



69th TEFLIN

3rd EEIC

2023 ACEH - INDONESIA

22-24 SEPTEMBER 2023

PROGRAM BOOK

69th TEFLIN

3rd EEIC

CONFERENCE 2023 – INDONESIA
A HYBRID INTERNATIONAL CONFERENCE



Organized by:



Universitas Syiah Kuala

In partnership with:



Sponsored by:



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PREFACE



ABOUT TEFLIN



The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN) is a professional organization run primarily by volunteer members of the organization. The members of TEFLIN are institutions and individuals focusing on Teaching English as a Foreign Language in Indonesia.

TEFLIN focuses on developing its professional members and has an important role in Indonesian societies nowadays in the field of TEFL and TESL. Various academic and professional activities are conducted by TEFLIN, such as:

- conferences
- seminars
- workshops
- trainings
- journal publications

In addition, TEFLIN continuously develop its national and international networks for collaboration and cooperation. The TEFLIN conferences have become momentous annual international academic events in Indonesia since 1998 to connect professionals and stakeholders in the field of TEFL. Its journal publications, TEFLIN Journal, is published twice a year and accredited as a scientific journal by the Directorate of Higher Education, Ministry of Education and Culture since 2002, and have indexed in several international academic publication databases, e.g. DOAJ, EBSCO, Proquest, Indonesian Publication Index (IPI), Google Scholar Metrics, WorldCat, Science and Citation Index (Sinta), ERIC, and Scopus. Its significance is performed through its responsibility to Test of English Proficiency (TOEP) in cooperation with the Pusat Layanan Tes Indonesia – PLTI (Indonesian Center of Test Services). TEFLIN is the content provider of TOEP of which result is acknowledged by the Indonesian government as one of requirements to be governments officials.

TEFLIN now stands tall among international professional organizations of TEFL/TESL institution in the world. It has close relationships with organizations such as TESOL International, IATEFL, MELTA Malaysia, Thai-TESOL Thailand, Cam-TESOL Cambodia, ALAK South-Korea, JALT Japan, RELC SEAMEO Singapore, RELO Jakarta, and British Council.

ABOUT THIS YEAR'S CONFERENCE



The 2023 Conference, organized and hosted by Universitas Syiah Kuala, Indonesia, is a joint conference of the **69th TEFLIN** and the **3rd EEIC International Conference 2023 Indonesia**. It aims to:

- provide an academic sharing and discussion forum for ELT and English language researchers, policy makers, and practitioners across Asia,
- provide various pre-conference workshops for professional development,
- disseminate and publish current research and conceptual ideas,
- provide a networking forum for ELT researchers and practitioners across Asia,
- promote cultural understanding among Asian countries, and
- rekindle the spirit and energy of conferences by holding a hybrid conference.

This year's theme is “**Digital Transformation and Future Challenges in English Language Teaching (ELT)**” discussed from the points of view of the following topics:

1. Curriculum, syllabus, and material design in English teaching
2. English as a global language/lingua franca/world English
3. English for academic, business, and specific purposes
4. Current issues in language
5. Culture and language
6. Interpreting and translation
7. Language testing and evaluation
8. English literacy development
9. Language teaching method and approach
10. Linguistic studies
11. Critical literacy in ELT
12. Teacher training and professional development
13. Literature studies
14. Technology in language teaching.
15. Arts, culture, and learning
16. Bilingual education
17. Other Related Areas

OPENING ADDRESS FROM THE CHAIR OF THE ORGANIZING COMMITTEE

May peace, mercy and blessings of Almighty God be upon you!

On behalf of the organising committee, I am proud to welcome everyone to Banda Aceh, Indonesia physically and virtually to the 69th TEFLIN – 3rd EEIC Hybrid International Conference 2023. This year, the joint conference is hosted by Universitas Syiah Kuala. It is such an honour for us all to be able to welcome presenters and participants to join this year's event. The conference attempts to create a space where researchers and practitioners can exchange academic knowledge and create networks among scholars with the same interests.

This year's theme is **"Digital Transformation and Future Challenges in English Language Teaching (ELT)"**, with 16 main sub-themes. Our keynote, plenary and featured speakers have considered these topics and we look forward to hearing a variety of perspectives in ELT and beyond. We warmly welcome the keynote speakers from Indonesia, Dr. Iwan Syahril Ph.D., Director Director of Early Childhood Education, Basic Education and Secondary Education, and Anindito Aditomo, Ph.D., Head of Agency for Standards, Curriculum and Assessment in Education, the Ministry of Education, Culture, Research, and Technology, Indonesia, and the panel speakers from Universitas Syiah Kuala Indonesia (Prof. Yunisrina Qismullah Yusuf), from the University of Melbourne Australia (Prof. Paul Gruba), from Michigan State University USA (Prof. Charlene Polio), from British Council EnglishScore UK (Mr. Colm Downes), from The Regional English Language Office (RELO), US Embassy (Mr. Thomas Kaufmann), and from British Council UK (Ms. Mina Patel), and all of the 15 featured speakers invited by TEFLIN and USK.

This year's joint conference is made possible by the dedication and hard work of our committee members and the support from TEFLIN Board, Universitas Syiah Kuala, and the Department of English Education, Universitas Syiah Kuala, as well as our partners, RELO and British Council, and all of our sponsors. We are indebted to many. The hard work of everyone involved in this conference is one of the core strengths that adds tremendous value to the conference organisation. Therefore, I would also like to thank our organizing committee, volunteers, and support personnel for their effort and commitment. I'm very grateful for their persistent work behind the scenes starting from registration and technical assistance to coordinating the schedule and logistics to run without a hitch.

Finally, we would like to thank all presenters for their willingness to share their research and ideas and all participants for their keen and active participation. Without your efforts, this conference would not be possible. We hope that you will have an enjoyable conference and productive time in Banda Aceh and virtually from all over the world, and leave with fond memories of the conference.

Best regards,

Prof. Dr. Zulfadli A. Aziz
Organising Committee Chair
TEFLIN-EEIC 2023 ACEH, INDONESIA

WELCOME MESSAGE FROM THE PRESIDENT OF TEFLIN

Honorable Rector of Universitas Syiah Kuala,
Distinguished Delegates and Guests
Respected Invited Speakers
Esteemed TEFLIN Board Members
Presenters and Participants,
Ladies and Gentlemen,

Assalamualaikum wa rahmatullahi wa barakatuh
Good morning

It is a great pleasure for me as the president of TEFLIN to welcome you to the 69th TEFLIN International Conference in conjunction with the 3rd English Education International Conference (EEIC) 2023. This year, the annual conference, hosted by Universitas Syiah Kuala, has a riveting theme, “Digital Transformation and Future Challenges in English Language Teaching (ELT).” Many dedicated ELT stakeholders, especially educators, gathered here today with a common passion: enhancing the way we teach and learn English in a fast-changing digital world.

As we continue developing ourselves professionally, it is highly important to recognize the profound impact that digital transformation has had on education not only in Indonesia but also worldwide. In recent years, particularly due to the Covid-19 pandemic, technology has greatly changed how we access information, communicate, and most significantly, how we educate our students. ELT is definitely no exception to this transformation.

The challenges that lie ahead are indeed vast. Technology is moving so fast that often times we feel left out and even burned out. We must adapt to new tools and technologies, respond to the diverse needs of our students, navigate pedagogical approaches, all while maintaining the core principles of effective language instruction and our well-being as teachers. However, what can be perceived as challenges can also be perceived as opportunities. It is our hope that this conference serves as a platform for us to come together, share insights, and explore opportunities as well as solutions for problems that we face due to the digital transformation. Furthermore, we hope this conference can foster collaboration among educators and researchers since this conference offers valuable networking opportunities. I encourage you get

connected, engage in meaningful discussions, share your experiences, and establish connections that will continue long after the conference is over.

Distinguished guests, ladies, and gentleman,

On behalf of the TEFLIN Board, I would like to take this opportunity to express my appreciation to sponsoring agencies and institutions that have supported us in holding this conference and my gratitude to invited speakers and paper presenters, who greatly contribute to the success of this conference. Please allow me to express my special thanks to our keynote speakers: Dr. Iwan Syahril Ph.D. and Anindito Aditomo, Ph.D. from the Ministry of Education, Culture, Research and Technology, Indonesia; and our plenary speakers: (1) Prof. Dr. Yunisrina Qismullah Yusuf from Universitas Syiah Kuala Indonesia, (2) Dr. Paul Gruba from the University of Melbourne, Australia, (3) Prof. Charlene Polio from Michigan State University, USA, (4) Colm Downes from English Score, UK (5) Thomas Kaufmann from English Language Fellow Program, USA, and (6) Mina Patel from the University of Bedfordshire, UK.

I would also thank our featured speakers who are participating on site and online: (1) Roby Marlina (RELC), (2) Thomas Kaufmann, Meilisa Sindy Astika Ariyanto, Maria Anityasari (RELO), (3) Kenny Nomnian (ThaiTESOL), (4) Buyung Sudrajat and Davide Gilmartin (British Council: English Programme), (5) Clare Kaneko (JALT), (6) Warid Mihati (MELTA), (7) Maniruzzaman (ETAB), (8) Masaki Oda (JACET), (9) Ika Damayanti & Safrina (UK-ID BC), (10) Nurmala Simbolon (UK-ID BC), and (11) Qumrul Hassan Chowdury (BELTA).

In addition, I would like to extend my appreciation and gratitude to the Honorable Rector of Universitas Syiah Kuala for his support for the conference. I would also like to thank the Organizing Committee for their tremendous hard work to host the conference. Last but not least, I want to thank participants of the conference whose active participation and intriguing questions are essential to make this conference lively and fruitful.

Distinguished guests, ladies and gentlemen, I wish you all a successful and wonderful conference experience.

Thank you.

Banda Aceh, 22 September 2023

Prof. Utami Widiati
TEFLIN President

CONGRATULATORY MESSAGE FROM THE RECTOR OF UNIVERSITAS SYIAH KUALA

To All Distinguished Participants,

The 69th TEFLIN International Conference
in conjunction with
The 3rd English Education International Conference (EEIC)

Dear Esteemed Colleagues and Guests,

It is with immense pleasure and pride that I extend my warmest congratulations to all participants, speakers, scholars, and attendees who have gathered at Universitas Syiah Kuala for the 69th TEFLIN International Conference, held in conjunction with the 3rd English Education International Conference (EEIC).

This remarkable event signifies the convergence of the brightest minds in the field of Teaching English as a Foreign Language and English Education. The synergy created by the exchange of ideas, research findings, and innovative pedagogical approaches during this conference is invaluable to the advancement of our academic community and the broader society.

The dedication and commitment of each participant, combined with the collaborative spirit that has brought you together, exemplify the essence of higher education and scholarly discourse. This gathering reflects the shared goal of enhancing English language teaching and learning, which has a profound impact on global communication and intercultural understanding.

As the Rector of Universitas Syiah Kuala, I am immensely proud of our university's role in hosting this prestigious event. We are committed to fostering a vibrant intellectual environment where knowledge and innovation thrive, and your presence here contributes significantly to that vision.

I encourage you to take full advantage of this conference by engaging in meaningful discussions, networking with peers, and exploring the rich cultural heritage of Banda Aceh. May this event inspire new ideas, nurture lasting collaborations, and lead to research breakthroughs that will shape the future of English language education.

Once again, congratulations on your participation in the 69th TEFLIN International Conference and the 3rd English Education International Conference (EEIC). Your dedication to the field is commendable, and I have no doubt that your contributions will leave a lasting mark on the landscape of English language education.

Thank you for choosing Universitas Syiah Kuala as your host, and I wish you a productive and memorable conference experience.

