila and Suawa. The data were collected by collecting supplementary teacher-made tests, test specification, test format and test items. The data were analysed by using content and construct validity analysis, and norm-reference statistics with item difficulty and discrimination analysis. The results of this research indicated that improving supplementary teacher-made tests of summative assessment has significantly effective to develop quality of summative assessment in the context validity, reliability, usefulness, authenticity, and the balance of difficulty, discrimination, and effectiveness of test items. It can be concluded that developing quality teacher-made tests of summative assessment can also develop quality of teaching and learning English as a foreign language in junior high schools.

Keywords : Key words: teacher-made tests, summative assessment, test formats and specification

EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE IN SPEAKING CLASSROOM

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Speaking is one the skills to master in any language learning. In EFL context, mastering speaking skills can be challenging due to the limited exposure to the target language and chance to use it in a real communication. Therefore, teachers need to choose appropriate techniques in their speaking class to help students improve their speaking skills. One of the techniques that can be used is using debate. This study aimed to investigate EFL students' perceptions on the use of debate in speaking classroom. A total of ten EFL college students participated in this study. The students experienced debate in the fifth semester, where they were given a chance to experience debate practice in speaking classroom. A questionnaire and interview were administered to obtain the data on students' perception. The research results revealed that students held a positive perception on the use of debate since it helped them to express their opinion verbally, reduce speaking anxiety, improve their confidence and make them prepare speech systematically. This study suggests that debate can be conducted in a speaking class as an alternative to enhance EFL students' speaking fluency.

Keywords : students' perception, EFL students, debate, speaking classroom, speaking fluency.

EFL LEARNERS' WRITING ANXIETY THROUGH THE LENS OF QUALITATIVE CASE STUDY

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As an essential part of EFL academic practices, writing is a required skill in higher-education context. Subsequently, the requirement of having a high command of English writing skill emerges as one of the important criteria for qualified future EFL graduates. While in reality, many students are still struggling to write academically in proper way. It has been found that students tend to feel apprehensive about writing to varying degrees (Cheng, 2002; Chiang, 2012; Huwari & Aziz, 2011), especially in undergraduate level since they are practically novices to academic writing practices. As a result, writing anxiety hinders the process of academic writing as an impeding factor that affects the quality as well as perception of writing amongst students (Khelalfa, 2018). Thus, the present study intends to fill the gap in the existing literature and aims to investigate two EFL undergraduate students' academic essay writing practices in relation to the challenges of writing anxiety. The study will be conducted as a qualitative case study; two primary data sources are to be collected and triangulated (i.e., semi-structured interview, and document analysis). Participants' experiences in dealing with anxiety during the learning and writing process will be inquired through a semi-structured interview; which subsequent responses will be clarified through the analysis of students' academic essays to cross-check the whole data. The findings of data analysis are expected to shed light on students' perceptions on their English writing practices, emergence of anxiety when being encountered with academic writing task as well as self-evaluation on their ESL writing anxiety retrospectively.

Keywords : EFL learners, academic writing, writing skill, writing anxiety

GBA IN THE TEACHING OF WRITING TO SCAFFOLD STUDENTS IN ONLINE LEARNING

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A Genre Based Approach (GBA) to learning writing is used as a systematic instructional learning media for writing to help learners compile meaningful writing (Byram, 2004). In GBA, the concept of teaching writing is teaching the students in the text level by involving the stages of teaching namely Building Knowledge of the Field, Modeling of the Text, Joint Construction of the text and Independent Construction. In addition, the implementation of GBA follows the concept of scaffolding. Scaffolding helps learners to learn with a teacher's guidance from the very basic of knowledge up to having the ability to create something independently. Some scholars had tried to contextualize, to implement and to see the portrait of how GBA implemented in the teaching of writing in various levels. However, the implementation and the portrait on how GBA is used to scaffold students in online learning has not been studied. As a result, this study was aimed to investigate whether GBA can be implemented effectively to scaffold students writing in online learning. This study employed qualitative research design embracing case study approach. The result of the analysis showed that in online learning GBA is less effective to scaffold students in the teaching of writing. It is due to the teacher and students do not interact directly and there are several stages of GBA that are difficult to be implemented in online learning. It is recommended that future related research should be conducted in more diverse of educational settings in online learning.

Keywords : Genre Based Approach (GBA), Scaffolding, Teaching writing, Online Learning

IDENTIFYING CONVERSATIONAL STRATEGIES AMONG LOW PROFICIENT LEARNERS IN COMPLETING COMMUNICATIVE TASKS

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Drawing on Vygotsky's (1978) sociocultural theory and Swains (1997) collaborative dialogue, this study used peer interaction to see the impact on the learners' progress in learning English. Unlike previous studies, the first objective of this study is to understand how low proficient learners interact with their peers who have similar proficiency. The present study employed 3 different communicative tasks to investigate conversation strategies that low proficiency learners (N = 8) used to negotiate for meaning. The second objective of this study is to compare the results with previous studies to build a foundation for types of tasks that are more efficient to be given to low proficient learners for language development. The results of this study explained that the learners preferred to use confirmation checks and clarification requests to negotiate for meaning, where these findings were not much different from previous studies. However, this study is expected to provide insights to language teachers on how these tasks can provide opportunities for low proficient learners to develop their oral skills with the assistance of their peers.

Keywords : Peer Interaction, Negotiation for Meaning, Low Proficient Learners, Communicative Tasks.

TEKS SLOGAN DI LANSKAP LINGUISTIK SEKOLAH

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Teks slogan biasa muncul di sekolah di Indonesia. Tujuan slogan tersebut tentu untuk menyampaikan informasi ajakan atau imbauan yang bersifat persuasif kepada warga sekolah. Karena berada di lingkungan sekolah, teks tersebut dapat dikategorikan dalam lanskap linguistik. Tujuan penelitian ini adalah untuk melihat teks slogan di sekolah berdasarkan teori linguistik sistemik fungsional yang difokuskan pada fungsi sosial, struktur teks, dan ciri kebahasaan teks. Metode penelitian ini menggunakan analisis isi dari Philip Myring dengan pengembangan kategori induktif. Temuan penelitian ini menyatakan bahwa slogan di lingkungan sekolah menggunakan bahasa Indonesia dan bahasa asing. Fungsi sosial didominasi penyampaian nilai karakter dan religi. Sebagian besar teks slogan di sekolah tersebut hadir sesuai dengan kaidah umum teks slogan sebagai teks eksposisi. Akan tetapi, masih ada temuan-temuan yang perlu diangkat, karena slogan merupakan bagian yang tidak terpisahkan dari proses pendidikan dan pembelajaran siswa.

Keywords : lanskap linguistik, sekolah, slogan

READING TO LEARN PROGRAM FOR TEACHING IELTS WRITING TASKS

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IELTS (International English Language testing System) is a widely used EFL test that includes a writing test component important for Indonesian students pursuing postgraduate studies abroad. Its importance raises pedagogical challenges in that the IELTS writing test requires high-stake literacy skills to meet the demands of the criteria assessment (see UCLES, 2020) indicated for the test. Studies on various teaching strategies developed to teach writing for IELTS have been reported (e.g. Pratiwi, Faridi, and Hartono, 2016; Sanonguthai, 2011; Abe, 2008). However, what is needed is a teaching program designed with explicit instructions to assist students in identifying underlying language features in IELTS writing tasks.

This study reports on a small-scale pilot project adapting the Reading to Learn (R2L) methodology (Rose & Martin 2012; Rose, 2020) for teaching IELTS writing tasks, specifically focusing on the academic module. The overarching goal of the study is to identify the linguistic demands of the writing tasks, informing potential intervention programs appropriate to teach IELTS writing tasks. The project involved a group of university graduate students prepared for their postgraduate studies overseas. Data are drawn from the IELTS teaching materials, records of one cycle of teaching/learning and the collection of students' writing tasks before and after the program. Findings of the study include 1) key genres found in the IELTS writing tasks significant to develop metalanguage for the text-based teaching, 2) the students' writing development and linguistic competence, and 3) potential stages selected from the R2L three-tier cycle to inform effective teaching/learning activities suitable for IELTS writing test preparation program.

Keywords : genre pedagogy, Reading to Learn, IELTS writing test

LEARNING TOGETHER ONLINE: ANALYSIS OF TEACHERS' VOICES OF LEARNER AUTONOMY IN EFL ONLINE LEARNING CONTEXT

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The advent of technology and online learning is considered to provide an autonomous learning atmosphere that triggers a better learning experience. However, learner autonomy in Indonesian EFL setting has not commonly been considered as an important teaching and learning objective. Additionally, studies on teachers' voices of the emerging context of online learning platform over learner autonomy have not been well established. Therefore, this research aims to reveal how teachers perceive the practices and prospects of learner autonomy in their online learning classrooms. The qualitative case study involved two English teachers. An interview and classroom observation were used to collect the data about English teachers' voices regarding learner autonomy and learner autonomy-based practices. The finding suggested that the teachers perceived learner autonomy as learning independently. Teachers believed that learners should be able to make decisions about how they would like to learn, the activity they did, and involved in making decisions. As regards learner autonomy-based teaching and learning practices, it was found that although the teachers desired to implement learner autonomy in their classroom context, they found that many of its principles were not feasible to apply. Factors such as learners' lack of autonomous learning experience, limited interaction, teachers' lack of computer skills and insufficient proficiency of English became the constraints of developing learner autonomy in online learning class. In this respect, it is important to provide learners training to be autonomous and have a strong commitment to success in inculcating learner autonomy in an online classroom setting.

Keywords : e-learning, autonomous learning, autonomous learners

THE EFFECT OF INTRINSIC MOTIVATION ON ENGLISH LANGUAGE LEARNING AMONG SECONDARY SCHOOL STUDENTS

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Abstract - In Pandemic situation students forced to deal with learning in 4.0 era. This era demanding student to be active in learning process. Thus, students' factor, take control result of teaching learning beyond all kind of learning model that was presented in any research. Intrinsic motivation is one of many factors that can impact on success or failure for a complex challenge. With high motivation students could looking for many ways to get their goals. It is very affected when students have good motivation to study English as a new skill for them. In Indonesia exclusively, English is a foreign language. In a public senior high school mostly English just 4 hours per-weeks and it is less than enough to improve Students English skill, so here motivation take important part to make sure they could find another way to improve their English Skill in the condition that could not support their needs. Therefore the purpose of this research to investigate how effective intrinsic motivation on English language learning among secondary school students. The data were collected through observational field notes, questionnaire and test of English competency. The researcher expected this research can give overview about students' language learning process and outcomes.

Keywords : Intrinsic Motivation, English Language Learning, Learning Outcomes

**PORTRAYING ENGLISH TEACHING IN INCLUSIVE EDUCATION CONTEXT:
EXCLUSION IN INCLUSION**

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Efforts to fully implement UN's concept of education for all, also commonly perceived as inclusive education, have been made within the country. The implementations, however, tend to be vague as in general there seems to be no clear path for schools on how to implement the concept and how to deal with problems found in the classrooms. Under such circumstances, the current case study attempts to portray how established inclusive schools in Indonesia teach English in their inclusive classrooms. Three teachers of established inclusive schools in one of the big cities in Indonesia were selected as the research participants, with data collected from series of observation on how the participants teach English within inclusive education context, interview sessions, and document analyses. The data shows that, in general, the core spirits of education for all have not been fully incorporated in their classrooms with the special children mostly studying "exclusively" with teaching assistants during the classes. This is mainly due to the dearth of the participants' competences of executing the concept and the lack of supervision from the authorities. Reflecting from the research findings, several recommendations are given in the later part of the study.

Keywords : inclusive education, students with special education needs, teaching assistant

LEVELS OF DISCOURSE INFORMATION IN INDONESIAN: PATTERNS FROM TRADITIONAL AND MODERN SHORT STORIES

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This paper reports on a multi-level discourse information structure in Indonesian, the official language of the Republic of Indonesia. The earlier studies of classic Malay, Indonesian, and Sundanese texts on foregrounding devices (linguistic markers of main-story lines) provide a foundation for further research. In this regard, Indonesian offers a unique research situation where the language, initially a trade language, has become a modernized code of communication through Indonesia's national language planning. This transformation seems to shift its foregrounding marking strategies from verb-initial and passive-voice constructions to the active-voice with subject-predicate patterns. As a follow-up investigation, this present study intends to identify how Indonesian contrasts types of discourse information based on a representative corpus of traditional and modern short stories previously analyzed (selected 1945-1965 and 2000-2006 publications) and additional short stories published between 2016-2019. The analysis applies Aspect and Tense in discourse and Labovian Global Narrative Structure, indicating the following: (1) Indonesian distinguishes five discourse information levels: ordinary background, significant background, ordinary foreground, significant foreground, and peak, signaled by overt and underlying linguistic markers, (2) Aspect and Voice differentiate between the background and foreground levels, (3) a tense switch from the past tense to the Historical present defines the ordinary-significant distinction, and (4) a combination of overt and underlying markers depicts the peak level.

Keywords : Backgrounding, Foregrounding, Discourse, Information, Level, Indonesian, Narratives, Peak.

CONSTRUCTION OF “OBJECTIVITY” IN TRANSLATED PIKIRAN RAKYAT NEWS REPORT: THEMATIC STRUCTURES ANALYSIS IN COVID19 TOPIC

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This study aims to analyze the patterns of thematic structures, types of translation shifts, the patterns of thematic structure and translation shifts signify in Pikiran Rakyat Newspaper. This paper used qualitative method to find the differences of the objectivity between source text and target text in terms of thematic and translation shift that appear in the news report. From the findings, it is found that 31% of the clauses from the texts were shifted from source text to target text which means the other 69% were remain unbiased. Thus, it concluded that 31% shifts were coming from the category shifts (structures, unit, class, level shifts). Hence, it come to the conclusion that the writer was translating words into faithful translation. So, it is believed that Pikiran Rakyat tried to translate the text that makes translator transfer the grammatical structure from the source text to target text with focusing on the categories in the clause.

Keywords : Media online, newspaper, objectivity, cohesion text, structures, thematic, translation.

THE TRANSLATOR'S INTERVENTION IN THE TRANSLATED NEWSPAPER NEWS ITEMS: INTERPERSONAL MEANING PERSPECTIVE

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Many studies have been conducted in the area of translation mainly to investigate the translation strategies in deploying the target language structural and lexical patterns. However, studies which have focused on the extent to which meanings of the source language are transferred equivalently into a target language need to be explored more to investigate how the translator intervenes in meanings of the translated texts to attend to presumed readers' expectation. Interpersonal function takes a crucial role in establishing writer-reader relationship, from which the translator's intervention to the text could be analysed. This study attempted to explore the translator's choices of interpersonal meaning resources in Indonesian translated political news items and the meanings resulting from the choices. The data included translated news items on political issues taken from an Indonesian newspaper and the source texts from which the news had been translated. Relying on Halliday's concept of interpersonal meta-function, the analysis explored the subjects, adjuncts, modalities, and appraisal used in the source and target texts. The findings indicate that the translator intervened in the target language by adding lexis to subjects, comment adjuncts in some clauses, and evaluative language to soften the intensified meanings in the source language. This study suggests that pedagogies of translation should be given to the media translators to build awareness of meaning choices in intervening in the translated texts.

Keywords: Interpersonal meaning, news items, translation, intervention

PERSONAL METADISOURSE FEATURES ON TED-TALKS BY BRITISH SPEAKERS

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English is a global lingua franca in many aspects of life. People around the world learn it either as a second or foreign language. There are, however, some crucial issues related to cultural facets when learning English as a Second Language (ESL) or English as a Foreign Language (EFL) particularly regarding to British English. The present research aims to analyze types and functions of personal metadiscourse used by native speakers (British) during their performance on TED-TALKS. The study applies Adel's (2010) taxonomy of personal metadiscourse in academic discourses to capture the occurrences of personal metadiscursive. Personal metadiscourses (I, we, you) are commonly applied in written language. Only a few of them can be found in spoken language. Once there is the spoken one, they are typically performed in monologue setting, such as in classroom, seminar, or lecture environment. Data for this research were taken from 5 videos of TED-TALKS uploaded on YouTube. This study uses a qualitative method to analyze the transcriptions provided on the videos. To identify and count the concordances of each unit of personal metadiscourse, AntConc 3.4.3w 2014 is applied. This study contributes to ESL/EFL teachers and students who are learning how to present facts effectively, argue and persuade convincingly, and manage speaker and listener visibility.

Keywords : Personal metadiscourse, Metadiscourse features, TED-TALKS, Pronouns, British English

EXPLANATION GENRE IN THE MOSTLY VIEWED TED TALKS: CONTRIBUTION OF THE GENERIC STRUCTURE TO THE APPEAL OF THE TALKS

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The control over the way a genre is structured is meant to achieve the social function of the text, i.e. the purpose for which the text is written. A good generic structure provides the audience with logical cues so that they can easily follow the flow of ideas presented in the text. This study aims to examine the generic structure of the mostly viewed explanation genre in TED Talk, a public speaking program which has been widely known for its audience engagement, and how the generic structure contributes to the appeal of the talks. Being largely descriptive, this study applies genre theory as it is discussed in Systemic-Functional Linguistics. Data were collected from TED YouTube channel and were analysed through the identification of how information was organised into stages, leading to the generic structure of the talks. Further analysis explores how the stages combine to build the quality of the talks. This study finds three occurrences of explanation genre in the top five TED Talks. It is also found that the compulsory and optional stages in the genre appear to support to the appeal of the talks.

Keywords: genre, generic structure, explanation, TED Talk.

**THE LEXICOGRAMMAR OF HATE SPEECH: THE CASE OF COMMENTS
RESPONDING TO NEW ZEALAND MASS SHOOTING ONLINE NEWS VIDEO**

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This study aims to investigate the hate speech appearing in the comment section of YouTube channel entitled New Zealand Mass Shooting in the Christchurch mosque through the lexicogrammar of SFL's interpersonal meaning, i.e. MOOD and modality. This study employed qualitative approach. Using content analysis method, this study analyzed as many as 20 comments. The result shows that declarative MOOD is the most frequently used, serving the functions of giving statements, of indirect directive, and of threat. The other MOOD types used are imperative as well as interrogative that functions as a rhetorical question to assert a proposition. In terms of modality, modulated clauses outnumber modalized clauses. The use of MOOD types in expressing hate speech responding to the incident indicates that the writers position themselves as superior toward the targeted people, i.e. the victims; whereas, the type of modality used shows that the writers play as an authority and deprive others' rights

Keywords : online hate speech, systemic functional linguistics, interpersonal meaning, lexicogrammar

CONCEPTUAL METAPHOR ANALYSIS OF COVID-19 IN THE WASHINGTON POST AND THE JAKARTA POST

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The study aims to analyze how Covid-19 is conceptualized in an American newspaper, The Washington Post, and an Indonesian newspaper, The Jakarta Post. Specifically, the study attempts to look at the metaphors used in each newspaper and how they contrast. Theoretical framework in the study is based on Lakoff & Johnson's (1980) theory of conceptual metaphor to execute the aims of the study. Qualitative method is used in current research employing descriptive statistics to analyze data. Data collection comprises 5 articles from each newspaper which have been carefully selected beforehand to represent the whole subject of Covid-19 in each newspaper. Results show that metaphors are heavily found in The Washington Post compared to The Jakarta Post which hardly use any metaphor at all in conceptualizing the abstract idea that is the virus. Moreover, in The Washington Post, the virus is understood as enemies based on the verbs used such as "invade", "lose the battle", and "deal with a heavy blow". Further research can be conducted to analyze the data obtained from diverse sources in order to increase the credibility of results in current research.

Keywords : Conceptual Metaphor Analysis, Covid-19, The Washington Post, The Jakarta Post

THE LEXICOGRAMMAR OF HATE SPEECH: THE CASE OF COMMENTS RESPONDING TO NEW ZEALAND MASS SHOOTING ONLINE NEWS VIDEO

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This study aims to investigate the hate speech appearing in the comment section of YouTube channel entitled New Zealand Mass Shooting in the Christchurch mosque through the lexicogrammar of SFL's interpersonal meaning, i.e. MOOD and modality. This study employed qualitative approach. Using content analysis method, this study analyzed as many as 20 comments. The result shows that declarative MOOD is the most frequently used, serving the functions of giving statements, of indirect directive, and of threat. The other MOOD types used are imperative as well as interrogative that functions as a rhetorical question to assert a proposition. In terms of modality, modulated clauses outnumber modalized clauses. The use of MOOD types in expressing hate speech responding to the incident indicates that the writers position themselves as superior toward the targeted people, i.e. the victims; whereas, the type of modality used shows that the writers play as an authority and deprive others' rights

Keywords : online hate speech, systemic functional linguistics, interpersonal meaning, lexicogrammar

STUDENTS' PERCEPTIONS OF TEACHER TALK THROUGH ONLINE LEARNING DURING COVID-19 PANDEMIC

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Teacher talk holds an essential key to the success of language learning. It is believed as a weapon that enables students to increase their language ability. However, today's case of coronavirus pandemic forces the teaching and learning process to be conducted online. The students' perceptions of ultimate English classroom interaction are considered a crucial issue to be investigated. Many students feel reluctant of being active as a consequence of online learning due to the limited opportunities offered in the online learning activity. This paper is aimed to analyze students' perceptions of teacher talk through online learning during the covid-19 pandemic. The data were collected from an interview with 3 students. The interview was recorded and transcribed. Questionnaires were also distributed to 36 students with regard to support the students' perceptions about teacher talk. A qualitative design was used to give an in-depth analysis. The results indicate that students mostly agree that teacher uses balanced portion in praising, motivating, clarifying their idea during a learning activity. However, the teacher still takes up too much time in lecturing and giving questions. Related to how a class is conducted through online learning, students dominantly perceive that learning is not effective enough due to the issue of accessibility that becomes the major factor influencing the success of classroom interaction. Hence, this study is intended to be a guide for language teachers to consider the online learning design that enables students to enhance their classroom interaction.

Keywords : Teacher talk, classroom interaction, students' perception, online learning.

STUDENTS' PERCEPTIONS OF TEACHER TALK THROUGH ONLINE LEARNING DURING COVID-19 PANDEMIC

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Teacher talk holds an essential key to the success of language learning. It is believed as a weapon that enables students to increase their language ability. However, today's case of coronavirus pandemic forces the teaching and learning process to be conducted online. The students' perceptions of ultimate English classroom interaction are considered a crucial issue to be investigated. Many students feel reluctant of being active as a consequence of online learning due to the limited opportunities offered in the online learning activity. This paper is aimed to analyze students' perceptions of teacher talk through online learning during the covid-19 pandemic. The data were collected from an interview with 3 students. The interview was recorded and transcribed. Questionnaires were also distributed to 36 students with regard to support the students' perceptions about teacher talk. A qualitative design was used to give an in-depth analysis. The results indicate that students mostly agree that teacher uses balanced portion in praising, motivating, clarifying their idea during a learning activity. However, the teacher still takes up too much time in lecturing and giving questions. Related to how a class is conducted through online learning, students dominantly perceive that learning is not effective enough due to the issue of accessibility that becomes the major factor influencing the success of classroom interaction. Hence, this study is intended to be a guide for language teachers to consider the online learning design that enables students to enhance their classroom interaction.

Keywords : Teacher talk, classroom interaction, students' perception, online learning.

RHETORICAL MOVE STRUCTURE OF MASTER THESES AND DISSERTATIONS ABSTRACTS IN ENGLISH AND INDONESIAN

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Move Analysis is an analytical approach to text identification and has been used to evaluate various types of genres, such as academic paper, thesis, essay, etc. However, research that focuses on the manifestation of abstract discourse patterns in master theses and doctoral dissertations has not been widely carried out. This study aims to identify the abstract discourse patterns in master theses and doctoral dissertations and its linguistic features realization that are displayed in each final paper. Using Hyland's (2000) five-move analysis model, this study analyzed abstracts of final papers in Indonesian and English. Differences were found in the frequency of occurrence of each move. Tense usage in the two sets of abstracts was clearly different. However, there were no significant differences in the voice usage of the two sets of abstracts. These findings are expected to produce a clearer picture of differences in the manifestation of abstract discourse patterns at each level. Thus, an acceptable abstract writing model for the purpose of writing scientific papers in higher education can be formulated as an initial effort in improving the quality of writing abstracts of research articles.