Sincerely,

Rector
Universitas Syiah Kuala

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GLOBAL SCHEDULE



GLOBAL SCHEDULE

Date	Venue	Time	Activities
PRE-CONFERENCE DAY			
Onsite: AAC Main Hall, Universitas Syiah Kuala			
21 Sept 2023	AAC Main Hall	07:30 – 08:00	Pre-conference workshop registration
		08:00 – 10:00	TEFLIN and EEIC 2023 Paper Revision <i>Jack Stevens</i> - Oberlin Shansi Fellow at Universitas Syiah Kuala
		10:00 – 10:30	Coffee Break and Networking
		10:30 – 12:00	TEFLIN and EEIC 2023 Paper Revision <i>Jack Stevens</i> - Oberlin Shansi Fellow at Universitas Syiah Kuala
		12:00 – 13:00	Lunch
		13:00 – 15:00	Workshop with Thomas Kaufman (RELO): Academic Writing Center

Date	Venue	Time	Activities
CONFERENCE DAY 1			
Onsite: AAC Main Hall, Universitas Syiah Kuala			
Online: https://zoom.us/j/97351691637?pwd=eWV3V0ZqWVJNN0ozOXZOdW42bHFWZz09			
Meeting ID: 973 5169 1637 Passcode: 085400			
22 September 2023	AAC Main Hall	07:30 - 08:00	Conference Registration
		08:00 - 09:45	Opening Ceremony <ul style="list-style-type: none"> • Qur'an Recital • Do'a • Indonesia Raya, Hymne TEFLIN, Salawat Badar • Greetings by Conference Chair • Congratulatory Remarks by the British Council Country Director Indonesia & Southeast Asia • Opening Remarks by TEFLIN President • Opening Address by Universitas Syiah Kuala Rector • Photo Sessions • Performance Rapai Geleng
		09:45 - 10:15	Keynote Speech 1 <i>Iwan Syahril</i> - Director of Early Childhood Education, Basic Education and Secondary Education, The Ministry of Education, Culture, Research and Technology Indonesia Moderator: Harumi Manik Ayu Yamin - Universitas Indonesia
		10:15 - 10:45	Keynote Speech 2 <i>Anindito Aditomo</i> - Head of Agency for Standards, Curriculum and Assessment in Education, The Ministry of Education, Culture, Research, and Technology. Indonesia Moderator: Harumi Manik Ayu Yamin - Universitas Indonesia

Date	Venue	Time	Activities
		10:45 - 11:00	Coffee Break
		11:00 - 11:30	Plenary Speech 1 <i>Yunisrina Qismullah Yusuf – Universitas Syiah Kuala, Indonesia</i> Moderator: Chairil Anwar Korompot - Universitas Negeri Makassar
		11:30 - 12:00	Plenary Speech 2 <i>Paul Gruba - The University of Melbourne, Australia</i> Moderator: Ika Lestari Damayanti - Universitas Pendidikan Indonesia
		12:00 - 14:00	Friday Prayer Lunch Break
	AAC VIP Room	14:00 - 16:00	Featured Speech 1 <i>Speaker 1: Roby Marlina (RELC)</i> <i>Speaker 2: Thomas Kaufmann, Meilisa Sindy Astika Ariyanto, Maria Anityasari (RELO)</i> <i>Speaker 3: Kenny Nomnian (ThaiTESOL)</i> <i>Speaker 4: Buyung Sudrajat, Davide (British Council, English Programme)</i> Moderator: Maria Hidayati – Universitas Negeri Malang, Indonesia
	Language Center		Parallel Sessions 1 Rooms 1 – 7
	Moot Court		Rooms 8 – 9
	Online		Virtual Rooms 1 – 9
	AAC Main Hall	16:00 - 16:20	Coffee Break
	Language Center	16:20 – 18:20	Parallel Sessions 2 Rooms 1 – 7
	Moot Court		Rooms 8 - 9
	Online		Virtual Rooms 1 – 9
	AAC VIP Room		TEFLIN Board Meeting

Date	Venue	Time	Activities
CONFERENCE DAY 2			
Onsite: AAC Main Hall, Universitas Syiah Kuala			
Online: https://zoom.us/j/97351691637?pwd=eWV3V0ZqWVJNN0ozOXZOdW42bHFWZz09			
Meeting ID: 973 5169 1637 Passcode: 085400			
23 September 2023	AAC Main Hall	07:30 – 08:00	Registration
		08:00 - 08:30	Plenary Speech 3 <i>Charlene Polio –Michigan State University, USA (Online)</i> Moderator: Yazid Basthomi - Universitas Negeri Malang, TEFLIN Board
		08:30 - 09:00	Plenary Speech 4 <i>Colm Downes - British Council EnglishScore, UK</i> Moderator: Maria Hidayati - Universitas Negeri Malang
		09:00 - 09:30	Plenary Speech 5 <i>Thomas Kaufmann - English Language Fellow at Institut Teknologi Sepuluh Nopember, Indonesia</i> Moderator: Nihta V Liando - Universitas Negeri Manado
		09:30 - 10:00	Plenary Speech 6 <i>Davide Guarini Gilmartin - British Council, English Programme</i> Moderator: Zuliati Rohmah - Universitas Brawijaya
		10:00 - 10:30	Coffee Break and Networking

Date	Venue	Time	Activities	
	AAC VIP Room	10:30 - 12:30	Featured Speech 2 Speaker 1: Clare Kaneko (JALT) Speaker 2: Warid Mihat (MELTA) Speaker 3: Maniruzzaman (ETAB) Speaker 4: Masaki Oda (JACET) Speaker 5: Qumrul Hasan (BELTA) Moderator: Kismullah – Universitas Syiah Kuala	
	Language Center		Parallel Sessions 3 Rooms 1 – 7	
	Moot Court		Rooms 8 - 9	
	Online		Virtual Rooms 1 – 9	
	AAC Main Hall	12:30 - 14:00	Lunch Break & Dhuhur Prayer	
	Language Center	14:00 - 16:00	Parallel Sessions 4 Rooms 1 – 7	
	Moot Court		Rooms 8 – 9	
	Online		Virtual Rooms 1 – 9	
	AAC VIP Room		TEFLIN Business Meeting	
	AAC Main Hall	16:00 - 16:20	Coffee Break	
	AAC VIP Room	16:20 – 18:20	Featured Speech 3 Speaker 1: Ika Damayanti & Safrina (UK-ID BC) Speaker 2: Nurmala Simbolon (UK-ID BC) Speaker 3: Ben Cook (British Council, UK) (Online) Speaker 4: Jongbong Lee (ALAK) (Online) Speaker 5: Zhao Yu (Global English) (Online) Moderator: Muhammad Aulia – Universitas Syiah Kuala	
	Language Center		Parallel Sessions 5 Rooms 1 – 7	
	Moot Court		Rooms 8 - 9	
	Online		Virtual Rooms 1 – 9	
			19:00 - 21:00	Gala Dinner and Closing Ceremony

Date	Venue	Time	Activities
CONFERENCE DAY 3			
Onsite: AAC Main Hall, Universitas Syiah Kuala			
24 September 2023	AAC Main Hall	08:00 - 09:00	Certificate Awards
		08:00 - 08:30	Post-Conference and Networking



PROGRAM SCHEDULE



CONFERENCE DAY 1

22 September 2023

Onsite: AAC Main Hall, Universitas Syiah Kuala

Online: <https://zoom.us/j/97351691637?pwd=eWV3V0ZqWVJNN0ozOXZOdW42bHFWZz09>

Meeting ID: 973 5169 1637 | **Passcode:** 085400

Registration 07:30 - 08:00
Opening Ceremony 08:00 - 09:45
Keynote Speech 1 09:45 - 10:15 <i>Iwan Syahril - Director of Early Childhood Education, Basic Education and Secondary Education, The Ministry of Education, Culture, Research and Techonology Indonesia (Onsite)</i>
Keynote Speech 2 10:15 - 10:45 <i>Anindito Aditomo - Head of Agency for Standards, Curriculum and Assessment in Education, The Ministry of Education, Culture, Research, and Technology. Indonesia (Onsite)</i>
Coffee Break 10:45 - 11:15
Plenary Speech 1 11:00 – 11:30 The Salient Practice of Acoustic Phonetics in English Language <i>Yunisrina Qismullah Yusuf –Universitas Syiah Kuala, Indonesia</i> Moderator: Chairil Anwar Korompot - Universitas Negeri Makassar, Indonesia
Plenary Speech 2 11:30-12.00 Transformations and Futures: A Meso Level Perspective <i>Paul Gruba - The University of Melbourne, Australia</i> Moderator: Ika Lestari Damayanti - Universitas Pendidikan Indonesia
Friday Prayer & Lunch Break 12:00 - 14:00

CONFERENCE DAY 1

22 September 2023

AAC VIP Room, Universitas Syiah Kuala

Featured Speech 1 Speaker 1 14:00 - 14:30 <i>Roby Marlina - RELC</i> Moderator: Maria Hidayati – Universitas Negeri Malang, Indonesia
Featured Speech 1 Speaker 2 14:30 - 15:00 <i>Thomas Kaufmann, Meilisa Sindy Astika Ariyanto, Maria Anityasari - RELO</i> Moderator: Maria Hidayati – Universitas Negeri Malang, Indonesia
Featured Speech 1 Speaker 3 15:00 - 15:30

Kenny Nomnian - ThaiTESOL

Moderator: Maria Hidayati – Universitas Negeri Malang, Indonesia

Featured Speech 1

Speaker 4

15:30 - 16:00

Buyung Sudrajat, Davide Guarini Gilmartin (British Council, English Programme)

Moderator: Iskandar AS – Universitas Syiah Kuala, Indonesia

CONFERENCE DAY 1

22 September 2023

L Onsite: Language Center & Moot Court, Universitas Syiah Kuala

Online: <https://zoom.us/j/97351691637?pwd=eWV3V0ZqWVJNN0ozOXZOdW42bHFWZz09>

Meeting ID: 973 5169 1637 | **Passcode:** 085400

Parallel Session 1

Rooms A-I (Language Center & Moot Court) & Rooms A – I (Virtual Rooms)

(Times in Local Western Indonesia Time)

Room A - Language Center (Onsite) & Virtual Room A (Online)

Time : 22 September 2023/14.00-16.00 WIB

Moderator : Kurniawan (Onsite) / Hidayati Rahmah (Online)

Time	Paper and Presenters
14.00-14.20	English as a Lingua Franca: How It Fits Teaching and Learning Strategies in the Indonesian Context <i>Fuad Abdul Hamied – Paper ID 5904 (Onsite)</i>
	Self-Directed Learning for Indonesian Higher Education Students' Writing Skills: A Literature Review <i>Muhamad Aziz Muslim Siti Drivoka Sulistyningrum Darmahusni – Paper ID 5297 (Online)</i>
14.20-14.40	Peer Collaborative Dialogue Model to Enhance EFL Listening Fluency through E-Learning-Mediated Interaction <i>Devi Hellystia Sri Hermawati - Paper ID 5312 (Onsite)</i>
	Employing Multimodal Dialogic Feedback on EFL Tertiary Students' Writing: Formative Assessment Framework <i>Nur Sehang Thamrin Suwarsih Madya Nur Hidayanto Pancoro Setyo Putro – Paper ID 5416 (Online)</i>
14.40-15.00	"Should I Choose English or Indonesian?": ESL Students' Attitude towards Medium of Instruction <i>Khairiah Syahabuddin Neli Zakia Amiruddin Amiruddin Nashriyah Nashriyah – Paper ID 5335 (Onsite)</i>
	Using Metacognitive Skill to Improve Writing Ability in SMPN 5 Kendar <i>Anugrah Puspita Ayu Muhammad – Paper ID 5391 (Online)</i>
15.00-15.20	An Integrated-Extensive Reading to Speaking Tasks in EFL Classroom: Illuminating Students' Perception and Language Acquisition <i>Sumardi Sumardi - Paper ID 5336 (Onsite)</i>
	Differentiated Instructions to Cater Diversity in English Language Learning: Indonesian Teacher's Perspective and Implementation <i>Imas Wahyu Agustina - Paper ID 5413 (Online)</i>
15.20-15.40	Introducing Re- STEAM Using PjBL Approach: A New Paradigm in Teaching English