Keywords : abstract discourse patterns, linguistic features realization, move analysis

RHETORICAL MOVE ANALYSIS OF ABSTRACTS IN MASTER THESES AND DISSERTATIONS OF INDONESIAN LOCAL AND INTERNATIONAL GRADUATE LECTURERS

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Move analysis is one of the genre-based approaches used to analyze the rhetorical structure of academic writing, in which one of them is research abstracts. While rhetorical moves of RA abstract are considerably looked into, the abstract of theses and dissertations is under-explored. The present study aims to investigate the rhetorical moves in abstracts of master theses and dissertations along with its linguistic realization. The study analyzed abstracts of final papers for master (S2) and doctoral (S3) degree written by Indonesian local and international graduate lecturers using Hyland's (2000) five-move analysis model as the framework of the study. The findings unfolded that in terms of rhetorical moves, abstracts written by local graduate lecturers have some missing parts while international graduate lecturers complete all the five moves. In terms of language features, similarities in the use of tenses and voice between abstracts were found. The variations found in the study give a clearer picture to help constructing a more universal guideline for abstract writing in higher education.

Keywords : abstracts, linguistic features, move analysis, rhetorical moves

**ANALYZING RHETORICAL MOVES IN ABSTRACTS OF MASTER THESES AND
DISSERTATIONS OF SOFT SCIENCE AND HARD SCIENCE LECTURERS IN
UNIVERSITAS PENDIDIKAN INDONESIA**

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Move analysis is usually used to analyze academic writing and to investigate the rhetorical pattern of the text. However, the analysis of rhetorical moves in the abstract of lecturers' final paper in different discipline may not have been done. This study aims to analyze and compare the rhetorical moves (pattern) and the language features used in the abstracts of the final papers. The researcher focused on the abstract of master theses and dissertation from different discipline. This study analyzed 4 abstracts from English lecturer for the soft science field and Mathematic lecturer for the hard science field in Universitas Pendidikan Indonesia. The Five Move Analysis by Hyland (2000) is used as the framework of this study. The study indicated that both of the lecturers in different discipline commonly wrote all the moves which are Introduction – Purpose – Method – Product - Conclusion in their abstracts. The findings in the using of language features show the English lecturer tends to use active voice while the Mathematics lecturer tends to use passive voice. This study also revealed that the English lecturer mostly used present tense, while the Mathematic lecturer used past tense mostly in the abstracts. In conclusion, the lecturers in different discipline have the same pattern but use different language features in writing abstracts for their final papers.

Keywords : abstract, language features, move analysis, rhetorical moves

RHETORICAL MOVE ANALYSIS IN FPBS AND FPMIPA STUDENTS' THESIS ABSTRACTS IN UNIVERSITAS PENDIDIKAN INDONESIA

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Abstract is one of the most important parts of a thesis that contains a summary of the entire data. It is generally the point at which the readers decide whether to continue reading or not. Rhetorical move is a pattern that is used to make a good abstract. There are many researchers who have conducted research on this topic, but the study on rhetorical move is still important to be done. This study aims to identify rhetorical move used in abstracts by FPBS and FPMIPA students in Universitas Pendidikan Indonesia. 30 abstracts in Bahasa Indonesia and their translation in English (a total of 60 abstracts) were taken from six disciplines i.e. English Language Education, Indonesian Language and Literature Education, Sundanese Language Education, International Program on Science Education, Chemistry Education, and Mathematics Education. Content Analysis was used as the instrument of analyzing data. Hyland's (2004) was also used as the guideline for the analysis. The result showed that Findings and Methodology were mostly used in Humaniora and Hard Science thesis abstracts. In conclusion, different disciplines affect the implementation of the rhetorical move in abstracts. The finding is important in describing the rhetorical move used by Humaniora and Hard Science students in making abstracts. However, this study only reveals the rhetorical move used by six disciplines. Because of that, it is recommended for future researchers to analyze rhetorical move used by other disciplines; not only in making thesis abstracts but also dissertations abstracts.

Keywords : Hard Science, Humaniora, Rhetorical move, Thesis abstract

GENDER DIFFERENCES IN THE USE OF LANGUAGE FEATURES IN STUDENTS' Utterances

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Creating interesting, natural, spontaneous utterance is not easy. Language features take an important role to make it happen because language features could make spontaneous utterance more natural and more interesting; therefore, the research entitled: Gender Differences in the Use of Language Features in Students' Utterances was conducted. The aims of this research are: firstly is to find out what types of language features used mostly by students. Secondly is to analyze gender differences in the use of language features. The research used the qualitative method and it was found that language features mostly used by English and engineering students are: adjacency pairs, hedges, discourse markers, but they have differences in employing each of them. In using adjacency pairs, engineering students chose the ones that lead to direct answers such as question-answer; English students chose greeting-greeting. Engineering students mostly used approximator, whereas shield was used by English students. They also used 'oh' and 'hmm', and 'I think' mostly; on the other hand, engineering students used 'well, and 'oh' as discourse markers more. From the result it could be concluded that engineering students are more confident and answer questions directly to the point; however, English students seem a little bit lack confidence, and they like to make utterances longer with better choice of words and more polite.

Keywords : adjacency pairs, hedges, markers, language features, utterance Key words- adj

HOW DO NOVICE AND EXPERIENCED INDONESIAN AUTHORS RHETORICALLY ORGANIZE RESEARCH ARTICLE INTRODUCTION?

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Research article introduction, among other sections, plays a pivotal role in illuminating the significance of the research topic being investigated and in situating the contribution of the research to the body of knowledge in the field. The quality introduction can determine the successful publication process in international journals. Genre analysis through move analysis, therefore, has generated several models to organize the introduction section rhetorically well. However, little attention is devoted to exploring the introduction written by novice and experienced authors. Hence, this study aims to examine the similarities and discrepancies of rhetorical organization of introduction sections written by both groups in Indonesian context. Eight journal article introductions were analyzed by using Swales' (2004) revised Creating A Research Space model. The moves and steps were analyzed, followed by analyzing the linguistic realizations of the introductions. The findings revealed that both novice and experienced Indonesian authors manifested the three moves, i.e. Move 1 Establishing a Territory, Move 2 Establishing a Niche, and Move 3 Presenting the Present Work. However, experienced authors were more aware of indicating the gap than novice counterparts before presenting their works in the step level. The realizations of some linguistic features (i.e. tense, voice, hedging, and citation patterns) were further discussed between both groups. This study concludes that the authors' expertise with international publication partly affects the quality of their introduction. Pedagogical implication and recommendation for future research are also presented.

Keywords : expertise, introduction, novice, research article, rhetorical moves

EXPLORING ATTITUDE ON TEACHER'S SPEECH TO STUDENTS IN COUNSELING SERVICE

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Abstract—This study examines the Appraisal System focusing on ATTITUDE aspect realized by the counselor (BK teacher) in counseling service. This research is a qualitative one, but is supported by a descriptive quantification to see tendencies. The Data in this study is the counselor's speech (BK teacher's speech) to student when they interact in counseling service. The Data is analyzed using parameters of Appraisal theory (by Martin and White). The results show two things, those are (1) judgment dominates the counselor's speech, followed by affect and appreciation. Judgment, affect and appreciation are mostly positive It can be said that the counseling service is a judgmental one; (2) The counselor uses both inscribed and token valuation. These findings show that the counselor provides a good atmosphere to the students, so the participants involved in the communication in counseling service feel comfortable.

Keywords : Interpersonal meaning, Appraisal, Attitude

THE RHETORICAL MOVES AND GENRE DEVELOPMENT OF ABSTRACTS WRITTEN BY THE AUTHORS IN THE FIELD OF HARD Science

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Academicians are required to publish international publication journal which abstract is written in English and their native language; however writing in English for non-native English speaker is not easy. There are some issues that are faced by academicians regarding abstracts writing, such as different writing style, different culture, and different mother language. This study aims to discover research article authors' knowledge about the producing of abstract in terms of moves, steps, genres also the linguistic features. The data were collected from the participants of "Individual Coaching Clinic: Penulisan Abstrak Jurnal Internasional" workshop. Mixed analysis used Hyland's (2000) theory for analyzing each move of the abstracts: Introduction, Purpose, Method, Product, and Conclusion (I-P-M-Pr-C). The findings show that there are improvements of the research journal author's awareness and knowledge after workshop in terms of moves, steps, and linguistics features. The conclusions may serve as a future reference for those interested in discourse analysis, cross-cultural abstracts, and research publication purposes.

Keywords : Abstract Writing, Discourse Analysis, Genre Development, Rhetorical Moves, International Publication

ANALYSIS OF RHETORICAL MOVES AND GENRE DEVELOPMENT IN SOFT SCIENCE RESEARCH ARTICLE ABSTRACT OF UPI LECTURERS

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People tend to read the abstract first before reading further the research articles. Therefore, abstract holds a significant role for it is considered as the face of the paper. Abstract is one of the sections in research article that serves to provide brief information regarding research articles that have been conducted. The purpose of this study is to analyse the differences in writing abstracts of research articles in terms of rhetorical moves and genre development. The data were obtained from participants of abstract writing workshop that has been conducted. This study employed the Hyland's five-rhetorical move model theory as a guideline in analysing the data. The results of this study show that there are differences in writing abstracts of research articles before and after attending the workshop. The writing of this research article can be used as a reference by people who want to learn about standardized and acceptable abstract writing.

Keywords : Abstract writing, discourse analysis, research article, rhetorical move, genre development.

A MOVE ANALYSIS OF RESEARCH ARTICLE INTRODUCTION WRITTEN BY INDONESIAN AUTHORS: BETWEEN SOFT AND HARD SCIENCES

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In scholarly international publication, the introduction is often seen by journal reviewers as the pivotal place to assess the contribution of the research. Therefore, genre analyses of research article introduction keep being concerned by many researchers of English for academic purposes to generate eligible models of writing introduction section. However, much is still less explored regarding the way NNES authors rhetorically organize the introduction. This study seeks to compare rhetorical moves and steps of introduction between soft and hard science research articles. Eight research articles were collected from Indonesian authors. Swales' (2004) revised model of Creating A Research Space was used in the top-down stage. The linguistic features of the moves were further scrutinized in the bottom-up stage. The findings showed that all introductions conformed to the model, exemplifying the three moves: Establishing a Territory, Establishing a Niche, and Presenting the Present Work; regardless of the discipline. In the step level, the introductions from the hard-science disciplines exhibited the statement of research questions or hypotheses and definitional clarifications while presenting their works than those from the soft-science disciplines. Regarding the linguistic realizations, while the tense use was more conformed, passive form was more evident in the hard science introductions. This study reaches a conclusion that discipline considerably influences the priority in conveying the information within the research article introduction along with the linguistic realizations. Recommendations for the teaching of English for research publication purposes are also presented.

Keywords : disciplines, introduction, research article, rhetorical moves

**THE RHETORICAL MOVES AND GENRE DEVELOPMENT OF ABSTRACTS
WRITTEN BY THE AUTHORS IN THE FIELD OF HARD AND SOFT SCIENCE
(COMPARATIVE STUDY)**

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Move analysis is used to examine rhetorical structure, language use, and textual organization in one particular genre. In academic writing, abstract plays an important role as a sub-genre of a research article. This study aims to observe the manifestation of rhetorical moves and genre development in abstracts written by Indonesian lecturers in the field of Soft and Hard Science. The data were collected from the participant's abstracts submission in Individual Coaching Clinic Workshop. Hyland's (2000) five-move model was adopted to identify the rhetorical structure of the abstracts. In terms of rhetorical organization, this study found that Introduction-Purpose-Method-Result are the most common pattern in both disciplines. There is also an improvement in terms of the manifestation of rhetorical moves, step and linguistic realization after the workshop. Further comparative research on abstracts written by soft and hard science author with different subjects of data is suggested.

Keywords : abstract, move analysis, genre analysis, genre development, rhetorical moves

**AN ANALYSIS OF RHETORICAL MOVES PATTERNS IN INDONESIAN
ENGLISH UNDERGRADUATE AND GRADUATE THESES ABSTRACTS**

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Abstract section of a thesis represents the whole text. It is the first thing that the readers will read thus, it decides whether the readers will read the text as a whole or not. As a summary of the whole text, it is comprehensible that in writing abstract, authors may put a lot of information compactly. Moreover, it is important to ensure that the abstract section is well delivered. However, analysis of rhetorical moves of abstracts written in two languages is still scarce. Therefore, this study aims to investigate rhetorical moves patterns realized in abstracts of theses and dissertations in Indonesian and their translations in English. Hyland's (2000) five-move analysis model was used to analyze rhetorical moves patterns of total 60 thesis and dissertation abstracts in social science taken from online repository UPI. The results revealed that even though written in two different languages, Methodology and Findings was the most used moves both in Indonesia and their translation in English thesis and dissertation abstracts. From that point, authors should start to also include other moves such as introduction, purpose, and conclusion in their abstracts. Further research on a more comprehensive data are needed to explain rhetorical moves patterns of theses and dissertation abstracts.

Keywords : Abstracts, Rhetorical moves analysis, Thesis, Dissertation

HOW THE FOREIGN MEDIA PORTRAY THE 4 NOVEMBER 2016 PEACE PROTESTS IN JAKARTA: A CORPUS-DRIVEN STUDY

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The 4 November 2016 peace protests in Jakarta, Indonesia has become a concern not only on a national scale but also globally since it was attended by thousands of protesters led by some Islamic groups and aimed against the Chinese-Indonesian former Governor of Jakarta Basuki Tjahaja Purnama. This study is designed to find out how the foreign media have portrayed the protests, especially the Islamic group which was involved in them. In this study the author uses corpus linguistics and critical discourse analysis as methods. The corpus is based on about 50 news written in English and it is analysed using the Natural Language Processing tool UDPipe in Python. It was found that “Islam” and “Muslim” co-occur with conservative, hardline, and extremist.

Keywords : corpus, discourse, protest, Islam, Muslim

**STILL YOUNG BUT FULLY-FLEDGED; CONCEPTUAL METAPHOR OF
INDONESIAN DEMOCRACY IN FOREIGN MEDIA NEWS**

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This paper examines the conceptual metaphor of Indonesian Democracy used in foreign media news reports around the 2019 Indonesian general election. The aim is to identify the source domain of conceptual metaphor about Indonesian Democracy and identify its elements mapping. The data are taken from forty foreign news reports from four different media. The Conceptual Metaphor Framework of Lakoff and Johnson is used as a theoretical background. The data analysis is conducted in two stages, by quantitative analysis using Antconc Corpus Concordance Software to measure the frequency of democracy metaphor from the data and qualitative analysis to identify the source domain of the metaphor and the elements mapping that enables the analogical reasoning between the source domains to the target domain of democracy. The result shows that from seventy-seven sentences contain word democracy and democratic, eighteen of them are metaphorical with various source domains, such as democracy is a young individual; and democracy is a bird whose wing has fully-fledged.

Keywords : Conceptual Metaphor; Indonesian Democracy; Corpus Linguistics; Antconc Concordance Software

STUDENTS' PERCEPTION ON THE USE OF POE'S ANNABEL LEE AS INSTRUCTIONAL MATERIAL IN CLASSROOM ACTIVITY

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English educators (teachers/lecturers) nowadays often use literary works as their instructional materials, yet it seems that they still focus only on students' linguistics competence, not communicative competence, moreover critical thinking yet. The aim of this study is to find out students' perception on the use of Poe's Annabel Lee as instructional material in classroom activity. To achieve the goal of the study, a self-administered survey was done by distributing a questionnaire written in English to thirty respondents who enrolled Creative Writing: Poetry class (class A), but only twenty five of them who gave it back, and then was analyzed qualitatively since there was also in-depth interview with open questions to some respondents just to dig out more about their response for certain items or statements. The questionnaire was in the form of Likert Scale that started with scale 1 means strongly disagree, scale 2 means disagree, scale 3 means agree, scale 4 means strongly agree. The result revealed that students' perception on the use of the poem Annabel Lee by Edgar Allan Poe were positive since they got many advantages from it. The poem Annabel Lee is a good poem which can be used as instructional material in classroom activities. A further research on the development of literary work-based materials to develop students' linguistics competence, communicative competence, and critical thinking should be conducted to really find out the effectiveness of the designed materials.

Keywords : Students' perception, the poem Annabel Lee, instructional material

METAPHORIC AND SCHEMATIC CONCEPTUALIZATIONS OF HEAD: A COGNITIVE LINGUISTIC APPROACH

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Head is the place of human's entire control existence that it takes the most important part in human's part of body. This functions lead to the frequent use of head in language uses including metaphors. This study then aims to investigate how head is conceptualized through the use of metaphor in COCA and how the conceptual metaphors are projected through image schema. As head is the center of The data were obtained from Corpus of Contemporary American English (COCA) which is rich in data sources suited to the need of the study. This study applied qualitative descriptive study through the framework of the Conceptual Metaphor Theory (CMT) proposed by Lakoff and Johnson. As the first step, sentences which contain head metaphors were selected and downloaded and then were then analyzed and categorized to relevant conceptual metaphors through the bridge of mappings to understand and to characterize the relationship between two concepts (source and target domains) in the metaphorical process and image schema. The findings of the study showed that head is metaphorically used to as a container which is conceptualized as HEAD IS A CONTAINER. This concept is then still elaborated to more specific concepts depending on the contents in the containment. The most image schema used are containment schema which show IN-OUT, FULL-EMPTY, and SURFACE schema. The image-schema have indeed been shown to likely become the basis of numerous metaphorical construction and have been helpful to draw the the interpretation of source to target domain.

Keywords : Conceptual, Metaphors, head, image schema, COCA, cognitive semantics.

FLIPGRID: A PATHWAY TO ENHANCE STUDENTS' SPEAKING PERFORMANCE

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The aim of the study was to describe the use of Flipgrid's features to support students' learning to improve their speaking skills. Nineteen students enrolled in the Department of English Education in a public university in Bandung, West Java, participated in this study. A case study was employed as the research design of this study. The data were obtained from students speaking videos and interviews. The students speaking videos were analysed using a speaking rubric adapted from experts. The result indicated that using Flipgrid in the speaking class improved the students' speaking skills in several aspects, such as fluency and pronunciation.

Keywords : Flipgrid, Speaking Performance

NEGATIVE APPRAISAL OF COVID-19 REPORTS IN CHINESE STATE-RUN MEDIA

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The study aims to explore the negative appraisal of COVID-19 reports in two state-run media in China. The highly-censored state-run Chinese media are expected to avoid negative sentiments in news as public consumption. The data for the study draw a sampled corpus of 40 articles related to COVID-19 cases from CGTN and Xinhua English online news. Through semantic tagging analysis using USAS (UCREL Semantic Analysis System), we examine four semantic tags related to negative evaluation or appraisal: A5.1- Bad, A5.2- False, A5.3- Inaccurate, and A5.4- Inauthentic. The frequency of each of those tags is observed with AntConc 3.5.8. The results show that the expected low number of negativity indeed persists in those media, despite their status as global network news outlets. Semantic tags A5.1- Bad, A5.2- False, A5.3- Inaccurate, and A5.4- Inauthentic scrutiny result in low frequencies of 34, 0, 2, and 6 respectively.

Keywords : negative appraisal, COVID-19 reports, Chinese media, semantic analysis

TAGGING THE EMOTIONS OF @HUMANSOFNY'S CAPTIONS DURING PANDEMIC

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COVID-19 pandemic has brought out both sweet and bitter stories from people who are directly or indirectly affected. Photo journalist Brandon Stanton is able to capture the emotions of people he interviews on his popular photo-story Instagram account @humansofny (Humans of New York). This study aims to classify what kinds of emotions are embedded inside 150 captions (57784 words) which narrate the everyday lives of ordinary people in an extraordinary circumstances during pandemic. The classification is conducted through corpus-based semantic tagging using USAS (UCREL Semantic Analysis System). USAS has listed a set of semantic category for each of English words available into distinctive semantic tag. For this study, 14 semantic tags related to emotions, both positive and negative emotions, are utilized for frequency-based query using AntConc 3.5.8. The tags are: E1+ Emotional, E1- Unemotional, E2+ Like, E2- Dislike, E3+ Calm, E3- Violent/Angry, E4.1+ Happy, E4.1- Sad, E4.2+ Content, E4.2- Discontent, E5+ Bravery, E5- Fear/shock, E6+ Confident, and E6- Worry. The query shows that tag E2+ Like dominates the emotions with 181 search hits followed by E4.1+Happy with 125 occurrences. Tag E1- Unemotional has zero occurrence in the corpus. These results illustrate that the people featured on @humansofny are emotionally attached by the pandemic. Yet, the dominance of positive tags of 'like' and 'happy' represent the overall optimism amidst pandemic.

Keywords : @humansofny, emotions, semantic tagging

YOUTH RESPONSES TOWARDS INTERNET MEMES OF COVID-19 PROTOCOLS

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Internet memes as digital items with particular purposes and circulated via internet by many platforms has played important roles in online communication. In the context of Covid-19 pandemic, online communication is important channels that people use to communicate each other. In mitigating the pandemic, socializing the covid-19 protocol through internet memes is a breakthrough. The internet memes discussed here is a series of internet memes on covid-19 protocols, presented in East Javanese language. Therefore, it is important to find out young people's response towards internet memes of Covid-19 Protocols. This study aims at exploring the responses of young people towards internet memes of Covid-19 protocols that circulated in East Java, Indonesia. This is a qualitative research with cultural studies perspective. The data are collected through google form circulated online among young people, especially university students. The internet memes used as the object of study is presented in the questioner that the respondents have to give comment. There are 142 respondents filling the questioners. The study shows that young people are mostly interested in the internet meme presented. It also shows that most of the youth agree and follow the Covid-19 protocols as campaigned in the memes.

Keywords : Covid-19, East Javanese, internet meme, response, youth

EVALUATIVE LANGUAGE USED IN COVID-19 REPORTING OF ENGLISH ONLINE NEWSPAPERS IN INDONESIA

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The study examines the use of evaluative language in COVID-19 reporting in two English online newspapers in Indonesia thejakartapost.com and jakartaglobe.id. Through semantic tagging analysis with USAS (UCREL Semantic Analysis System), eight semantic tags for evaluation are observed and counted from a sampled corpus of 19738 words. The tags include A5.1+ Evaluation: Good, A5.1- Evaluation: Bad, A5.2+ Evaluation: True, A5.2-Evaluation: False, A5.3+ Evaluation: Accurate, A5.3- Evaluation: Inaccurate, A5.4+ Evaluation: Authentic, and A5.4- Evaluation: Unauthentic. Good evaluation (tag A5.1) dominates the query with 72 occurrences in the corpus with words such ‘improve,’ ‘develop,’ and enhance as the main pointers.

Keywords : evaluative language, COVID-19 reporting, Indonesian newspapers in English

SOCIAL MEDIA USE AND ITS IMPACTS ON SELF: VOICES OF THE GENERATION Z

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Globalization cannot be detached from the processes and results of global interconnections. As one of the most remarkable products of globalization, the internet appears to have become an important part of many people's lives. Among the youth, social media is particularly popular. This study explores the experiences of a group of university students aged 20 to 23—also known as the Generation Z—in using social media. Drawing on Delfanti and Arvidsson's (2019) identity construction related to digital media, the study specifically attempts to understand how the students' experiences of social media use may affect their sense of self. Questionnaire and individual interviews were used as data collection techniques. Analysis of the data pointed to a high degree of 'addiction' to social media use among students in general. While aware of the good and bad side of being on social media, the students indicated that their views and identity have somewhat been affected by it.

Keywords : Generation Z, globalization; identity, social media.

ENGLISH TEACHING MEDIA DURING PANDEMIC: A CASE STUDY ON PRIMARY LEVEL

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The outbreak of Covid-19 has massively changed the way of teaching and learning. As what has been stated by the Minister of Education and Culture, Indonesia focused on the health and safety of all the citizens. Thus schools and colleges closures were decided in order to reduce the spread of the coronavirus outbreak. This research was aimed at investigating English teacher's progress in using teaching media from the beginning of the online learning to today's class sessions from July to October 2020. This research was categorized into case study by applying a single case study of one class and an English teacher in an urban primary level. By observing the whatsapp group of teachers and parents, the data in the form of images were collected. Parents' comments on whatsapp group were observed and documented to support the images of English teacher's media in delivering the materials. The findings were demonstrated that the English teacher made progress in developing the media in teaching English from video recordings and voice notes then video on English teacher's youtube channel at the same time by using quizzes application. Moreover various types of evaluation like students' work from workbook, PDF file and students' video. This research was expected to contribute to English language teaching in primary level during pandemic.

Keywords : English teaching media, pandemic era, case study, primary level

SOCIAL MEDIA USE AND ITS IMPACTS ON SELF: VOICES OF THE GENERATION Z

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Globalization cannot be detached from the processes and results of global interconnections. As one of the most remarkable products of globalization, the internet appears to have become an important part of many people's lives. Among the youth, social media is particularly popular. This study explores the experiences of a group of university students aged 20 to 23—also known as the Generation Z—in using social media. Drawing on Delfanti and Arvidsson's (2019) identity construction related to digital media, the study specifically attempts to understand how the students' experiences of social media use may affect their sense of self. Questionnaire and individual interviews were used as data collection techniques. Analysis of the data pointed to a high degree of 'addiction' to social media use among students in general. While aware of the good and bad side of being on social media, the students indicated that their views and identity have somewhat been affected by it.