	<i>Erfiati Adam Teuku Zulfikar Silvi Listia Dewi Kismullah Abdul Muthalib Fadliadi Ubit – Paper ID 5338 (Onsite)</i>
	An Inquiry into the Impact of Contextual Teaching and Learning (CTL) on Students English Writing Performance in Indonesian EFL Classroom <i>Ilmiah Ibrahim Nursyam - Paper ID 5508 (Online)</i>
15.40-16.00	Language Learning Strategy and Autonomy in the Context of Merdeka Belajar Policy <i>Nenden Sri Lengkanawati – Paper ID 5905 (Onsite)</i>
	The Effect of Grammar Translation Method towards Students' Writing Ability <i>Mita Nur Widiyanti Slamet Wahyudi Yulianto Mimin Aminah - Paper ID 5453 (Online)</i>

Room B - Language Center (Onsite) & Virtual Room B (Online)	
Time	: 22 September 2023/14.00-16.00 WIB
Moderator	: Dian Fajrina (Onsite) / Putri Alifah Rasikhah (Online)

Time	Paper and Presenters
14.00-14.20	Using Puppet Board Sentence Game to Improve Writing Skills among Primary School Pupils <i>Siti Nurhasya Dinie binti Abdul Mahdi Nurul Syuhada binti Mohd Noor Ahmad Muaz bin Mohd Fadzli Muhammad Mifdhal Sufi bin Ab Aziz Nik Ahmad Amjad bin Nik Ahmad Suffian Nenny Djuhara binti Johari - Paper ID 5390 (Onsite)</i>
	Neurological Dominance Science (NDS) to Enhance Students' Creativity in Communication for Learning English Achievement <i>Rita Hartati Meisuri Siti Aisah Ginting - Paper ID 5515 (Online)</i>
14.20-14.40	Improving Disciplinary Literacy Practices with a Multimodal Semiotic Approach in an EMI Context <i>Wawan Gunawan Yanty Wirza– Paper ID 5654 (Onsite)</i>
	Indonesian Teachers' Belief about Teaching English to Elementary School Students: Environment and Educational background <i>Alpino Susanto Zulfiana Dessyka Putri Fasaaro Hulu Frangky Silitonga - Paper ID 5517 (Online)</i>
14.40-15.00	Mapping of English Language Teaching in Elementary Schools in Jayapura City <i>Lalu Suhirman, Yulini Rinantanti - Paper ID 5404 (Onsite)</i>
	Students' Voice of Critical Thinking and Communication in 21st Century Skills <i>Farisha Andi Baso -Paper ID 5581 (Online)</i>
15.00-15.20	EFL Teaching and Learning in the Post-Pandemic Era Potential and Challenges: A Systematic Review of Literature <i>Fauziyatul Uzma Sri Sumarni - Paper ID 5431 (Onsite)</i>
	The Impact of English Language towards Bilingual English Educators' Identity <i>Suzulaikha Mohamed Nurdiyana binti Mohamad Yusof Bahri bin Bahar Nurrul Huwaina binti Ridzuan Lotfi - Paper ID 5782 (Online)</i>
15.20-15.40	The Effect of Goal Structure on Learner Motivation in a Project-Based Language Class <i>Matthew Coomber - Paper ID 5437 (Onsite)</i>
	Attitudes Perspective of Worlds Online Newspaper Articles on the U20 World Cup Cancellation in Indonesia <i>Fikry Prastya Syahputra Rohani Ganie Muhammad Rasyid Ridlo Bayu Febrilliandika - Paper ID 5486 (Online)</i>
15.40-16.00	The Employment of Metadiscourse Markers in Research Articles: A Comparative Analysis <i>Ashadi Ashadi Margana Margana Amrih Bekti Utami Aulia Shahnaz Pratiwi - Paper ID 5702 (Onsite)</i>
	Students' Evaluation on the Implementation of Project-Based Learning (PjBL): A Study at the

	English Language Study Program, (ELESP), FKIP Universitas Jambi <i>Adrefiza Adrefiza Ahmad Ridha Habizar Habizar - Paper ID 5612 (Online)</i>
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Room C - Language Center (Onsite) & Virtual Room C (Online)	
Time	: 22 September 2023/14.00-16.00 WIB
Moderator	: Anisah (Onsite) / Ghinan Nafsiha Basith (Online)

Time	Paper and Presenters
14.00-14.20	University Students' Metacognitive Knowledge of Reading Strategies and Academic Attainments <i>Eny Syatriana – Paper ID 5531 (Onsite)</i>
	The Learning Grit and English Reading Comprehension of Students as Online Gamers <i>Amelia Kartikawati - Paper ID 5451 (Online)</i>
14.20-14.40	The State of the Art of Teaching Reading of the Pre-Service Teachers Education <i>Siti Kholija Sitompul Amira Wahyu Anditasari - Paper ID 5541(Onsite)</i>
	Self-Regulated Learning (SRL) in English Language Teaching <i>Sutiono Elvina Arapah Novita Triana - Paper ID 5718 (Online)</i>
14.40-15.00	Examining High Achiever Students' Learning Strategies: Evidences from Writing Class at Islamic University in Aceh, Indonesia <i>Saiful Akmal Siti Khasinah Fitria Yuwita Nabilla Fitria - Paper ID 5289 (Onsite)</i>
	The Implementation of Problem-Based Learning in ESL Course Design Subject <i>Sri Minda Murni – Paper ID 5719 (Online)</i>
15.00-15.20	A Glimpse into AI-Supported English Language Learning Tools among Indonesian EFL Learners <i>Anik Nunuk Wulyani Utami Widiati Siti Muniroh Tengku Intan Suzila Tengku Sharif – Paper ID 6097 (Onsite)</i>
	Analysis of Differentiated Instruction Application on Teacher's Guidebook: "English for Nusantara" <i>Ellena Brilian - Paper ID 5731 (Online)</i>
15.20-15.40	Exploring Students' Character Building Resulted from the Use of Proverb-based Language Learning Model <i>Golda Juliet Tulung Djeinnie Imbang Siska Rambitan - Paper ID 5688 (Onsite)</i>
	Using Online Peer Coaching Strategies in ESL Speaking Performance and Motivation of Non-English University Students in Malaysia <i>Ahmad Niza Syazre Abdullah Muhammad Kamarul Kabilan - Paper ID 5763 (Online)</i>
15.40-16.00	Students' Perceptions Toward Nests and Nnests In Teaching Speaking <i>Saiful Marhaban Diana Achmad Cut Rina Elsa Fitrianty - Paper ID 5603 (Onsite)</i>
	Enhancing the Project-Based Learning Pedagogy through the Integration of 21st Century Skills in the Context of the Creative Arts Course <i>Bahagia Saragih Nora Ronita Dewi M. Eko Isdianto – Paper ID 5767 (Online)</i>

Room D - Language Center (Onsite) & Virtual Room D (Online)	
Time	: 22 September 2023/14.00-16.00 WIB
Moderator	: Nira Erdiana (Onsite) / Gata Khumaira (Online)

Time	Paper and Presenters
14.00-14.20	Words that Should Not Be Said in the Acehnese Language to Aceh Coastal Communities (Taboo Study)

	<i>Muhammad Iqbal Teuku Alamsyah Rostina Taib Dewi Nurmala Nurrahmah</i> - Paper ID 5695 (Onsite)
	Exploring meaningful feedback in Speaking Activity at Classroom: A Discourse Analysis <i>Cut Intan Meutia</i> - Paper ID 5803 (Online)
14.20-14.40	The Use of Singing Method in Improving the English Vocabulary of Early Childhood Students <i>Nurhayati</i> - Paper ID 5653 (Onsite)
	A Case Study of E-Collaborative Learning : An Effective Teaching and Learning Method To Enhance Primary School Pupils' Speaking Skills <i>Halipah Harun</i> - Paper ID 5804 (Online)
14.40-15.00	The Correlation Between Students' Frequency in Watching English TV Series and Students' Vocabulary Knowledge <i>Sudarman & Revina Cahyani Kanti</i> - Paper ID 5657 (Onsite)
	Indonesian Teachers' Perspectives on the Use of GBL in English Reading in Elementary School <i>Risa Fitria Nathasya Sardy Ika Kana Trisnawati</i> - Paper ID 5828 (Online)
15.00-15.20	Strengthening Students' Writing Achievement by Implementing Flipped Classroom Model with Peer Group <i>Intan Zuhra Zulfadli A Aziz Siti Sarah Fitriani Silvi Listia Dewi</i> - Paper ID 5658 (Onsite)
	N/A
15.20-15.40	Identifying Target Task for Material Development in Designing Digital Translation Module <i>Nur Aisyah Zulkifli</i> - Paper ID 5811 (Onsite)
	A Systematic Review of Self-Regulated Learning Approach through Digital Learning Media in Enhancing Students' EFL Competences <i>Desi Rochmawati Joko Nurkamto Muhammad Nizam Dewi Rochsantiningsih Sunardi</i> - Paper ID 5876 (Online)
15.40-16.00	Benefits and Challenges of Project Based Learning Approach among Language Students in the Eastern Part Universities of Indonesia <i>Andriyani Marentek</i> - Paper ID 5672 (Onsite)
	An Analysis of Ideational Meaning on Explanation Texts in Indonesian Senior High School Students in ESL Writing: A Study of Systemic Functional Linguistics <i>Destiyana Yanty Wirza</i> - Paper ID 5907 (Online)

Room E - Language Center (Onsite) & Virtual Room E (Online)

Time : 22 September 2023/14.00-16.00 WIB

Moderator : Nurul Aida (Onsite) / Said Miftahul Fahmi (Online)

Time	Paper and Presenters
14.00-14.20	Students' Perceptions on Bi-Modal Input of Extensive Learning Programme <i>Maria Hidayati Moch. Syahri Nur Arifah Drajat Rahmati Putri Yanifari</i> - Paper ID 5710 (Onsite)
	Speech Performance in Language Teaching-Learning <i>Robert Sibarani Yessy Octavianna</i> - Paper ID 5426 (Online)
14.20-14.40	Navigating Language Learner Autonomy in the Digital Era: EFL Teachers' Perspectives and Challenges <i>Muhammad Azhar Kholid Siti Maftuhah Damio Mail</i> - Paper ID 5717 (Onsite)
	"How Is Reading Habit among Students of Agriculture?": A Case Study in Politeknik Pertanian Negeri Payakumbuh <i>Resa Yulita Hudia Yuliandri</i> - Paper ID 5428 (Online)
14.40-15.00	Developing of Online- Project Based Learning Model in Improving Students' English-

	<p>Speaking Skill <i>Irma Dewi Isda</i> - Paper ID 5879 (Onsite)</p> <p>A Systematic Review of Community of Practice in Informal Learning Communities <i>Luluk Iswati Margana Basikin</i> – Paper ID 5640 (Online)</p>
15.00-15.20	<p>Discourse Markers: The Key to a Successful Thesis Defense Presentation <i>Iskandar Abdul Samad Fahmi Hanifa Kismullah Abdul Muthalib Siti Sarah Fitriani</i> - Paper ID 5769 (Onsite)</p> <p>Soft Skills Building through the Language Learning <i>Fahriany</i> - Paper ID 5703 (Online)</p>
15.20-15.40	<p>Grammatical Error Analysis on Students' Use of Direct and Indirect Speech in eleventh grade at MAN 1 Aceh Tengah <i>Rahmanita Zakaria, Ilham Jaya, Yusnimar Yusnimar, Mahlil Mahlil, Delfia Herwanis</i> – Paper ID 5674 (Onsite)</p> <p>Why And How L2 Learners Extend Grammatical Regularity? <i>Masrizal Mahmud</i> - Paper ID 5819 (Online)</p>
15.40-16.00	<p>The Performance Pattern of Martabas “Spells” Tradition in Simalungun Ethnic at Simalungun Regency, North Sumatera Province <i>Nenni Triana Sinaga</i> - Paper ID 5540 (Onsite)</p> <p>Facilitating Small Group Discussion in English: A Case Study of EMI in Problem Based Learning <i>Rinawati</i> - Paper ID 5896 (Online)</p>

Room F - Language Center (Onsite) & Virtual Room F (Online)

Time : 22 September 2023/14.00-16.00 WIB

Moderator : Marisa Yoestara (Onsite) / Maira Mustiranda (Online)