Keywords : Generation Z, globalization; identity, social media

ENGLISH TEACHING BASED-STRATEGY MOODLE AND GOOGLE CLASSROOM ON HIGHER EDUCATION: FEATURE OF ASSESSMENT AND FEEDBACK

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Teaching English Foreign Language (TEFL) has shifted complex for developing countries, especially Indonesia. Pandemic conditions bound conventional face-to-face teaching. A virtual classroom is another way of implementing the learning and teaching process. The purpose study investigates and describes the selection of English teaching based-strategy LMS Moodle and Google Classroom, particularly the assessment and feedback feature. The qualitative research approached of grounded theory. The entire data was collected by questioner using purposeful sampling. The assessment teaching strategies LMS Moodle were discovered multiple-choice, short answer, essay, true/false statement, and missing word. Even though assessment teaching strategies, Google Classroom was found multiple-choice, short answer, and essay. The selection of these types of assessments is one of the benchmarks for English teachers' readiness to teach using Moodle and Google classroom media. The assessment variety is capable of encouraging students to perform well in e-learning. Feedback selection classifications were discovered formal feedback, formative feedback, and summative feedback. Formal feedback is not only designed and regularly scheduled for the process but also to observe student learning to provide continuous feedback. The summative assessment evaluates student learning at the end of an instructional unit by comparing it against some patterns.

Keywords : English Teaching Strategy; Assesment; Feedback; LMS Moodle; Google Classroom

THE USE OF TECHNOLOGY TO PROMOTE LEARNER AUTONOMY IN TEACHING ENGLISH

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This study aimed at investigating EFL teachers' perceptions of the use of technology to promote learner autonomy in teaching English. A focus group research was used as its design with qualitative analysis for data interpretation. The participants of the study were five English teachers who teach English as a foreign language in Indonesia. The data were collected from an online discussion forum and analyzed through data reduction, data display for categorization, and conclusion. The study reveals that EFL teachers had positive perceptions of the use of technology in promoting learner autonomy in teaching English. Dealing with the use of technology in the teaching language classroom, the majority of teachers have already used technology such as the internet, and some applications (Quizlet, Grammarly, English Central, Padlet, Mentimeter) with the potential for promoting learner autonomy. Moreover, the interviewed teachers reported that using technology in teaching and learning English in the classroom is not without constraints. The main problem is the limited internet connection. These results indicate that EFL teachers understand and aware of technology to promote learning autonomy in teaching English.

Keywords : Digital technology, Information Communication, and Technology (ICT), learner autonomy.

EFL STUDENTS' PERCEPTION OF APPLYING THE TECHNOLOGICAL TOOLS IN LANGUAGE LEARNING

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This study aims at analyzing the utilizing of technology in enhancing English Foreign language learning at the tertiary level. The study employed a qualitative design. A survey was used for data collection in which 100 university students from four different classes in Palu city reported having engaged in EFL learning using YouTube, digital games, and video recording. The data were collected from the questionnaire and interview with 25 students from each class. The finding of the study reveals that the students possessed a positive response towards the utilizing of technology in EFL learning because it offers benefits to improve students' language learning experience concerning practicing the language in a real-life context. They reported to have acquired new English words and phrases and developed their language skills simultaneously

Keywords : Technological Tools, EFL Students, Students' Perception

STUDENTS 'LEARNING STRATEGY AND PERCEPTION IN LMS MOODLE IN THE ENGLISH LANGUAGE AS A FOREIGN LANGUAGE

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The application of online lectures is an alternative for institutions and students to continue carrying out learning activities during the Covid-19 pandemic. This condition requires more attention from various related parties. Implementing online lectures has challenges and the potential to change the paradigm of distance learning. Budi Luhur Academy of Secretary has used the Moodle LMS platform for online learning. The purpose of this study was to identify and explain English learning strategies for Budi Luhur Academy of Secretary's students, as well as perceptions of online English lectures through the Moodle LMS. This study uses a qualitative research approach, and the research method is descriptive. Data collection techniques include in-depth interviews, observation, and documentation. The results of this study reveal that students adapt to the use of conventional and online English learning situation technology. The application of language learner strategies has the same form, but the application is different because of the conversion of face-to-face media online. Language learning strategies include direct strategies with the coverage of memory, cognitive, compensation; while the indirect strategy covers metacognitive, affective, and social strategies. The positive perceptions of respondents in learning English using online media include practising writing in English through the Moodle LMS, especially in pre-writing, compilation, and improvement. Next is Practice reading in English through the Moodle LMS, mostly glide reading, section skipping, and face reading. The next positive perception is learning new vocabulary in English through LMS Moodle, especially in the classification of vocabulary learning on purpose and learning vocabulary accidentally. However, LMS Moodle increases the confidence of students to communicate in English, especially in speaking confidence, listening confidence, and writing confidence. Moodle LMS helps students overcome generalization and simplification language errors.

Keywords : Language Learning Strategies, Student Perceptions, Online Lectures, LMS Moodle

EFL STUDENTS' PERCEPTION OF APPLYING THE TECHNOLOGICAL TOOLS IN LANGUAGE LEARNING

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This study aims at analyzing the utilizing of technology in enhancing English Foreign language learning at the tertiary level. The study employed a qualitative design. A survey was used for data collection in which 100 university students from four different classes in Palu city reported having engaged in EFL learning using YouTube, digital games, and video recording. The data were collected from the questionnaire and interview with 25 students from each class. The finding of the study reveals that the students possessed a positive response towards the utilizing of technology in EFL learning because it offers benefits to improve students' language learning experience concerning practicing the language in a real-life context. They reported to have acquired new English words and phrases and developed their language skills simultaneously.

Keywords : Technological Tools, EFL Students, Students' Perception

DEVELOPING STUDENTS' WRITING ABILITY THROUGH MOODLE-BASED LEARNING MANAGEMENT SYSTEM AT TERTIARY LEVEL

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The development of information and communication technology has allowed English as a foreign language (EFL) teachers to incorporate the use of Learning Management System (LMS) into the classroom practice. This article attempts to answer whether the use of Moodle-based LMS can develop students' academic writing performance at one of universities in Lampung. With the participants of 101 students, the study was conducted with time series design in order to explore the improvement of the students' writing ability. During teaching and learning process, the students follow some activities such as reading material slides, watching video, forum discussion and tests. In this study, three tests of writing were employed and the students were asked to compose a 5-paragraph academic essays for each test. The students' writing were rated based on the criteria consisting of content, organization, language use, and mechanics. The findings highlight that there is an improvement of students' writing ability from the first test until the last test. This study bears a pedagogical implications that teacher integrate the use of Moodle in blended learning environment.

Keywords : academic essay, writing ability, tertiary level, moodle, LMS

EMPIRICAL INVESTIGATION OF THE CRITICAL FACTORS INFLUENCING ENGLISH LANGUAGE STUDENTS SATISFACTION WITH E-LEARNING IN ALGERIA

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During the pandemic outbreak of coronavirus disease (COVID-19), many students around the world, if not all, are directed to E-learning platforms. This latter assembles new instructive mechanisms and context and develops new learning styles, roles, and activities for students. However, the question of whether students are satisfied with this new arrangement is still vague and unclear. In this regard, this study aimed to answer this question by exploring the critical factors influencing English language students' satisfaction with E-learning. Data is gathered quantitatively from a sample of 110 English language students from different universities in Algeria. The data collected using the survey model of Sun et al. (2008) is then treated using SPSS-22. The results show that internet self-efficacy, course flexibility and quality, technology quality, internet quality, interaction with others are the main factors affecting students' perceived satisfaction.

Keywords : COVID-19; English language students; Students satisfaction; E-learning

AN ANALYSIS OF TECHNOLOGY INTERGRATION IN EFL CLASSROOM USING SUBSTITUTION, AUGMENTATION, MODIFICATION AND REDEFINITION (SAMR) FRAMEWORK

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Nowadays, rapid developments in technology have influenced many facets of human life. It provides new possibilities for teachers in the field of education to find new ways to deliver lessons through incorporating technology into their classrooms. The use of English technology in the Foreign Language (EFL) classroom not only becomes a trend, but also a need for many English teachers all over the world especially during the home school period due to the COVID 19 pandemic. English teachers are starting to use technology as learning tools, either web-based technology or non-web-based technology, and also as learning media to promote learning for students. The aim of this study is to describe the implementation of Technology Enhanced Language Learning (TELL) with minimal resources in an EFL classroom and to investigate the degree to which technology is incorporated into the EFL classroom using the model of technology integration by Puentedura (2006): Substitution, Augmentation, Modification and Redefinition (SAMR). A two-block (14 meetings) of classroom participatory observation was conducted in grade XI of one vocational school in Bandung to address the research question. The results of this study showed that different forms of technology (web-based and non-web-based) were used by the EFL teacher, including certain types of technology applications, such as: Learning Management System (LMS) applications (for example: Google Classroom), language learning applications (for example: LyricsGaps, QR Code, and Spechnotes), game-based applications (for example: Kahoot and Akinator) and poster & video-maker applications (such as: Canva and Kinemaster) and certain English language learning websites. Based on the data analysis findings, it was found that approximately 76% (11 meetings) of technology integration activities were graded into Augmentation level, indicating that technology has replaced some conventional teaching methods, but with substantial improvements to the experience of students. Then 8% (1 session) of technology integration activities were categorized into the Modification stage, which means that a substantial redesign of a task is needed for technology integration. And 16% (2 meetings) of technology integration activities is listed at the Redefinition stage, which means that technology facilitates new tasks that conventional teaching tools have previously been inconceivable.

Keywords : English as Foreign Language, Technology Enhanced Language Learning, Technology Integration, SAMR

THE CHALLENGES OF USING THE APPLICATION IN ACQUIRING EFL

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According to the researcher and the other international Libyan students period of studying in the master's degree English language department at the SARJANAWIYATA TAMANSISWA University in Indonesia (Yogyakarta). The university is using modern technological technologies applications in teaching/learning English foreign language (EFL). Those applications encourage EFL international students to acquire/learn EFL. In this Evaluating article, the Research approached the advantages of the technological technologies applications in teaching/ learning EFL for the international Libyan students in (UST), Indonesia (Yogyakarta). The finding shows the advantages/challenges of the technological applications which are (Accdimc Portal, SIPEDAR, and WHATSAPP) according to the international Libyan students in SARJANAWIYATA TAMANSISWA University are:

1. The technological technologies Increased the motivation and self- esteem of the students
2. The students can record the lecture to save the main point/purpose of the lecture
3. The technological enhancing the students' Technical skills in both learners and teachers in a master education process of the English foreign language

Moreover, technological technologies have encouraged international Libyan students too much to complete them studying in a master's degree in the English language department more than studying in the class. Because technological technologies give the students more challenges in studying.

Keywords : Technologies, acquire, language, international, student, education, application.

PRE-SERVICE ENGLISH TEACHERS' PERCEPTIONS ON THE USE OF WHATSAPP IN ONLINE TEACHING DURING COVID-19 PANDEMIC

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The teaching practicum program that is conducted by the pre-service teachers has to be shifted to online teaching due to the covid-19 pandemic. The popularity of WhatsApp application has prompted pre-service English teachers to use WhatsApp in conducting online teaching and learning. WhatsApp is a widely used instant messaging application that offers its users with accessible and low-cost features. However, there are still few studies that investigate the perceptions of the pre-service teachers on its use in educational activities. This study focuses on the data obtained from the pilot study of a survey of pre-service English teachers' perceptions on the use of WhatsApp during the online teaching. The data were collected through a questionnaire answered by 10 pre-service English teachers of a state university in Bandung. The data were analyzed using a descriptive statistics by focusing on the mean of the questionnaire items. The results indicate that the text message feature on WhatsApp is the most used out of all available features by the pre-service English teachers to communicate and discuss with the students. Majority of them encounter problems such as the invasion of privacy and message flooding. Regardless, many of them perceive the benefits of the application in supporting the teaching and learning process to be effective and efficient.

Keywords : Perception, WhatsApp, pre-service English teachers, online teaching

THE STUDENT-CREATED PODCAST TO FACILITATE EFL SPEAKING: A CASE STUDY IN ONLINE ENVIRONMENT

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Online learning is a growing movement of the twenty first century as well as the development of ICT (Information and Communication Technology). The online learning also has been used in second language learning, especially English. Several studies have been implemented concerning how the online learning is conducted. Podcast is part of ICT which can be used as a tool in teaching English. However, the studies investigating how the teachers use this technology in online environments are scarce. Therefore, this study is conducted to figure out the students' perception towards the student-created podcast as an active learning approach to promote extensive speaking practice in English online environment. This study involved one hundred twenty students in Politeknik Elektronika Negeri Surabaya as participants. The data collected from online course observation and questionnaire were analyzed. The study showed that the student-created podcast is considered to be an innovative learning strategy in second language learning. The students had positive attitude towards podcast. The podcast also engaged their interest and made learning more exciting. The online interaction in podcast encourage the students to become motivated to speak up with their classmates and give them more exposure on extensive speaking practice. Further, it is recommended for the teacher to assign the students creating more podcasts to assist EFL speaking.

Keywords : ICT, Podcast, English teaching and learning

TEACHING ENGLISH USING VIDEO CONFERENCING IN SECONDARY EDUCATION: EFL TEACHERS' VOICES

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In a digitalization era, technology dominates in almost all aspects of life, particularly in education. The utilization of technology-assisted language learning becomes widely used as an alternative during this pandemic situation. Video conferencing emerges as one of the tools to replace face-to-face learning used by EFL teachers. Although teaching using video conferencing is now well-received, the quality and effectiveness of using this teaching method have a lack of attention. This study aims to determine EFL teachers' voices on video conferencing as a language teaching tool in secondary education. 10 EFL teachers volunteered to participate in this research through invitation. A case study is used as a research design. The data are administered through a semi-structured interview. Data coding is done, and relevant extracts are informed.

Keywords : video conferencing, technology-assisted language learning (TALL), EFL Teachers.

**LEARNING FROM ONLINE MENTORING: PRE-SERVICE TEACHERS'
EXPERIENCES DURING COVID-19 PANDEMIC TO NEGOTIATE THEIR
TEACHING PRACTICUM**

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The shutdown of educational practices in Indonesia has affected to all level of schools from the kindergarten until higher education level due to the Covid-19 outbreak. This situation causes all of the teaching learning processes that should have been conducted by online learning through synchronous and asynchronous learning. This also affects to the teacher training program as a part of teacher education which is usually conducted annually to prepare student-teachers to be pre-service teachers. One of the challenges for teacher education is how to move the face to face teaching practicum into online teaching practicum. This study aims to explore 12 English pre-service teachers' (PSTs) experiences in 5 weeks to have the program of online teaching practicum (henceforth, OTP) in Tasikmalaya, West Java, Indonesia regarding with their negotiation to fulfil this program through online mentoring activities guided by 6 mentor teachers and two English lecturers as supervisors. The program was divided into two stages of practicums. Pre-service teachers (PSTs) should observe the organization of schools regarding the school administration in the first OTP and in the second OTP they should have the experiences in developing the lesson plan and teaching practice. An Open-ended questionnaire and a semi-structured interview will be gathered as data collection technique then the data will be analyzed through thematic analysis to find out the pattern of PST's experiences during online teaching practicum. The result is expected to give the insightful information regarding the challenges and payoffs of online teaching practicum.

Keywords : online mentoring, online teaching practicum, pre-service teachers, teacher education

A NARRATIVE INQUIRY OF STUDENTS' EXPERIENCES IN EXPLORING IDEAS BY USING AUGMENTED REALITY ON WRITING DESCRIPTIVE TEXT

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In recent years, augmented reality has been used in the field of education and be able to help students be motivated in learning the English language, especially in learning descriptive text. In order to write a descriptive text, students need imagination, experiences or real image to convey student's sensory information. Furthermore, the purpose of this research is to find out students' experiences in learning descriptive text by the augmented reality as assisted in finding ideas of students. This research used narrative inquiry as to the research design. The research was conducted through online WhatsApp's voice notes and videocall. Participants of this research are tenth-grade students from several vocational highschoools in Cikarang. The data were collected by interview, reflective journal, and documentation. After the data collected, the researcher reduces, display, and conclude the result. The result of the research reveals utilization of augmented reality could help students to find ideas because the media engage them more intense as well as it consists of the 3D picture that can be seen in 360 degrees and a voice about the description of a picture. The using of this application also can be the way out from the writer's block. In addition to the convenience mentioned before, augmented reality has several disadvantages such as the difficulty of scanning images and requires a strong internet connection.

Keywords : Augmented Reality, Descriptive Text, ICT, Mobile Assisted Language Learning.

COLLABORATIVE WRITING AND PEER FEEDBACK PRACTICES USING GOOGLE DOCS

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This present study aims to discover how the students write collaboratively using Google Docs and what kind of feedback the students provide to their peers during collaborative writing practices using Google Docs, especially when generating their ideas, organizing the text, and constructing the sentences. This study employed a qualitative research design in the form of classroom action research with two cycles. Six senior high school students were involved and recruited by using snowball sampling. The data were collected through field notes, interviews, and several document analyses, including the lesson plan, students' chat room discussion, and their peer feedback practices in Google Docs. Inductive thematic analysis was used to analyze the data in addressing the research questions of this study. The findings indicated that the use of Google Docs might be beneficial for the collaborative writing and peer feedback practices. The students used a particular feature of Google Docs to conduct collaborative writing and peer feedback practices. Therefore, this study could be used as a reference for an innovative and effective teaching and learning models to enhance students' writing skills by implementing collaborative writing and peer feedback practices using the technology called Google Docs.

Keywords : Collaborative Writing, Peer Feedback, Google Docs

**MOOC AS AN ALTERNATIVE FOR TEACHING DURING COVID 19 PANDEMIC:
AN ANALYSIS ON STUDENTS' MOTIVATION AND ATTITUDES**

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Covid 19 pandemic has forced educators and students to use online learning instead of brick-mortar classes. One of learning platforms that seems to be popularly used during the pandemic is MOOC. The present study aims to analyse motivational factors and attitudes of Indonesian EFL learners toward MOOC by using a qualitative descriptive method. In order to obtain the results, ten respondents were interviewed. The interview results' were transcribed and analysed using NVivo software. Based on the present research's findings, despite relatively positive attitudes toward MOOCs shown by the majority of respondents, there are still some perceived disadvantages of MOOCs such as lack of feedback from tutors, lack of communication with classmates, and unreliable internet connection. However, the respondents are motivated to join MOOCs because MOOCs provide diverse taught subjects, encourage learners to be autonomous, are free of charge, connect learners with people from all over the globe, and provide an effective and flexible learning. The results suggest that MOOC can be an effective alternative for EFL teaching and learning during the pandemic but it needs to be provided with better interaction between students and tutors to reduce students' loss of motivation.

Keywords : MOOC, attitudes, motivation, foreign language learning, online language learning

IMPROVING THE QUALITY OF ONLINE LEARNING THROUGH REMOTE FLIPPED CLASSROOM DURING THE COVID-19 PANDEMIC

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COVID-19 pandemic has forced schools and universities, including the students and teachers, to conduct the teaching and learning processes from home through online classes. Ultimately, we have the need to develop an alternative online learning model that can adapt to the unique context we have in our classroom. However, the efforts to improve the quality of online learning have focused primarily on the choice of a technology platform for delivering the instructional contents and supporting students learning experiences. One proposed model is Remote Flipped Classroom (RFC). RFC is an alternative framework for conceptualizing, designing, and researching the practice of the flipped classroom during this COVID-19 pandemic. A flipped classroom, based on Jon Bergmann and Aaron Sams' model (2014), incorporates social constructivist approach, and facets of other key models such as Universal Design for Learning (UDL), SAMR (Substitution, Augmentation, Modification, and Redefinition) Model, and Bloom's Taxonomy of Cognitive Processes. In this model, the definition of a flipped class is expanded and adapted to include online learning environments. In RFC, students take center stage in preparing materials while teachers devote interaction time to providing structure, explanations in greater depth. At its core, the flipping means shifting the focus of the instruction from the teacher to the students. In this way, RFC moves from traditional teacher-created tasks to more meaningful and student-centered, tech-integrated learning.

Keywords : COVID-19 pandemic, flipped classroom, online learning, remote teaching

PROMOTING STUDENTS' SELF-REGULATED LEARNING IN TRANSLATION USING ONLINE CAT TOOL

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The outbreak of Covid-19 pandemic has changed how classes are conducted, especially in Higher Education where almost all classes should be conducted virtually. While some lessons could be easily transformed into online mode, some others need more than re-adjustment to be operated online. This also happened to how the class of Practicum of Translation should be designed in such a way that enabled the lecturer and students connect virtually. This study, using qualitative approach, was able to find out how the use of an online CAT tool, namely Memsorce®, can be a promising alternative to conduct online Translation class activities. By using this cloud-based translation platform, students' work progress can be easily monitored by the lecturer. The benefit of using this online CAT tool is twofold, as it is also possible to encourage students to develop their self-regulated learning. Working on their own within a team, students are encouraged to develop their communicative and cooperatives skills; and in particular, their self-regulation to complete a translation project.

Keywords : self-regulated learning, translation, CAT, Memsorce®

AN ONLINE PROFESSIONAL LEARNING PROGRAM FOR SUPPORTING VOCATIONAL SCHOOL TEACHERS' ONLINE CLASSROOM VIA WHATSAPP GROUP

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This descriptive study reports on an online professional learning program of vocational school teachers aiming to support the teachers' pedagogic practice in using WhatsApp group for their online classrooms. Specifically, the study examined the teachers' learning experiences during the training and their lesson plans in deploying affordances of WhatsApp platform to help their students learn. This study involved 90 teachers in a public vocational school in West Java Province, Indonesia. The data were collected from the observation of a one-day training, WhatsApp classroom simulation, the teachers' responses on the training, and the teachers' lesson plans. The findings demonstrated the teachers' increased awareness about the importance of planning clear and specific instructions to their students in WhatsApp classroom. The teachers' lesson plans indicated the incorporation several features, such as voice note and emojis, to ignite positive interactions between the teachers and their students. The limitation of the study is that there were no simulations with real students to portray the authentic WhatsApp interactions with students. Thus, based on the findings and the limitations, it is recommended to observe teachers in conducting their online classes with their students.

Keywords: Professional learning, vocational school, WhatsApp, classroom interactions

WHATSAPP GROUP INTERACTIONS: A STORY FROM AN ENGLISH CLASSROOM

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This case study aims to investigate an English teacher's instructions in WhatsApp Group in supporting high school students' learning in writing application letter. The data were gained from transcripts of Whatsapp interactions and samples of students' application letter. The WhatsApp's interactions were analyzed using Rose's (2018) pedagogic register analysis. The students' sample texts were analyzed in terms of application letter structures and relevant language features. The findings indicated that the teacher's instructions in WhatsApp Group engaged the students to participate more actively in online teaching and learning processes. The teacher's use of a wide range of modalities, such as learning.apps, padlet, google slides and google docs supported the students to complete the tasks successfully.

Keywords: WhatsApp interactions, online learning, pedagogic register

**ENGLISH SPEAKING OF INTERNATIONAL STUDENTS IN THAILAND AND
INDONESIA: A CASE STUDY OF DIGITAL LITERACY PRACTICES**

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Globalization lets everyone use English for everyday contact worldwide. Connecting partnerships and relationships is a crucial thing. We can quickly meet anyone in Indonesia or Thailand by using spoken English. Keeping in touch with people around the world, essential items to own can be English. Working with English can be useful for partnerships and reputation values. This research will focus on international students studying English in Thailand and Indonesia. Action analysis in the classroom teaching during the virtual class is collecting data to evaluate and analyze. Thailand's international students consist of six countries: Thai, Vietnam, Korean, Cambodian, Philippines, and Chinese students. They are local students at a university in Indonesia who are learning English and are supposed to speak English all the time. Students will produce different English-speaking styles based on digital literacy practices based on culture and world English.

Keywords : English speaking, International students, digital literacy practices, Thailand & Indonesia.

THE REFLECTION OF DIGITAL LITERACY IN EFL CLASSROOM: A CASE STUDY AMONG MILLENNIALS ENGLISH TEACHERS

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Digital Literacy (DL) is the ability to use information and communication technologies, to find, evaluate, create, and communicate, requiring both cognitive and technical skills. This case study investigated the digital literacy among the millennial English teachers, and how they integrate it into their lesson plan and teaching. The instruments used in this study were questionnaire, observation, and document analysis. The questionnaire was utilized to find out their understanding to the concept of digital information literacy while the observation and document analysis was to find out their utilization of the digital technology in the lesson plan and teaching. The respondents of the study were ten English teachers in Cianjur from millennial generation. The findings showed that the respondents have used various devices in their daily activities. They also have proper knowledge about the digital application for teaching, and have integrated them in their lesson plan and teaching in their EFL classroom. In practicing digital literacy, the millennials teachers need support. They also need time to work together to define new ways of orchestrating learning, time for professional development relating to integrating technology into instruction, and support for policies that allow portable devices to be used effectively in the classroom. They also need encouragement to continuously try new approaches with evolving technologies and the digital literacy. It is suggested to the government and policy makers provide robust, reliable, and easily accessible technical support for millennial English teachers to continue their digital literacy development.