Time	Paper and Presenters
14.00-14.20	<p>Impacts of Utilizing Multimodalities in Enhancing Students’ Learning <i>Vera V. Syamsi</i> - Paper ID 5913 (Onsite)</p>
	<p>Some Difficulties in EFL Learning Caused by Cultural Differences: A Reflection of EFL Teachers’ Experience <i>Abdul Kamaruddin</i> - Paper ID 5432 (Online)</p>
14.20-14.40	<p>An Exploration of English Literature Students’ Understanding of Indonesian Indigenous Community Issues in the Prose Class <i>Sri Sumaryani Imas Istiani Lutfi Ashar Mauludin Almira Irwaniyanti Utami</i> - Paper ID 5421 (Onsite)</p>
	<p>The Impact of Cultural and Linguistic Factors on English Language Learning as a Foreign Language: A Case Study of Papua Malay and English. <i>Hengki Hengki Mofu</i> - Paper ID 5434 (Online)</p>
14.40-15.00	<p>Merantau: Learning of Social Religious the Aceh Perspective in the Hikayat Ranto <i>Herman Rusli</i> - Paper ID 5447 (Onsite)</p>
	<p>Analysis of The Indonesian Cultural Elements in Junior High School/MTs English Textbooks Published by Kemendikbud <i>Alemina Br. Perangin-angin Widia Andayani Fikry Prastya Syahputra Lara Desma Siti Patimah</i> - Paper ID 5463 (Online)</p>
15.00-15.20	<p>The Development of Bilingual Learning Worksheets in Stoichiometry Topics: ADDIE Development Model <i>Azmir Djauhari</i> - Paper ID 5575 (Onsite)</p>
	<p>Parental Approaches on Interpersonal Communication Skills in Indonesian Home Context</p>

	<i>Eka Prabawati Rum</i> - Paper ID 5482 (Online)
15.20-15.40	Students' Perceptions and Readiness in Bilingual Learning: A Case Study in General Chemistry I Course <i>Ayu Fahimah Diniyah Wathi Dola Suciana Nuruddin Kafy El-Ridlo Sitti Jamilah</i> - Paper ID 5623 (Onsite)
15.40-16.00	Linguistic Adaptation of International Students in Taiwan: Navigating Challenges and Cultivating Multilingual Skills <i>Mohammad Romadhoni Thi-Gam Phan Ivy Haoyin Hsieh Ruqoyyah Amilia Andania Tran Thi My Linh Araya Pittayachamrat Khafifa Fuji Lestari</i> - Paper ID 5759 (Onsite)
	The Use of English, Indonesian, Local Languages, and Korean Among K-Pop Fans in Indonesia <i>Nurenzia Yannuar</i> - Paper ID 5615 (Online)

Room G - Language Center (Onsite) & Virtual Room G (Online)	
Time	: 22 September 2023/14.00-16.00 WIB
Moderator	: Julia Farlia (Onsite) / Hayyu Rafikha (Online)

Time	Paper and Presenters
14.00-14.20	English Acculturation in Naming Foods and Coffee Shops in Aceh: Exploring its Implication on the Local languages <i>Zurriyati Fadhlur Rahman Suadi Zainal</i> - Paper ID 5837 (Onsite)
	Positive Strategies of Language Politeness Across Tourism Service Actors: A Cross-Cultural Sociopragmatic Study <i>Elza Leyli Lisnora Saragih Mulyadi Khairina Nasution Mhd. Pujiono</i> - Paper ID 5790 (Online)
14.20-14.40	Translanguaging in ELT to Support the Glocal Identity Development in Indonesia <i>Suwarsih Madya</i> – Paper ID 6258 (Onsite)
	Plagiarism and Its Influence on Teaching Practices: Insights from the Indonesian Lecturers <i>Risa Fitria</i> - Paper ID 5809 (Online)
14.40-15.00	Exploring University Students' Intercultural Communication Competence Experiences in Extracurricular Informal Digital Learning of English <i>Nur Arifah Drajat</i> - Paper ID 5513 (Onsite)
	Negative Politeness Strategies among Javanese Peddlers <i>Kristiandi</i> - Paper ID 5853 (Online)
15.00-15.20	Meta-Synthetic Analysis on Written Feedback on Student Writing: A Systematic Review and Synthesis of Qualitative Research <i>Fahrus Zaman Fadhly</i> - Paper ID 5471 (Onsite)
	Students' Perception on Teacher's Feedback in Speaking Class <i>Rahmatul Firdausa Umarella</i> - Paper ID 5288 (Online)
15.20-15.40	Transformation or Crisis Of Identity?: Stories of Returning IISMA Students <i>Isti Siti Saleha Gandana Lulu Laela Amalia Nia Nafisah</i> - Paper ID 5569 (Onsite)
	The Psychology of Emotions in Language Teaching at Politeknik Negeri Bengkalis <i>Ari Satria Halim Dwi Putra</i> - Paper ID 5292 (Online)
15.40-16.00	The Values of Children's Games in North Sumatera <i>Emma Marsella Dian Marisha Putri</i> - Paper ID 5779 (Onsite)
	An Error Analysis on Students' Opinion Sentence Writing Ability <i>Anisa Nurul Fadilla Slamet Wahyudi Yulianto Mimin Aminah</i> - Paper ID 5363 (Online)

Room H - Moot Court (Onsite) & Virtual Room H (Online)
Time : 22 September 2023/14.00-16.00 WIB
Moderator : Dohra Fitrisia (Onsite) / Hayatun Nufus (Online)

Time	Paper and Presenters
14.00-14.20	Politeness Variations in the Acehese Languages <i>Rostina Taib Teuku Alamsyah Muhammad Iqbal Muhammad Kiki Wardana Maya Safhida</i> - Paper ID 5690 (Onsite)
	Teacher's Competence in Constructing the English Reading Test Item <i>Semaria Eva Elita Girsang</i> - Paper ID 5711 (Online)
14.20-14.40	EFL Students' Reading Habits in Higher Education <i>Endah Anisa Rahma Firman Parlindungan Ana Elvia Jakfar Giovanni Oktavinanda</i> - Paper ID 5532 (Onsite)
	Exploring the Use of Culturally Story Retelling Speaking Test in the Assessment of Spoken Language: A Mixed-Methods Study <i>Balqis Wandira</i> - Paper ID 5746 (Online)
14.40-15.00	I Know This Is Good, But I Am Confused: English Teachers' Self-Efficacy in Implementing Kurikulum Merdeka <i>Zuliati Rohmah Hamamah Esti Junining</i> - Paper ID 5635 (Onsite)
	Exploring the Relationship between TOEIC Listening and Reading Scores among Vocational High School Students: A Correlational Study <i>Maria Vineki Riyadini Agus Widyantoro</i> - Paper ID 5799 (Online)
15.00-15.20	The Implementation of Metacognitive Strategies to Improve EFL Students' Reading Comprehension at Islamic Boarding School <i>Siti Musfirah Dohra Fitrisia Siti Sarah Fitriani</i> - Paper ID 5685 (Onsite)
	Sojourning Narratives of Doctoral Students: Attaining EFL Writing Self Regulation <i>Peggy Magdalena Jonathans Bambang Yudi Cahyono Utami Widiati Siusana Kweldju Devinta Puspita Ratri Indri Astutik</i> - Paper ID 5322 (Online)
15.20-15.40	Needs Analysis of English for Medical Purposes (EMP) Teaching: Implications and Recommendations <i>Diah Royani Meisani Laely Hidayati</i> - Paper ID 5295 (Onsite)
	7 Building Blocks for Cultivating Critical Reading Skills: A Comprehensive Framework for Undergraduate Students <i>Anealka Aziz Hussin Tuan Sarifah Aini Binti Syed Ahmad Roslina Binti Abd Aziz, Suryani Binti Awang Siti Nurshafezan Ahmad Nurul Afifah Binti Azlan</i> - Paper ID 5752 (Online)
15.40-16.00	The Proportion of Grammatical and Ungrammatical Clauses in IELTS Writing Simulation by Indonesian University Students <i>Muhammad Adi Pratama</i> - Paper ID 5396 (Onsite)
	The Use of Online Gamification Applications for EFL Students' Writing Skill: A Literature Review <i>Dinda Kamila Chaidir</i> - Paper ID 5296 (Online)

Room I - Moot Court (Onsite) & Virtual Room I (Online)
Time : 22 September 2023/14.00-16.00 WIB
Moderator : Cut Annisa Triana Kamil (Onsite) / Afrizal (Online)

Time	Paper and Presenters
14.00-14.20	Learning Loss in Secondary School Students' English Literacy Skills during the School Closures in Indonesia

	<i>Gin Gin Gustine Sri Setyarini Rojab Siti Rodliyah</i> - Paper ID 5350 (Onsite)
	Local Content-Based Textbook in Teaching Young Learner; Development Study of SDN 3 Kuranji, West Lombok <i>Humaira – Humaira</i> - Paper ID 5324 (Online)
14.20-14.40	Teachers' Perspectives on Mother Tongue Language Maintenance in Aceh <i>Mulyani Ika Kana Trisnawati Syarfuni Siti Fachraini Mulyadi Syahputra Rosdiana Regina Rahmi</i> - Paper ID 5854 (Onsite)
	Applying Case Based Method in Designing ELT Methodology Courses <i>Benni Satria Dewi Nopita Rona Elfiza Rahma Nuzulia</i> - Paper ID 5325 (Online)
14.40-15.00	Cultural Attractions as a Pattern for Preserving <i>Betutor</i> Tradition in the Tamiang Malay Traditional Wedding Ceremony <i>Halimatussakdiah Robert Sibarani Pujiati Dardanila</i> - Paper ID 5888 (Onsite)
	A Syllabus Analysis to Investigate Multimodal Paradigm Awareness In EFL Writing Courses <i>Dewi Yana Yenni Rozimela Hamzah</i> - Paper ID 5331(Online)
15.00-15.20	Media Internalization of Smong Local Wisdom in the Simeulue Community, Aceh, Indonesia <i>Ramli Ahmad Nubli Gadeng Daska Aziz Razali</i> - Paper ID 5921 (Onsite)
	Teachers' Beliefs and Practices in Teaching Reading Comprehension <i>Oktavia Tri Sanggala Dewi</i> – Paper ID 5333 (Online)
15.20-15.40	Connecting One to Another Idea in Writing Compare and Contrast Essay: An Analysis of English Discourse Markers <i>Elisa Ratih, Khilda Husnia Abidah, Evynurul Laily Zen, Ira Maria & Fran Lumbanbatu</i> - Paper ID 5825 (Onsite)
	English Writing Materials in Vocational High Schools in Indonesia: A Literature Review <i>Muhammad Fauzan Izzaldin Hakam Sri Sumarni Darmahusni</i> - Paper ID 5435 (Online)
15.40-16.00	From Song Lyrics to Narratives: An Alternative to Scaffolding Students' Writing <i>Rojab Siti Rodliyah</i> - Paper ID 5367 (Onsite)
	Addressing Needs and Challenges of Life and Career-Skills in English Learning Material: A Systematic Review <i>Abid Hakiki Darmahusni Sri Sumarni</i> - Paper ID 5446 (Online)

Afternoon Prayer & Coffee Break
AAC Main Hall
16:00 - 16:20

CONFERENCE DAY 1
22 September 2023
Onsite: AAC VIP Room, Universitas Syiah Kuala

TEFLIN Board Meeting
16:20 - 18:20

CONFERENCE DAY 1
22 September 2023
Onsite: Language Center & Moot Court, Universitas Syiah Kuala

Parallel Session 2
Rooms A-I (Language Center & Moot Court) & Rooms A – I (Virtual Rooms)
(Times in Local Western Indonesia Time)

Room A - Language Center (Onsite) & Virtual Room A (Online)

Time : 22 September 2023/16.20-18.20 WIB

Moderator : Dian Fajrina (Onsite) / Siti Musfirah (Online)

Time	Paper and Presenters
16.20-16.40	Interference in Academic Texts: Three Additional Discoursal Samples <i>Yazid Basthomi</i> – Paper ID 5634 (Onsite)
	The Implementation of High Order Thinking Skills (HOTS) in English Language Teaching: The Case of Indonesian Senior High School EFL Teachers <i>Ramadan Fitriani</i> - Paper ID 5524 (Online)
16.40-17.00	The Legitimacy of Qanoon Putroe Phang in Light of the Acehese Discourse <i>Yunisrina Qismullah Yusuf Qismullah Yusuf Teuku Muttaqin Mansur Kismullah Abdul Muthalib Cut Nurul Azmar</i> – Paper ID 6203 (Onsite)
	A Study on the Integration of Local Culture into EFL Teaching Materials for Junior High Schools in West Papua Province <i>Sukristiningsih</i> - Paper ID 5772 (Online)
17.00-17.20	Research Ethics in TESOL and Applied Linguistics Studies Published by Indonesian Related Journals <i>Sukirman</i> – Paper ID 6019 (Onsite)
	A Mobile Application Language Learning through Drama Texts for English Department Students in Halu Oleo University <i>Azhariah Rachman</i> - Paper ID 5851 (Online)
17.20-17.40	Constructing Preferred Research Topics by Prospective EFL Teachers <i>Erikson Saragih</i> - Paper ID 5484 (Onsite)
	Implementation of English as a Medium of Instruction (EMI) In Universitas Udayana <i>Ni Luh Nyoman Seri Malini Sang Ayu Isnur Maharani</i> - Paper ID 5843 (Online)
17.40-18.00	English Learning Lens: Is AI a Disaster for English Teaching and Learning? <i>Nihta Vera Frelly Liando</i> - Paper ID 5582 (Onsite)
	Engaging in Virtual Collaborative Research with TESOL Educators and Scholars around the World <i>Andrea Rakushin Lee</i> - Paper ID 5286 (Online)
18.00-18.20	Investigating the Shifting of Vernacular Verbs among Acehese Young Speakers <i>Dian Fajrina</i> - Paper ID 5448 (Onsite)
	Indonesian Teacher Self- and Collective Efficacy Scale (ITSCES): An Efficacy Measure in Teaching EFL <i>Raga Driyan Pratama Fahmy Imaniar Laila Rochmawati Lies Amin Lestari Syafi'ul Anam</i> - Paper ID 5306 (Online)

Room B - Language Center (Onsite) & Virtual Room B (Online)

Time : 22 September 2023/16.20-18.20 WIB

Moderator : Dohra Fitrisia (Onsite) / Siti Zuhra (Online)

Time	Paper and Presenters
16.20-16.40	Gender Representation in EFL Textbook for Secondary School in Indonesia <i>Vivi Novalia Sitingjak Rezky Khoirina Tarihoran</i> - Paper ID 5621 (Onsite)
	Teachers' Involvement in Managerial Decision-Making Processes in Schools <i>Tikia Wati Muchlas Suseno</i> - Paper ID 5830 (Online)
16.40-17.00	N/A

	Textbook Adaptation Strategies in a Technology-Integrated Classroom: A Case of an English Teacher in Indonesia <i>Muhammad Ibnu Mustofa</i> - Paper ID 5317 (Online)
17.00-17.20	The Effect of Using Contextual Teaching and Learning Approach on Students' Writing Skills <i>Afrizal Burhanuddin Yasin Dian Fajrina</i> - Paper ID 5609 (Onsite)
	Cultivating New media Literacy for English Teacher under the Digital Age <i>Meng Chen</i> - Paper ID 5347 (Online)
17.20-17.40	Language Device Politeness in Social Media Cyber Pragmatic Analysis <i>Dian Marisha Putri Emma Marsella Yusni Khairul Amri</i> - Paper ID 5780 (Onsite)
	Enlightenment for Developing Chinese EFL Preservice Teachers' Digital Literacy: Comparing and Analyzing International Frameworks and Chinese Framework <i>Ping De Zou Hafriza Binti Burhanudeen</i> - Paper ID 5353 (Online)
17.40-18.00	Investigating the Whys of Pupils' English Language Abilities Remain Unchanged after More than Ten Years of Learning the Language <i>Nina Afria Damayanti</i> - Paper ID 5796 (Onsite)
	Diphthongs and Monophthongs in the Acehese Language in Laweut's Poetry <i>Armia Cut Zuriana Nurrahmah</i> - Paper ID 5694 (Onsite)
18.00-18.20	Socio-Cultural Challenges Faced by Teachers In Teaching English for Young Learners <i>Setyo Wati Wida Mulyanti</i> - Paper ID 5822 (Onsite)
	EFL Higher Education Teacher's Professional Development: A literature review <i>Hijjatul Qamariah Maria Hercz</i> - Paper ID 5442 (Online)

Room C - Language Center (Onsite) & Virtual Room C (Online)

Time : 22 September 2023/16.20-18.20 WIB

Moderator : Mutia Dara (Onsite) / Cut Annisa Triana Kamill (Online)

Time	Paper and Presenters
	Online Learning Strategies of English Education Students <i>Nur Fatimah</i> - Paper ID 5857 (Onsite)
16.20-16.40	Challenges Experienced by English Teacher Professional Education Students at Universitas Cenderawasih in 2022 in Formulating the Problem Orientation for Implementing of PBL Model <i>Yulini Rinantanti Lalu Suhirman Tri Apniani Sunarsih Muzdalifah Tukuboya</i> - Paper ID 5450 (Online)
16.40-17.00	Revolutionizing Academic Writing Support: The Efficacy of Online & Onsite Academic Writing Center Programs <i>Meilisa Sindy Astika Ariyanto Faiqoh Agustin</i> - Paper ID 5557 (Onsite)
	EFL Teachers' Challenges in Adopting Teacher-Researcher Identity <i>Carla Sih Prabandari</i> - Paper ID 5466 (Online)
17.00-17.20	Investigating Teachers' Perspectives upon the Desirability and Applicability of Critical Pedagogy Principles in Indonesian EFL Classrooms <i>Slamet Wahyudi Yulianto Bachrudin Musthafa Gin Gin Gustine</i> - Paper ID 5492 (Onsite)
	English Teachers' Perceptions of Interactive Learning Multimedia and Differentiated Learning <i>Arif Bulan Ija Srirahmawati Hasan</i> - Paper ID 5519 (Online)
17.20-17.40	Sociocultural Factors that Impact Students' Critical Thinking Performance in EFL Teaching <i>Siti Muniroh</i> - Paper ID 5632 (Onsite)
	N/A

17.40-18.00	Curriculum Development on English Language Use in Tourism Industry <i>Rifky Dora Wijayati Nur Rifai Ahsan Nadine Sulkowski - Paper ID 5290 (Onsite)</i>
	Towards Inclusive and Equitable Professional Learning for All Teachers: Addressing an Under-Researched National Challenge <i>Sari Hidayati Kim Davies - Paper ID 5553 (Online)</i>
18.00-18.20	English Teaching in Inclusive Education: A Bibliometric Studies from the Lens of Scopus Database <i>Kamarullah Kamarullah Noliza Hasrina Naria Fitriani Ranti Maulya - Paper ID 5359 (Onsite)</i>
	An Ethnographic Case Study of the Lecturer's Beliefs and Practices in Written Corrective Feedback <i>Iis Sujarwati Dwi Bayu Saputra Eko Saputra Nurul Puspita Dian Reftya Wati Nur Syamsiah - Paper ID 5682 (Online)</i>

Room D - Language Center (Onsite) & Virtual Room D (Online)	
Time	: 22 September 2023/16.20-18.20 WIB
Moderator	: Nira Erdiana (Onsite) / Julia Farlia (Online)

Time	Paper and Presenters
16.20-16.40	A Stimulated Recall: Unpacking Teachers Knowledge of Barrett's Taxonomy in Developing Reading Comprehension Questions <i>Yetti Zainil – Paper ID 5610 (Onsite)</i>
	The Perception on Misbehavior Students and the Practices of Restitution in Handling Misbehavior of Primary Students in Sekolah Dasar Madania Makassar <i>Musdalifah Abdullah Besse Dwi Wahyunita - Paper ID 5700 (Online)</i>
16.40-17.00	Evaluation of Local Culture ELT Materials Evaluation Instrument: Delphi Method <i>Ikhsanudin - Paper ID 5489 (Onsite)</i>
	Professional Dialogue: Connecting Researcher-Teacher In A Participatory Action Research <i>Pipit Prihartanti Suharto Ika Lestari Damayanti Nenden Sri Lengkanawati - Paper ID 5734 (Online)</i>
17.00-17.20	Can Merdeka Curriculum Really Improve Students' Reading Literacy? <i>M Zaim Muflihatuz Zakiyah - Paper ID 5491(Onsite)</i>
	Teacher Professional Education Students' Competence in Developing English Module through Culturally Responsive Teaching Principles to Build Students' English Competence in the Independent Curriculum. <i>Teguh Sarosa - Paper ID 5753 (Online)</i>
17.20-17.40	English Language School Management as a Discipline-Specific Entrepreneurship Course: Faculty's and Students' Perspectives <i>Chairil Anwar Korompot Muhammad Miftah Fauzan Nur Aeni - Paper ID 5497 (Onsite)</i>
	The International Virtual Exchange Project: Voices of The EFL Students On Its Implementation In Indonesia <i>Wisma Yunita - Paper ID 5465 (Online)</i>
17.40-18.00	Developing HOTS and Information Transfer-Based ESP Reading Materials for Health Majoring Students of Health Polytechnic, Ministry of Health in Palembang <i>Soni Mirizon Erlina Hariswan Putra Jaya M. Ihsan Tarmizi - Paper ID 5498 (Onsite)</i>
	The Influence of Mandatory National Curriculum Teaching Philosophy on the Development of Language Teachers' Teaching Philosophy <i>Kristiandi - Paper ID 5832 (Online)</i>
18.00-18.20	The Implementation of the Snowball-Throwing Technique as an Instructional Activity in Teaching Speaking Skills

<i>Nira Erdiana Asnawi Muslem Mamadou Pouye</i> – Paper ID 5506 (Onsite)
The Contribution of Pre-Service Teacher Professionalism Program (PPG Prajabatan) Program to the Designing of Lesson Plans in Indonesia's New National Curriculum: Pre-Service EFL Teachers' Perspectives
<i>Hefy Sulistyawati</i> - Paper ID 5864 (Online)

Room E - Language Center (Onsite) & Virtual Room E (Online)
Time : 22 September 2023/16.20-18.20 WIB
Moderator : Said Miftahul Fahmi (Onsite) / Putri Rumaiza Ulfa (Online)

Time	Paper and Presenters
16.20-16.40	Behind the Virtual Facade: Unraveling the Academic Stress of Indonesia Pre-service teachers through Photovoice <i>Kardi Nurhadi Mega Fariziah Nur Humairoh Hartia Novianti Maharani Khansa Utami Widiati</i> - Paper ID 5756 (Onsite)
	Teacher Belief in Promoting Self-Regulated Learning in Online Environment <i>Margaretha Dharmayanti Harmanto</i> - Paper ID 5883 (Online)
16.40-17.00	The Appropriacy of an Imported English Language Textbook: Malaysian Teachers' Experiences <i>Mohd Iqbal Ahamat Utami Widiati Muhammad Kamarul Kabilan</i> - Paper ID 5549 (Onsite)
	Multiliteracies Pedagogy in Engaging University Students with Digital Multimodal Composition: A Case Study in Critical Reading Course <i>Untari Gunta Pertiwi Bachrudin Musthafa Wawan Gunawan</i> – Paper ID 5757 (Online)
17.00-17.20	Implementation of English Curriculum in Common ASEAN Tourism Curriculum (CATC) in Tourism Vocational Schools in Indonesia <i>Abdul Waris Reza Aprianti</i> - Paper ID 5551 (Onsite)
	Students' Perception on the Issue of Native-Speakerism in English Language Teaching <i>Valisneria Utami</i> - Paper ID 5430 (Online)
17.20-17.40	Exploring Indonesian Nursing Students' Language Needs: a Narrative Framed Needs Analysis <i>Ahmad Kailani</i> - Paper ID 5586 (Onsite)
	The Effect of Covid 19 on Learning Loss in EFL Classroom <i>Obay Jambari Tatu Zakiyatun Nufus</i> - Paper ID 5648 (Online)
17.40-18.00	The Development of Survey Instrument to Analyse EFL Students' Needs in Character Education: A Validity and Reliability Study <i>Dyah Setyowati Ciptaningrum Hilda Nur Fadhli Megan Jinabe</i> - Paper ID 5625 (Onsite)
	Women and Patriarchy: When will it end? <i>Hiqma Nur Agustina</i> – Paper ID 5781 (Online)
18.00-18.20	Website on Tourism through Google Sites to Improve Students' Writing Skill <i>Sumarsih I Wayan Dirgeyasa</i> - Paper ID 5638 (Onsite)
	Writing Essay Smoothly by Using IELTS Strategies <i>Morada Tetty Fauziah Khairani Lubis and Johannes Jefria Gultom</i> - Paper ID 5485 (Online)