Keywords : digital literacy, integration, millennial English teacher, EFL Classroom

USING TWINE AS A DIGITAL TOOL IN WRITING DIGITAL FICTION: A CREATIVE WRITING INSTRUCTION IN HIGHER EDUCATION

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Digital writing tool has been a support in the area of teaching and learning of English as it helps modify their writing into a better composition. Features in Twine as digital writing tool build students' creativity and hence it potentially becomes a part in a creative writing instruction for EFL students. The purposes of this study are to identify the development of students' writing digital fiction (plot and language use), the procedure facilitating the progress, and to find out students' view on the use of Twine as a digital writing tool. A qualitative case study was designed in order to address the objectives by doing observation, documentation and open-ended questionnaire. The participants were 19 EFL students who took Creative Writing course in their third year in a state university in South Sumatera Indonesia. Data analysis was conducted by having thematic analysis. The results reveal that the plot of the students' writing and the language use developed from developing stage to above average, and this was triggered by the phase in using twine such as drafting story, branching story, creating images, sound and video. To support this, the peer and lecturer's feedback are believed to support the students's writing progress. To end, the students come to an understanding that Twine is indeed advantageous for creating stories.

Keywords : Digital Fiction, Creative Writing, Twine, Digital Writing Tool

A STUDY OF NEEDS ANALYSIS OF OFFICE AUTHORIZATION AND GOVERNANCE (KNOWN AS "OTKP" IN INDONESIA) STUDENTS AT ONE VOCATIONAL SCHOOL IN BANDUNG

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This paper aims to find out the needs of the Office Authorization and Governance students' in learning English in terms of target needs and learning needs, and present situation. The study employed a case study method where the data were gained from the interview to one English teacher of one of the vocational schools in Bandung, the questionnaire to thirty students in one class of 10th grade of Office Authorization and Governance (OTKP), and also documents including syllabus, lesson plans, and the students' assignments. The results of the research show that in terms of the most needed English skills, the students need speaking and writing skills in specific purposes for the future work in the field of Office Authorization and Governance (OTKP) as secretary, manager, receptionist, and so on. However, English taught in the learning activities in the vocational school was General English (GE), which was less appropriate and fitting for vocational students to meet the target needs. The Office Authorization and Governance (OTKP) students needed EVP (English for Vocational Purposes) particularly on the improvement of skills and knowledge needed by target needs, such as speaking to native or non-native speakers in business context, and writing reports. Furthermore, the Office Authorization and Governance (OTKP) major should be provided with appropriate lessons and skills to prepare them for the future job markets.

Keywords : English for Specific Purposes (ESP), English for Vocational Purposes (EVP), Needs Analysis, Office Authorization and Governance (OTKP).

ENGLISH FOR SEAFARERS: NEED ANALYSIS AND COURSE DESIGN FOR CADETS

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English is considered a language of communication used in any professions. For these last decades, it is being taught in different schools and institutions to meet specified purpose and professional needs of learners. As far as maritime profession is concerned, seafarers need English language during their professional settings. The study investigated the communicative needs of seafarers at professional level in survey based research. The objectives of the study 1) to find the English communicative needs of seafarers in the professional settings. 2) to examine the existing level of proficiency in English skills among seafarers. 3) To identify what ESP course can be designed based upon the information gathered during the present study. The data was collected, analyzed and interpreted quantitatively by administering questionnaire among seafarers.

Keywords : Maritime English, communicative needs, language learning, ESP

STUDENTS' PERCEPTIONS: AN EVALUATION ON ENGLISH FOR PHARMACY CLASS

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English for Specific Purpose is a learning program that is specially designed to meet students' needs in a certain area. One such area is English for pharmacy, which is taught at the pharmacy academy. However, not many pieces of research are devoted to investigating the learners' needs in pharmacy. This research was aimed to evaluate the English for Specific Course conducted by exploring students' perceptions during the 1st half-semester, 2019/2020 academic year. A survey method was accomplished by distributing questionnaires and doing interviews with 160 respondents in STIKes BTH Tasikmalaya. One hundred thirty-six submitted the online questionnaires in google form. The result was transcribed and analyzed to get research findings. It covered the evaluation of learning objectives, content, and learning process. From those components, students considered that learning objectives had met their hopes and needs, the course contents had given them much knowledge of English, and the learning process had run effectively and efficiently. Therefore for handling a very few negative responses, the lecturer should consider them for the future improvement.

Keywords : ESP, learning objectives, course content, the learning process

VIRTUAL CLASS IN THE ESP READING COMPREHENSION FOR L2 CLASS: USEFUL OR USELESS?

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Virtual Classroom (VC) is giving the students some space for actively participating in every learning activities in academic according to their aiming competence with no limitations of space and time. VC displays some contents that connect the students and teachers virtually containing pictures, graphics, text, topic related hyperlink. Teachers can submit the materials through the content provided, and students can work and collect at the content provided as well. This paper aims at examining the students' perception toward the use of VC in the ESP Reading Class. A total of 27 sophomores majoring in Mechatronics Department on Politeknik Elektronika Negeri Surabaya took part in this study. The data were obtained from an 8-item open ended questionnaire which was followed by an in-depth interview. The students expressed their perceptions towards VC after being treated using VC in 8 weeks. The result showed that in the majority of the students have positive attitudes toward VC and they developed their integrative and instrumental motivation during the treatment.

Keywords : VC, ESP, reading comprehension, perceptions, integrative and instrumental motivation.

STUDENTS' AND TUTORS' PERSPECTIVE OF LEARNING QUALITY TOWARDS ENGLISH TUTORIAL PROGRAM IN PRIVATE UNIVERSITY INDONESIA

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The concept of improving the quality of education is one of the new paradigms of education management in Indonesia. Thus, learning quality in a program could be taken as an important part in improving the quality of education. Many schools and universities provide language tutorial program, especially English to improve their students' English Language Skills. Muhammadiyah University of Surakarta is one of the universities which provide English Tutorial Program. Thus, this study aims to identify the learning quality of the program based on analyzing the students' and tutors' perspective through this program. This research employs mixed-method with embedded design which presents quantitative as primary data and qualitative as secondary data. The researcher works the data with spreading the questionnaire and having in-depth interview. The sample for questionnaire are 188 respondents which consist of 100 students and 88 tutors. Meanwhile, for interview, the researcher takes data from coordinator of the program, tutor assistant, 2 tutors and 3 students. The reliability of the item question is acceptable. The finding shows that the learning quality of English Tutorial Program indicates positive responses on educators' skills, students learning behavior, learning climate and learning material. Even though the notes will be concerned in improving its system on time management of the program and learning media (updated the textbook). Nevertheless, another result shows that students show an improvement on their English language skills especially speaking and writing after joining English Tutorial Program provided by Muhammadiyah University of Surakarta.

Keywords : English Language, English Tutorial Program, Learning Quality, Student Perspective, Tutor Perspective

SYNTAX AND SEMANTICS OF THE USE OF PHRASAL VERBS BY LIBYAN STUDENTS TO WRITE ENGLISH TEXTS

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This paper explores and analyzes the usage of phrasal terms for the composition of English texts through Libyan students' syntaxes and semantic problems. In the present analysis, the investigator analyzed three major syntactic problems in connection with adverb addition, the location of particles and the frontal particles by examining cases in which respondents err in writing English texts. There are semantic problems with phrasal verb use among Libyan students. In this study the results demonstrated that semantic difficulties in the realization and comprehension of the meanings of phrasal verbs are both literal and non-literal phrasal verbs.

Keywords : syntactic problems, semantic problems, phrasal verbs.

CROSS-CULTURAL ONLINE GROUP DISCUSSION TO ENHANCE STUDENTS' PARTICIPATION IN ENGLISH FOR SPECIFIC PURPOSES CLASS: A CASE STUDY

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The Covid-19 pandemic drives teaching-learning process into a new model; from face-to-face to online learning model. It certainly brings out several obstacles that must be faced in the process. One of the common problems is the lack of students' participation, especially in the discussion time. This action research aims to enhance the students' participation in learning English. The action was carried out in English for Specific Purposes class at Home Economics Education Program, Faculty of Engineering, Universitas Negeri Semarang. The cross-cultural online group discussion was implemented using WhatsApp messenger service which was followed by 35 students of Home Economics Education Program. The action research was taken and completed in two cycles of preparation, implementation, observation, and evaluation. The result was analyzed using descriptive presentation method. The results indicate the improvement of students' participation in the discussion; the average participation in cycle I was 50.47% and 74.29% in cycle II.

Keywords : online group discussion, students' participation, English for Specific Purposes class

**NEED ANALYSIS OF THE ENGLISH USED IN MANUFACTURE INDUSTRIES:
HUMAN RESOURCE DEVELOPMENTS 'POINT OF VIEW**

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Purpose: This study examines the desired skills of communication in the working environment of industry in Indonesia that has the characteristics of the use of English as a Foreign Language (EFL).

Methodology- This research used qualitative data from interviews from 10 manufacture companies in Indonesia. The interviewees were purposively selected in order to gain the wider insight about the language use in their department. **Finding-** The results and discussion have presented the examples of content materials and its usage in the factories so that teachers can have more details topic, examples, and tasks.

Keywords : ESP, HRD, Industries

ENGLISH COMPETITIVE DEBATING CHALLENGES – TEACHER'S VOICE

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English Competitive debating is currently on the rise at the varsity level due to its extensive English four skills enhancement. However, some students find it challenging to win the debate even after debating for more than a year. This study investigated the challenges the debate coaches face when preparing their students to compete in the tournament. This study utilized a qualitative case study with three debate coaches as a subject. Data were gathered using semi-structured interviews and training observation. The study discovered that the coaches' main challenge was students' lack of prior skill before entering the tournament, such as speaking fluency, reading comprehension skill, and listening capacity. The coaches tried to fix the problem by providing tons of debate videos, books, and training sessions as often as possible before tournaments. As a result, students complained about the burden to juggle training and their studies. The coaches found that some students felt burned out after the training session and did not enjoy the activity. Another challenge was the lack of funding from universities and the lack of time allocation to train. The situation forced the coaches to either simplify the materials and compressed the sessions. This study requires additional extensive research on students' perspectives about debating and their expectations of their teachers.

Keywords : competitive debating, challenges, training session, skills

AN ANALYSIS OF DRAMA WAYANG AS ESP SPEAKING CLASS FINAL ASSIGNMENT

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Wayang show has been modernized in some ways, one of them is in the form of Drama Wayang. In Drama Wayang, the story still derives from Mahabharata and Ramayana, the Hindu mythology, that has been adapted into Javanese style. However, it is different from Wayang Orang show. Wayang Orang is a traditional show where the story is presented based on “pakem” or we may call it rules which can be from Jogja or Solo style. Meanwhile, in Drama Wayang, the story is performed in a modern drama, and there might be some modifications which can be from the music, characters, and stories. Nowadays, Wayang Orang are still performed in some cities, including Surakarta and Yogyakarta, but young people’s passions for it has been rapidly decreasing. Therefore, some breakthroughs to make young people like Wayang Orang are made, one of them is through Drama Wayang. The stories in Wayang are closely related to daily life. It also teaches human culture and values to people. Meanwhile, some study fields are closely related to culture and contents about culture are often instilled in their lesson materials, one of them is in Bahasa Indonesia Department. Therefore, this paper tries to show that Wayang performance is still relevant to young people, specifically in Bahasa Indonesia Department, as part of their speaking class assignment in English for Specific Purposes program.