Room F - Language Center (Onsite) & Virtual Room F (Online)
Time : 22 September 2023/16.20-18.20 WIB
Moderator : Diana Fauzia Sari (Onsite) / Hidayati Rahmah (Online)

Time	Paper and Presenters
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16.20-16.40	N/A N/A
16.40-17.00	Factors Influencing the Behavioral Intention to Apply Technology in CEFR Curriculum Implementation among EFL Teachers: A Comparative Study between Private and Public Schools <i>Joko Nurkamto Teguh Sarosa Kristiandi Dewi Sri Wahyuni Hefy Sulistyowati Lastika Ary Prihandoko</i> - Paper ID 5662 (Onsite)
	Moment by Moment Emotions in Reading Literary Text: A Case Study <i>Yayu Heryatun</i> - Paper ID 5880 (Online)
17.00-17.20	Content Analysis on the Compliance of the "Work in Progress" English Textbook for Grade X with the Intention of the Merdeka Curriculum <i>Siti Nurul Azkiyah Fahala Rahma Tanto Zaharil Anasy Imas Wahyu Agustina Itje Chodijah Desi Purnawa Kurniawati</i> - Paper ID 5712 (Onsite)
	On Expert Academic Writing: Accounts for the IMRAD and Its Synthesis to Encourage a World Platform of Discussion <i>Jumanto Jumanto</i> - Paper ID 5334 (Online)
17.20-17.40	The Forgotten Role of Enduring Understanding in English Language Teaching: Concepts, Principles, and Practical Applications <i>Yonathan Winardi Wiputra Cendana Devita</i> - Paper ID 5750 (Onsite)
	Exploring Potentials and Challenges of Micro-Learning in ESP Material Design: A Systematic Review <i>Stephani Fahra Caroline Sri Sumarni Darmahusni</i> - Paper ID 5358 (Online)
17.40-18.00	Challenges, Opportunities, and Future Directions of Teaching English at Primary Schools in Indonesia: A Systematic Literature Review <i>Afrianto Daud Dahnilsyah</i> - Paper ID 5751 (Onsite)
	Nominalizations in English Social Science Research Articles by Native and Indonesian Speakers <i>Ida Bagus Widya Udayana</i> - Paper ID 5407 (Online)
18.00-18.20	Developing English Teaching Materials Using a Task-Generator Model to Enhance 7th Graders' 21st Century Skills <i>Ariatna</i> - Paper ID 5761 (Onsite)
	Neuro-Linguistic Programming: Its Application and Permeation in Online and Offline Classes <i>Putu Lirishati Soethama I Komang Sumaryana</i> - Paper ID 5495 (Online)

Room G - Language Center (Onsite) & Virtual Room G (Online)

Time : 22 September 2023/16.20-18.20 WIB

Moderator : Diana (Onsite) / Putri Alifah Rasikhah (Online)

Time	Paper and Presenters
16.20-16.40	The Hidden Curriculum of Cultural Content in ELT Textbooks for Senior High Schools in Indonesia <i>Sucipto</i> – Paper ID 5873 (Onsite)
	Developing Digital Resource for English for Tourism Course in Vocational High Schools in South Kalimantan <i>Raisa Fadilla</i> - Paper ID 5520 (Online)
16.40-17.00	Developing Islamic Content of English Reading Materials at the Eighth-Grade of Islamic School <i>Neneng Sunengsih</i> - Paper ID 5886 (Onsite)
	A Genre Analysis of Abstract Writing in English as Medium of Instructions (EMI) Social and

	Science Programs <i>Wulan Fauzanna</i> - Paper ID 5583 (Online)
17.00-17.20	PRELIM 3 Project in Developing Extra English-Language Classroom Materials for Tourism Vocational School English Teachers <i>Dimas Pujianto Ika Lestari Damayanti Nur Arifah Drajadi Maria Hidayati Hilda Rakerda</i> - Paper ID 5889 (Onite)
	Learning through Drawing: English for History in Primary School <i>Musdalifah</i> - Paper ID 5701 (Online)
17.20-17.40	Professional Development for English-Medium Instruction Programs <i>Annette Bradford</i> - Paper ID 5305 (Onsite)
	The Sociolinguistic Situation of Aceh's Post-Conflict Society <i>Teuku Muhammad Ridha Al Auwal Robert Amery Ian Green</i> - Paper ID 5365 (Online)
17.40-18.00	'We Did It Our Way': The Case Of Indonesian English Teacher Educators' Seeking Professional Development through an Online Community <i>Faishal Zakaria</i> - Paper ID 5321 (Onsite)
	Pharmacy Students' Vocabulary Acquisition: Review Technology and Conventional-Based Teaching Strategy <i>Ardiana Sari Dery Singkawati Rahmim Utami Widiati</i> - Paper ID 5785 (Online)
18.00-18.20	
	Reshaping English Language Teaching in Facing Future Challenges (A Study on Gerakan Sekolah Menyenangkan in SMK Negeri Matesih) <i>Tri Wardati</i> – Paper ID 5912 (Online)

Room H – Moot Court (Onsite) & Virtual Room H (Online)

Time : 22 September 2023/16.20-18.20 WIB

Moderator : Marisa Yoestara (Onsite) / Ghinan Nafsiha Basith (Online)

Time	Paper and Presenters
16.20-16.40	The Performance of Oral Tradition in Tunjuk Ajar Melayu: Anthropolinguistics study <i>Muhammad Kiki Wardana Tasnim Lubis</i> – Paper ID 5696 (Onsite)
	N/A
16.40-17.00	Online In-Service Teacher Professional Education: The Importance and Challenging of Feedback on Peer-Teaching Practice <i>Monika Gultom Lalu Suhirman</i> - Paper ID 5418 (Onsite)
	Cohesion and Coherence Realized on Indonesian EFL Teacher's Metacognitive Regulations in Post-Editing <i>Bambang Ruby Sugiarto</i> - Paper ID 5293 (Online)
17.00-17.20	Narratives of Experiences in International Teaching Practicum: Lessons from an EFL Pre-Service Teacher <i>Fika Megawati Shanina Sharatol Ahmad Shah Mirjam Anugerahwati M. Faruq Ubaidillah Mutmainnah Mustofa Sheila Agustina</i> - Paper ID 5496 (Online)
	Language and Business: The Translation of Annual Report of Public Companies in Indonesia <i>Emma Natasha Octoveria Aris Munandar</i> - Paper ID 5395 (Online)
17.20-17.40	Peer Assessment of Collaborative Lesson Planning (CLP) in a University-Based EFL Teacher Education Course <i>Toshinobu Nagamine</i> - Paper ID 5510 (Onsite)
	Acquisition of Interpreting Strategies by Student Interpreter in Simultaneous Interpretation <i>Maya Rizki Fauzia Atiqah Nurul Asri</i> - Paper ID 5415 (Online)

17.40-18.00	Adapting to Change: The Experiences of EFL Teachers with Curriculum Reform <i>Benni Ichsanda Rahman Hz</i> - Paper ID 5526 (Onsite)
	The Diction Misuse on the "Boru Saroding" Folklore Translation from the Toba Batak Language to English <i>Hotnida I. Simanjuntak Syahron Lubis Eddy Setia Umar Mono</i> - Paper ID 5760 (Online)
18.00-18.20	Revisiting Teacher Professional Development Model Through Online Coaching: Insights from Indonesia <i>Nur Arifah Drajadi Hilda Rakerda Ma'rifatul Ilmi</i> - Paper ID 5547 (Onsite)
	N/A

Room I – Moot Court (Onsite) & Virtual Room I (Online)
Time : 22 September 2023/16.20-18.20 WIB
Moderator : Nurul Aida (Onsite) / Gata Khumaira (Online)

Time	Paper and Presenters
16.20-16.40	The Images of Indonesian English Teachers on Twitter: Pedagogical Implications for Professional Development <i>Mateus Yumarnamto Maria Josephine K.S.</i> - Paper ID 5554 (Onsite)
	Reading Skills in Translation Studies: Research Needs <i>Tantri Sari Safitry Ina Sukaesih Septina Indrayani</i> - Paper ID 5859 (Online)
16.40-17.00	Challenges and Solutions: English Language Teachers' Research and Professional Development in ELT <i>Sri Gustiani Risnawati Zakaria</i> - Paper ID 5578 (Onsite)
	Corpus Linguistic-Based Lexical Investigation of English Synonymous Verbs: Find and Discover <i>Yenny Karlina</i> - Paper ID 5300 (Online)
17.00-17.20	Sustainable Professional Development in ELT <i>Gina Karlin</i> - Paper ID 5357 (Onsite)
	Rethinking the Use of Multiple-Choice Questions in a Classroom <i>Sisilia Setiawati Halimi</i> - Paper ID 5626 (Online)
17.20-17.40	Discourse Markers: The Key to a Successful Thesis Defense Presentation <i>Iskandar Abdul Samad Fahmi Hanifa Kismullah Abdul Muthalib Chadijah Rizki Lestari</i> - Paper ID 6227 (Onsite)
	Investigating L2 Motivation and Self-Regulated Learning Strategies in Online EFL Reading among Indonesian EFL Students <i>Radina Anggun Nurisma</i> - Paper ID 5881 (Online)
17.40-18.00	Breaking the Block: Exploring the Factors behind Writer's Block of EFL University Students Using PLS-SEM Analysis <i>Joko Nurkamto</i> - Paper ID 5652 (Onsite)
	Tailoring Specific English Materials for Tourism Vocational Schools in Indonesia through PRELIM 3 Project <i>Nani Hendrayani</i> - Paper ID 5909 (Online)
18.00-18.20	Applying Reflective Practice in Principal Training and Professional Development Programme <i>Endah Yanuarti</i> - Paper ID 5667 (Onsite)
	Profiling the Vocabulary of English Course Books Used in ELT for Non-English Majors at Manado State Institute for Islamic Studies: Corpus-Based Study <i>Asnidar Srifani Sumbuka A. Mukarramah Nagauleng</i> - Paper ID 5543 (Onsite)

CONFERENCE DAY 2
23 September 2023
Onsite: AAC Main Hall, Universitas Syiah Kuala
Online: TBA
Meeting ID: TBA | **Passcode:** TBA

Registration
07:30 - 08:00

Plenary Speech 3
08:00 – 08:30
Leveraging AI in Second Language Teaching
Charlene Polio –Michigan State University, USA (Online)
 Moderator: Yazid Basthomi - Universitas Negeri Malang, TEFLIN Board

Plenary Speech 4
08:30-09.00
Unlocking the transformative impact of A.I. and Computer Assisted Language Testing (CALT) on ELT in Indonesia
Colm Downes - British Council EnglishScore, UK
 Moderator: Maria Hidayati - Universitas Negeri Malang

Plenary Speech 5
09:00 – 09:30
An Exploration of the Development and Sustainability of 3 years of an Academic Writing Center in Indonesia
Thomas Kaufmann - English Language Fellow at Institut Teknologi Sepuluh Nopember, Indonesia
 Moderator: Nihta V Liando - Universitas Negeri Manado

Plenary Speech 6
09:30-10.00
 Title ?
Davide (British Council, English Programme)
 Moderator: Zuliati Rohmah - Universitas Brawijaya

Coffee Break
10:00 - 10:30

CONFERENCE DAY 2
23 September 2023
AAC VIP Room, Universitas Syiah Kuala

Featured Speech 2
Speaker 1
10:30 - 10:55
Clare Kaneko - JALT
 Moderator: Kismullah – Universitas Syiah Kuala, Indonesia

Featured Speech 2
Speaker 2
10:55 - 11:20
Warid Mihat – MELTA
 Moderator: Kismullah – Universitas Syiah Kuala, Indonesia

Featured Speech 2
Speaker 3

<p>11:20 - 11:45 Maniruzzaman - ETAB Moderator: Kismullah – Universitas Syiah Kuala, Indonesia</p>
<p>Featured Speech 2 Speaker 4 11:45 - 12:10 Masaki Oda - JACET Moderator: Kismullah – Universitas Syiah Kuala, Indonesia</p>
<p>Featured Speech 2 Speaker 5 12:10 - 12:30 Qumrul Hasan - BELTA Moderator: Kismullah – Universitas Syiah Kuala, Indonesia</p>

<p>CONFERENCE DAY 2 23 September 2023 Onsite: AAC Main Hall, Universitas Syiah Kuala Online: https://zoom.us/j/97351691637?pwd=eWV3V0ZqWVJNN0ozOXZOdW42bHFWZz09 Meeting ID: 973 5169 1637 Passcode: 085400</p>

<p>Parallel Session 3 Rooms A-I (Language Center & Moot Court) & Rooms A – I (Virtual Rooms) (Times in Local Western Indonesia Time)</p>

<p>Room A - Language Center (Onsite) & Virtual Room A (Online) Time : 23 September 2023/10.30-12.30 WIB Moderator : Ghinan Nafsiha Basith (Onsite) / Said Miftahul Fahmi (Online)</p>
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Time	Paper and Presenters
10.30-10.50	Students' Perception on the use of Case Method Learning Model in Language Teaching Subjects <i>Masitowarni Siregar</i> - Paper ID 5645 (Onsite)
	Variations of Conflicts in Personal Recount Written by EFL Undergraduate Students <i>Betharia Sembiring Pandia Berlin Sibarani</i> - Paper ID 5380 (Online)
10.50-11.10	The Significance of Metacognitive Strategies for Foreign Language Argumentative Writing <i>Kaukabilla Alya Parangu</i> - Paper ID 5823 (Onsite)
	Conversational Analysis In a Sharing Experience: What Comes to Your Mind? <i>Herman Khunaivi</i> - Paper ID 5400 (Online)
11.10-11.30	The Depiction of Promoted Autonomous Learning Activity in Tertiary Level: Shared Practices from EFL Teacher Educators <i>Khulaiqiyah Miranti Eka Putri Andi Idayani</i> - Paper ID 5836 (Onsite)
	Students' Speech Performance in Teaching-Learning English in Seminar on ELT Course: Anthropological Approach <i>Yessy Octavianna Robert Sibarani</i> - Paper ID 5419 (Online)
11.30-11.50	Developing Spiritual Check-Up Journal for Pre-Service English Teachers <i>Yonathan Winardi</i> - Paper ID 5898 (Onsite)
	Study of Hijri Calendar Identity through Linguistic Landscape Analysis <i>Mochamad Nuruz Zaman Reza Sukma Nugraha</i> - Paper ID 5556 (Online)
11.50-12.10	The Power of Virtual Literature Circles to Cultivate Text Connection through Student's Role

	in Reading Novel: A Case Study in Critical Reading Class <i>Laili Hibatin Wafiroh</i> - Paper ID 5747 (Onsite)
	An Analysis of English Conversations in the Interaction between Lecturers and Students at the IPIEF UMY: A Qualitative Study on Conversation Analysis and Interaction Patterns <i>Sri Ani Puji Setiawati</i> - Paper ID 5689 (Online)
12.10-12.30	Intercultural Language Learning through See the World Series Program <i>Sari Wulandari Elly Rosalina Susanti Mirriam Anugerahwati</i> - Paper ID 5567 (Onsite)
	Conversation Analysis: Turn-Taking Analysis on Mata Najwa Podcast Episode Susahnya jadi Perempuan Part II. <i>Sinta Muchlis</i> - Paper ID 5732 (Online)

Room B - Language Center (Onsite) & Virtual Room B (Online)	
Time	: 23 September 2023/10.30-12.30 WIB
Moderator	: Hidayati Rahmah (Onsite) / Siti Musfirah (Online)

Time	Paper and Presenters
10.30-10.50	Metacognitive Knowledge in EFL Academic Writing: Indonesian Final-Year Master's Students Context <i>Raniyah Mardiant</i> - Paper ID 5675 (Onsite)
	Conversational Implicatures of Short Story in the Newspaper <i>Wiwien Pratiwi Harsa</i> - Paper ID 5764 (Online)
10.50-11.10	Juggling to Become Innovative Lecturers in Teaching English for Academic Purposes: Learnings from an Indonesia-UK Collaboration <i>Ika Lestari Damayanti Pelin Derinalp Safrina</i> – Paper ID 5805 (Onsite)
	The Relationship between Vocabulary Learning Strategy and Reading Ability for Indonesian Junior High School Students <i>Zakiyyatul M. Hamidah Assagung</i> - Paper ID 5838 (Online)
11.10-11.30	Training Programs for English as a Medium of Instruction (EMI) Lectures In Indonesia <i>Harumi Manik Ayu Yamin</i> - Paper ID 5792 (Onsite)
	Turn Taking Organization in the Examination of Witnesses in Courtroom <i>Ernawati Tampubolon</i> – Paper ID 5845 (Online)
11.30-11.50	Using Artificial Inteligence (AI) to Improve Students' Speaking Skill in University of Tangerang Raya <i>Tanti Sri Kuswiyanti Vicky Hidantikarnillah Okta Rosfiani Fidiyatun Adiyani</i> - Paper ID 5722 (Onsite)
	Meaning and Function Of Sakit Tajam Spells as English Teaching Materials <i>Mohd. Fauzi Iik Idayanti Laila Selvia</i> - Paper ID 5858 (Online)
11.50-12.10	The Diffusion of English-Medium Instruction at Higher Education Institutions: Looking at Students' Attitudes and Behavioral Intention <i>Syariful Muttaqin</i> - Paper ID 5870 (Onsite)
	Racial Conflict and Identity Crisis in Capernaum Film by Nadine Labaki <i>Reza Sukma Nugraha</i> - Paper ID 5585 (Online)
12.10-12.30	The Impact on IDLE Activities on High TOEFL-ITP Score: The Case of a Year-7 Student from Eastern Indonesia <i>Mukrim Mukrim Zarkiani Hasyim Namirah Nurul Ilmu Achmad</i> - Paper ID 5386 (Onsite)
	ROMANCE IN TOROMPPIO; The Pamona Community's Expression of Love in Poso <i>Yunidar</i> - Paper ID 5860 (Online)

Room C - Language Center (Onsite) & Virtual Room C (Online)
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Time : 23 September 2023/10.30-12.30 WIB
Moderator : Cut Nurul Azmar (Onsite) / Hayyu Rafikha (Online)

Time	Paper and Presenters
10.30-10.50	The Utilisation of Drama Activities for Improving Student's Digital Literacy in Indonesia: A Case Study <i>Tatu Zakiyatun Nufus</i> - Paper ID 5483 (Onsite)
	Web-Based Self Reflection Assessment for EFL Students' Self-Development <i>Dewinta Mandalika</i> - Paper ID 5310 (Online)
10.50-11.10	Utilizing Augmented Reality Technology to Enhance Medical English Multimodal Literacy <i>Erikson Saragih Mahriyuni</i> - Paper ID 5494 (Onsite)
	Narrative Inquiry into EFL Teachers' Feedback Literacy in Assessment Practice and Knowledge <i>Ima Fitriyah</i> - Paper ID 5408 (Online)
11.10-11.30	Improving Speaking Skill through the Implementation of Community Language Learning (CLL) <i>Asmaul Husna Sofyan A. Gani Dohra Fitrisia</i> – Paper ID 5537 (Onsite)
	Investigating EFL Writing Teachers' Assessment Practice and Knowledge through Narrative Inquiry <i>Ima Fitriyah</i> - Paper ID 5410 (Online)
11.30-11.50	Students' Perception on the Use of EMI in Cost Accounting Class <i>Marwanto Dedy Irawan Amiril Aziza Rahmawati Fitriana Sektonir Oscarini Wati Bhakti</i> - Paper ID 5639 (Onsite)
	Online Grammar Checker for EFL Learners: Potential and Limitations for English Self-Directed Learning. A Systematic Review <i>Dila Anggita Sri Sumarni Darmahusni Siti Drivoka Sulistyaningrum</i> - Paper ID 5307 (Online)
11.50-12.10	An Investigation of Teachers' Attempts in Raising Phonemic Awareness to Support EYL Students' Early Literacy Development <i>Arina Shofiya Nanik Sri Rahayu</i> - Paper ID 5512 (Onsite)
	Advancing EFL Writing Proficiency: ChatGPT as a Transformative Pedagogical Aid <i>FX. Risang Baskara</i> - Paper ID 5326 (Online)
12.10-12.30	An Analysis of English Borrowing Words in Indonesian Language Used by Graduate Students in Seminar Presentations <i>Siti Sarah Fitriani Dohra Fitrisia Dina Haqqini</i> - Paper ID 5604 (Onsite)
	Insights into the Reading Attitudes of Primary School Pupils in a Malaysian Fisherman Village <i>Astri Yulia R. Malatesha Joshi Nor Azilah Husin Norhamidah Yusuf Na~Thinamalar Magiswary Nadarajan Cheli Nadarajan Norhayati Mohd Zin</i> – Paper ID 5643 (Online)

Room D - Language Center (Onsite) & Virtual Room D (Online)
Time : 23 September 2023/10.30-12.30 WIB
Moderator : Nira Erdiana (Onsite) / Hayatun Nufus (Online)

Time	Paper and Presenters
10.30-10.50	Translator Competence in the Revolution Era 4.0 <i>Rudy Sofyan T. Thyrhaya Zein Rohani Ganie Rusdi Noor Rosa</i> - Paper ID 5420 (Onsite)
	Utilizing Quillbot to Overcome Students' Paraphrasing Difficulties in Academic Writing <i>Fadhilah Ramadhanty</i> - Paper ID 5337 (Online)
10.50-11.10	MOOC-Based EMI Professional Development Need Analysis: Critical Review on ESP Approach in Indonesia <i>Nurmala Elmin Simbolon Nizamuddin Sadiq</i> - Paper ID 5691 (Onsite)
	The Use of Grammarly in The Academic Writing of Undergraduate Students (Benefits, Weaknesses, and Challenges): A Scoping Review <i>Dwi Astuti Darmahusni Darmahusni Muchlas Suseno Sri Sumarni</i> - Paper ID 5343 (Online)
11.10-11.30	Understanding of Language Laboratory Staff in Javanese Arabic Script <i>Alif Syahputra Bania Najihatul Faridy Bachtiar Akob Nuraini</i> - Paper ID 5302 (Onsite)
	A Literature Review: The Potentials and Challenges of Using Instagram Captions on Students' Writing Skill <i>Dasuki Dasuki</i> - Paper ID 5368 (Online)
11.30-11.50	A Need or a Fad? The Computer-Assisted Interpreting (CAI) Tool as rated by Indonesian Interpreters <i>Susi Septaviana Rakhmawati</i> - Paper ID 5354 (Onsite)
	The Use and Frequency of Using Mobile Devices by Indonesian EFL Students for Language Learning Across Gender <i>Delsa Miranty</i> - Paper ID 5375 (Online)
11.50-12.10	Translation of Sentence-Final Particles '...gitu...', '...gitu kan' and '...gitu lah' in Podcast transcript: Students' choices of strategies <i>Engliana Ria Saraswati</i> - Paper ID 5362 (Onsite)
	Examining Factors Affecting Remote English Language Learning among Undergraduate Students <i>Wei Fong Cheng Suet Fun Hor Lutfiyah</i> - Paper ID 5379 (Online)
12.10-12.30	Engaging Students in Hybrid Learning: A Narrative Ethnography of Classroom Challenges and Teachers' Responses to the New Sociocultural Context of Learning <i>Fitri Agustin Pupung Purnawarman Fazri Nur Yusuf</i> - Paper ID 5716 (Onsite)
	Dubbing Project to Enhancing Students Pronunciation Skills <i>Andi Asri Jumiaty Sri Rahayu</i> - Paper ID 5385 (Online)