Keywords : Drama Wayang, ESP Speaking Class, Final Assignment

ANALYZING 4CS COMPONENTS OF ASSESSMENT TEST ON CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN A SCIENCE SUBJECT OF PRIMARY BILINGUAL SCHOOL IN EFL CONTEXT

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The topic of assessment on CLIL or Content and Language Integrated Learning is denoted as one of the strenuous issues amongst teachers. For a bilingual classroom where the content of the subject is taught in English or other foreign language, teachers will be perplexed about either content or linguistic competence as the main focus of their assessment. Since CLIL is also directed to promote students' 4Cs (content, cognition, communication, and culture), teachers need to be aware of the concept of assessment on CLIL particularly in bilingual schools whose students learn English as their additional language. This study aimed at exploring the practice of assessment on CLIL with 4Cs manifestation performed in a bilingual school in Indonesia. Upon the qualitative method with the data collected from document (test) analysis, questionnaire and interview, the result showed that teachers in conducting assessment for CLIL in the classroom concern on the following aspects which include: the criteria of developing assessment to build students' content, cognition, communication and culture, the practice of assessment on CLIL, and the constraints they typically encountered during the process of assessment on CLIL in their classroom. Further researches are emerged to be carried out with more elaborations on the aspects of implementations of assessment on CLIL. For instance, design in CLIL assessment, teachers' and students' perspectives on CLIL assessment, significance on assessing CLIL on students' content and linguistic competence, and other studies related to assessment in CLIL, which are still limited on the ground and need to be enquired respectively.

Keywords : Assessment, CLIL, content learning assessment, language learning assessment, integrated learning, 4C

EVALUATION OF AN ESP TEXTBOOK ENTITLED “PRACTICE YOUR ENGLISH COMPETENCE”: TEACHERS’ AND STUDENTS’ PERSPECTIVES

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Students’ needs should be taken into consideration in choosing textbooks for a vocational high school. This research aims to evaluate and investigate how is the relevance of a textbook entitled “Practice Your English Competence” with students’ needs of the multimedia major through teachers’ and students’ perspectives. Data of this research will be obtained from a multimedia class of a vocational high school in Bandung in the form of questionnaires and interviews. The data will be analyzed based on needs analysis proposed by Hutchinson and Waters (1987) and Nation and Macalister’s (2010) in addition to evaluation survey questionnaires for students and teachers suggested by Litz (2005). The expected finding of this research is the textbook meets the students’ needs hence it is suitable to be used by the students.

Keywords : ESP, Textbook Evaluation, Students’ Needs, Needs Analysis

THE IMPLEMENTATION OF SUNDANESE SPEECH LEVEL CONTROL BASED ON SOCIAL DEIXIS IN INDONESIAN-TO-SUNDANESE NEURAL MACHINE TRANSLATION

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Many vernacular languages in Indonesia use honorifics to express politeness. One of them is the Sundanese language that also has a speech-level system (known as undak usuk) to convey respect, politeness or social status. In machine translation, for the Indonesian language itself that has less speech level system, it is not easy to generate the proper choice of word when it comes to translating local languages. Based on the fact, this research aims to experiment on controlling Sundanese honorifics in neural machine translation (NMT). This experiment will train the NMT using a parallel data of translated Indonesian→Sundanese texts. The texts are taken to be trained as a model that is capable of producing Sundanese translations in different honorific speech styles for the same Indonesian input sentence. The research will be conducted by marking up the source side (Indonesian) of the training data with a feature that encodes the use of social deixis expression on the target side (Sundanese). The translated honorifics produced will be controlled at test time. The impact on translation quality will be measured by BLEU (Bilingual Evaluation Understudy). The automatic evaluation with BLEU indicates that the social deixis elements such as T-V distinction and honorifics are relevant for the translation.

Keywords : Sundanese, Speech Level, Social Deixis, Neural Machine Translation

LANGUAGE AND CULTURE DISCOURSES IN TRANSLATING WAYANG KULIT PERFORMANCE INTO ENGLISH

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This article examines how the practice of simultaneous and spontaneous translation in Javanese wayang kulit takes place. Among the audience, there are individuals, whether they are Indonesians or not, some, or only one guest, who have no or less knowledge on Javanese language as articulated by dalang (puppeteer) to communicate the story. Therefore, translating wayang spontaneously provides an alternate media to fill the gap between the wayang and the audience to understand the wayang story with the use of English as an international language. The research used qualitative and performative methods combined with actual participations of translation practices into English. In one wayang show in 2018, a Chinese translator spontaneously translated into Chinese from the English translation source. This shows multiple interpretations that occur in the translation. The analysis demonstrates the discursive practices of language and cultural elements in wayang context. Complexities appear along with wayang understanding, language ability, typing pace, and interpretation process. Moreover, the translator cannot ask for the dalang's scripts to anticipate impeding him from artistic creativity. Thus, errors are occasionally made without having sufficient time to revise when projected to the audience. The research reveals that although the translation result is not rigid literal translation, it represents a better format in informing the wayang directly.

Keywords : English, Javanese, spontaneous translation, wayang kulit performance

**ANALYSIS OF TRANSLATION TECHNIQUES IN THESIS ABSTRACTS OF
ENGLISH AND INDONESIAN LANGUAGE AND LITERATURE
UNDERGRADUATE STUDENTS**

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Writing a quality abstract is important because abstract is a factor that determines whether a paper is worth reading or not. For researchers or students whose main language is not English, translation techniques must be taken into consideration as well, especially if they aim for international publication. Various studies related to translation techniques have been done previously, but not many analyzed abstracts, especially from undergraduate students' theses that were written in two languages. Therefore, this study aims to analyze translation strategies of abstracts from English Language and Literature and Indonesian Language and Literature students of Universitas Pendidikan Indonesia. A total of 60 English and Indonesian abstracts were taken from UPI's online repository to be analyzed using Molina & Albir's (2002) translation techniques. From the analysis, it is shown that the translation technique that was used the most in abstracts from both study programs was Literal Translation, followed by Borrowing. However, 11 translation techniques are identified in abstracts written by English Literature students, while only nine are identified from Indonesian Literature students' abstracts. The findings show that despite writing in different languages, students from both study programs used similar translation techniques to translate their abstracts.

Keywords : Abstracts, English, Indonesian, Translation techniques'

**FOSTERING STUDENTS' CRITICAL READING THROUGH DIGITAL SHORT
STORY TRAILER PROJECT**

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Literacy teaching by utilizing technology is not a new state and has well-developed in numerous studies. In order to augment this growing topic, the present study delineated EFL students experience in interpreting the content of English texts and review the texts through video trailer. To fill the gap, this article juxtaposed the students' engagement in teaching literacy through digital short story trailers as a result of promoting students' critical literacy. Questions that require higher order thinking skills were posed in pre-reading and post-reading sessions to encourage students' critical literacy in reading short stories. The data of this case study were gathered from observations and interview with eleventh undergraduate students who were voluntarily involved in this research. The gathered data attested that students were engaged, work cooperatively, and successfully produce short story trailer that not only summarize the texts but also include their point of view about the text. Moreover, the participants also uttered that they found interesting way to show their understanding of the given stories. The evidence suggests that EFL teachers may guide students by using critical questions to make digital short story trailers in order to entice them to read texts critically.

Keywords : Critical reading, digital short story, and EFL students.

LITERATURE CIRCLES IN THE EFL CLASSROOM: BREAKING THE FOURTH WALL

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The demand for teaching reading strategy that fits to equip students to cope with both academic needs and other functional competence requirements increases over time. Literature Circles proposed by Harvey Daniels (1994) has been highly praised for its qualification in assisting students to have a more meaningful reading experience. This research aims to qualitatively review the way Literature Circles function as Collaborative Learning Techniques on Senior High school students in Indonesia. The study was concluded within four consecutive meetings in one of the Senior High Schools in Bandung with the data collected through participant observation, interview, and document analysis. The findings of the study revealed that Literature Circles allows a learning environment that (1) supported the learner to have meaningful and supportive interactions with their peers; (2) displayed responsibility of oneself and to others; (3) was reflective of its own practices, all of which support a Collaborative Learning environment in EFL classroom. Furthermore, it was also revealed that Literature Circles aided Learner Autonomy and Zone of Proximal Development (ZPD) to develop.

Keywords : Collaborative Learning Technique; learner autonomy; Literature Circles; zone of proximal development

PROMOTING STUDENTS' HIGHER-ORDER THINKING SKILLS THROUGH TEACHER'S FEEDBACK IN AN EFL CLASSROOM

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Higher-Order Thinking Skills (HOTS) has been mandated in the 2013 Curriculum in Indonesia. Despite a growing number of research on how HOTS and the 2013 Curriculum are interrelated, only a few studies on how students particularly in a lower level of education have reported their classroom experience with HOTS especially with the help of teacher's feedback. Therefore, this study aims at revealing how to promote students' higher-order thinking skills through teacher's feedback. A qualitative research was employed to investigate the phenomenon and one English teacher and 31 students were involved as participants who were observed and interviewed. The findings showed that the teacher implemented four models when assisting students in increasing their HOTS: (1) discussing students' reasoning; (2) providing feedback which functions as scaffolding; (3) offering feedback to students' responses with praise along with "what" questions; and (4) giving suggestions for the students' improvement transformed into challenges

Keywords : feedback, higher-order thinking skills, hots-based feedback

**“CAN SHE FIGHT THE BULLY?”: NAVIGATING MULTILITERACIES
PEDAGOGY IN GRADE FIVE’S DIGITAL BOOK TRAILERS**

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In the light of digital multimedia technology, the term “literacy” has undergone significant changes in literacy practice involving multiple modes in the meaning making process. This research reports how grade five students engaged in the multiliteracies pedagogy. Data were collected from a prolonged observation in the classroom* since the first phase of inviting students to read a book that they like until they recreate a digital version of this book into book trailers, as well as interview at the end of the research. Findings revealed that the stories students created reflected their understanding of some critical social issues such as diversity and social justice, the values advocated by the New London Group in relation to literacy learning. In line with their work, we argue that literacy educators should encompass students’ voice, agency and critical literacy in the literacy practice at schools. *conducted before the Covid-19 pandemic

Keywords : Multiliteracies, Critical Literacy

WHY PRESERVICE TEACHER EMPOWERMENT WITH FIVE DIMENSIONS MATTERS IN TEACHER EDUCATION PROGRAMS DURING POST PANDEMIC COVID-19

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Why Preservice teacher Empowerment matters in teaching language at teacher education program. Nevertheless, the conservative teaching practices often have the effect of disempowering students. (Ashcroft, 1987; Cheng, 2010; Freire, 1970) The conservative teaching practice model peaks to the crisis phenomenon of learning loss and lost generation (Makarim, 2019). The process of Student empowerment is the iterative process which engage five integrated dimension such as knowledge dimension, learning dimension, skill and competence dimension, personal growth dimension, and the classroom community dimension. (Ashcroft, 1987; Cheng, 2010, Freire, 1970; Murray, 2019). The aim of the paper is to figure out the preservice teachers and teacher educators' belief on why preservice teacher empowerment with five dimensions matters in teacher education program especially English Education. The research method is a case study which elaborates questionnaire, interviews, and document analysis to collect the data. The expected finding would be the description knowledge dimension (KD): types of knowledge that preservice teacher should have; learning dimension (LD): learning interest, motivation, habit, and commitment; competence dimension (CD): critical thinking skill, communication skill, collaboration skill, and creativity & innovation; personal growth dimension (PGD): self-awareness, self-control, self-esteem, self-efficacy, self-direction, self-reflection, self-transcendence; classroom community dimension (CCD): connectedness, group norm, group rule, and reward systems. The last but not the least, the implication of the process of preservice teacher empowerment would lead for sustainability of teacher education programs

Keywords : preservice teacher empowerment, KD, LD, CD, PGD, CCD

**THE PUSH-PULL FACTORS OF STUDY IN JAPAN: A NARRATIVE STUDY OF
JAPANESE LANGUAGE LEARNERS**

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This study aims to identify the push and pull factors of Indonesian students who choose to continue their study in Japan learning Japanese language. Narrative inquiry as one of the methods in qualitative research was employed by conducting in-depth interviews over the course of two years with ten participants. They majored in Japanese language at Indonesian higher educational institutions. Findings revealed that the push and pull factors of study in Japan came from both home and host countries. The push factors from the home country include national educational policy and planning, restricted access to scholarships, the uncondusive environment for learning Japanese, the new trend of business in Japanese language education, different standard of Japanese language proficiency between educational institutions and workplace demand, and the value of Japanese language skill and Japan's experience. Meanwhile, the pull factors from the host country include the changing policy of study and work in Japan, the embedded image of Japan, and the widely spread Japanese language education. This study suggested that learners were more motivated by the desire to become a competent individual rather than financial reasons, by upgrading their knowledge and skill of Japanese language and gaining life experience through study in Japan. It also found how the implementation of language education policy and planning in both countries have had a significant impact on students' motivation and decision to study abroad. This study provides valuable insights into the complex dynamics of push-pull factors of transnational students mobility from the perspective of foreign language learning.