Room E - Language Center (Onsite) & Virtual Room E (Online)
Time : 23 September 2023/10.30-12.30 WIB
Moderator : Putri Alifah Rasikhah (Onsite) / Cut Annisa Triana Kamil (Online)

Time	Paper and Presenters
10.30-10.50	Is Google Translate Addiction Harmful or Beneficial? <i>Farida Repelita Waty Br. Kembaren Rizqia Fitri Siregar</i> - Paper ID 5528 (Onsite)
	Leveraging the Potential of ChatGPT as an Automated Writing Evaluation (AWE) Tool: A Case of Learner' Identity Representations and Digital Feedback Literacy <i>Imelda Gozali Alberik Ryan Tandy Wijaya Anita Lie</i> - Paper ID 5411 (Online)

10.50-11.10	Challenges of Assessment in an On-line Translation Class of EFL Context: A Reflection <i>Issy Yuliasri</i> - Paper ID 5627 (Onsite)
	The Effectiveness of e-Storybook in Improving Young Learners' Vocabulary Mastery <i>Tri Pujiani Irfani Zuhurfillah Ida Dian Sukmawati Listiani</i> - Paper ID 5429 (Online)
11.10-11.30	Eco-translatology: A study on the English Translation of Gayo's Narrative "The Legend of the Origin of Depik" <i>Susi Damaiyanti</i> - Paper ID 5735 (Onsite)
	The Survey towards the Use of Google Classroom in Learning English at Senior High School 3 of West Seram <i>Verlinsti Vania Tamala</i> - Paper ID 5457 (Online)
11.30-11.50	A need analysis of Speaking Skills for Translation Study: A Case Study in the Study Program of Bispro, Politeknik Negeri Jakarta <i>Septina Indrayani Tantri Sari Safitry Ina Sukaesih</i> - Paper ID 5754 (Onsite)
	The Investigation of Learners' Engagement with ICTS in EFL Learning: A Narrative Inquiry of Five Successful EFL Working Learners <i>Sulastris Manurung</i> - Paper ID 5464 (Online)
11.50-12.10	Communicative English and International Skills for Driver Guides in Tebing Breksi Area: A Need Analysis <i>Dewi Cahya Ambarwati</i> – Paper ID 5882 (Onsite)
	Development of Short Story/Popular Text Writing Evaluation Tool Via Quizizz Application <i>Siti Ansoriyah Sintowati Rini Utami Firman Aziz Ines Nur Irawan</i> - Paper ID 5469 (Online)
12.10-12.30	N/A
	Project-Based Learning Integrated Synchronous and Asynchronous in Learning English <i>Nyayu Yuyu Suryani</i> - Paper ID 5481 (Online)

Room F - Language Center (Onsite) & Virtual Room F (Online)

Time : 23 September 2023/10.30-12.30 WIB

Moderator : Dohra Fitrissia (Onsite) / Maira Mustiranda (Online)

Time	Paper and Presenters
10.30-10.50	The Visibility and Saliency of Language on Shop Names in Banda Aceh through the Linguistic Landscape Theory <i>Tgk Maya Silviyanti Yunisrina Qismullah Yusuf Nur Humaira</i> - Paper ID 5503 (Onsite)
	AI for Educational and Testing Materials in EFL Context <i>Fitri Alfarisy</i> - Paper ID 5501 (Online)
10.50-11.10	Syntactic Analysis of ESL (English as a Second Language) Students' Written Texts: Focus on Sentence and Clause <i>Sabarniati Naria Fitriani Hijjatul Qamariah</i> - Paper ID 5361 (Onsite)
	Replacing the Role of Human Teachers in Learning English: A Case Study of Teaching English Using Apps for College Students In Indonesia <i>Wishnoebroto Chandra K. Wiharja</i> - Paper ID 5511 (Online)
11.10-11.30	A Critical Discourse Analysis on Representation of Rohingya Refugees in Local and National Indonesian News Media <i>Imam Munandar Yunie Amalia Rakhmyta Sungkawati Kardi Wahyuningsih Rahmanita Zakaria</i> - Paper ID 5558 (Onsite)
	Sustainability Literacy: Designing a Prototype of Web-Based Modules for English for Computer Science <i>Dewi Sari Wahyuni Yenni Rozimela Havid Ardi Mukhaiyar T. Sy Eiva Fatdha</i> - Paper ID 5522 (Online)

11.30-11.50	What Changes in Acehese? An Analysis of Phonological Adaptation of Arabic-Derived Names <i>Kismullah Abdul Muthalib Intan Zuhra Tasnim Lubis Saifuddin Duhri Septhia Irnanda Dewi Surya - Paper ID 5633 (Onsite)</i>
	Implementation of Telegram Chatbot with Natural Language Processing (NLP) in Learning Creative Entrepreneurship to Develop Students' 4C Competence as the 21st Century Learning Context <i>Elisa Betty Manullang Rita Hartati - Paper ID 5552 (Online)</i>
11.50-12.10	Semantic Meaning of Raw and Stirred Acehese Food <i>Dohra Fitriasia Mulyadi Robert Sibarani Mara Untung Ritonga Siti Sarah Fitriani - Paper ID 5594 (Onsite)</i>
	Go Blended! Redesigning a More Fashionable Learning Environment Using Mobile Technology <i>Ahmad Ridho Rojabi Slamet Setiawan Ahmad Munir - Paper ID 5564 (Online)</i>
12.10-12.30	N/A
	Academic Writing Word List in Scholarly Articles by Teachers: A Comparative Study of Indonesia and Nigeria <i>Ika Apriani Fata Abdul Hakim Saidu Maria Khosa - Paper ID 5574 (Online)</i>

Room G - Language Center (Onsite) & Virtual Room G (Online)

Time : 23 September 2023/10.30-12.30 WIB

Moderator : Mutia Wahdini (Onsite) / Siti Zuhra (Online)

Time	Paper and Presenters
10.30-10.50	The current status of Teachers' Transfer of Learning in Indonesia: A Literature Review <i>Nuzulul Isna Febina Fonna – Paper ID 5412 (Onsite)</i>
	Online Interaction in Public Speaking Course: Implementation and Challenges of Massive Open Online Course in Students Exchange Program <i>Gusti Nur Hafifah - Paper ID 5592 (Online)</i>
10.50-11.10	A Corpus-Based Study of Necessity/Obligation Modal Verbs in Indonesian EFL Learner's Academic Writing <i>Ikmi Nur Oktavianti - Paper ID 5683 (Onsite)</i>
	Blended Learning in Teaching and Learning English Language: A Systematic Review <i>Khotrun Nada Sri Sumarni Darmahusni - Paper ID 5602 (Online)</i>
11.10-11.30	Exploring Dominant Naming Patterns in West Aceh and Nagan Raya: A Linguistic and Geographical Analysis <i>Said Miftahul Fahmi Zulfadli A. Aziz Yunisrina Q. Yusuf – Paper ID 6135 (Onsite)</i>
	A Systematic Literature Review: Challenges to Implement Blended Learning Model in the No-Internet Access Area <i>Winda Trisnawati Puji Tri Aryanti Anwar Eko Kuntarto Sofyan - Paper ID 5605 (Online)</i>
11.30-11.50	Analyzing the Language Markers and Compositions Used in Shop Names in Aceh (An Approach to Linguistic Landscape Study) <i>Tgk Maya Silviyanti Yunisrina Qismullah Yusuf, Nur Humaira Humaira - Paper ID 5715 (Onsite)</i>
	Undergraduate Students Experiences on Using Blog as a Mean for Developing English Writing Ability <i>Ainul Qonitah Sri Sumarni Darmahusni - Paper ID 5617 (Online)</i>
11.50-12.10	An Acoustic Measurement of the Acehese Monophthong Vowels by Young Male and Female Pidienese Speakers <i>Fajar Fitriani Yunisrina Qismullah Yusuf Faisal Mustafa - Paper ID 5738 (Onsite)</i>

	Use of Live Worksheet-Based E-LKPD in Academic Written Language Skill Courses <i>Fahri Haswani</i> - Paper ID 5668 (Online)
12.10-12.30	Collocation of Adjective Nouns in Batak Toba Language: Cognitive Semantic Study <i>Beslina Afriani Siagian</i> - Paper ID 5794 (Onsite)
	Grammar and Vocabulary Mobile Application in Information Technology and Its Integration in Flipped Learning Classroom <i>Gusti Nyoman Ayu Sukerti Luh Nyoman Chandra Handayani I Made Riyan Adi Nugroho I Made Sumartana I Putu Yoga Laksana</i> - Paper ID 5679 (Online)

Room H – Moot Court (Onsite) & Virtual Room H (Online)	
Time	: 23 September 2023/10.30-12.30 WIB
Moderator	: Gata Khumaira (Onsite) / Afrizal (Online)

Time	Paper and Presenters
10.30-10.50	TAGANA Thematic Based Textbook: An Innovation in Developing English Teaching Materials with HOTS-Based <i>Syafryadin Safnil Noermnzah Abdul Gafur Marzuki Annisa Astrid Shynta Amalia Muhammad Iqbal Ramdhani</i> – Paper ID 6120 (Onsite)
	Mobile-Based Tax Accounting Dictionary Application to Reinforce Speaking Competence in Project-Based Learning <i>Luh Nyoman Chandra Handayani Gusti Nyoman Ayu Sukerti Ketut Arya Bayu Wicaksana I Made Riyan Adi Nugroho Paulus Subiyanto</i> - Paper ID 5681 (Online)
10.50-11.10	The Use of Euphemism in News Headlines as Media Framing <i>Erna Andriyanti Titik Sudartinah Susana Widyastuti</i> - Paper ID 5852 (Onsite)
	Unveiling the Power of Digital Storytelling: A Qualitative Exploration of Its Effects in Language Learning <i>Noor Rachmawaty</i> - Paper ID 5692 (Online)
11.10-11.30	Creation de Novo: Branding Indonesian English Coinages? <i>Aswir</i> - Paper ID 5866 (Onsite)
	User Trial on the Use of Web-Based Interactive Writing Assessment “WISSE” <i>Hamamah Putu Dian Danayanti Degeng Ive Emaliana Yulia Hapsari Alifa Camilia Fadillah</i> - Paper ID 5709 (Online)
11.30-11.50	Psycholinguistic Perspective of Speech Production Errors in English as a Second Language Class <i>Desi Nahartini Zainal Rafli Endry Boeriswati</i> - Paper ID 5885 (Onsite)
	Students’ Perspectives on Undergraduate EAP Policy in an Indonesian Islamic Public University <i>Fira Khasanah Ardiana</i> - Paper ID 5850 (Online)
11.50-12.10	Assessing Complexity in the Narrative Texts for Junior High School: A Systemic Functional Linguistic Framework <i>Wida Mulyanti</i> - Paper ID 5894 (Onsite)
	Assessing Teacher Candidates' Competence in Using ChatGPT to Enhance Writing Skills <i>Jose Belda-Medina</i> - Paper ID 5835 (Online)
12.10-12.30	The use of Discourse Makers in Article Abstract: E-Journal Universitas Riau <i>Suhardi Hardi Jismulatif</i> - Paper ID 5899 (Onsite)
	Pre-Service English Teachers’ Technological Pedagogical Content Knowledge (TPACK) and Mobile-Assisted Language Learning (MALL) Acceptance <i>Wanda Hijriani Herwanto Slamet Setiawan Ahmad Munir Syafi’ul Anam</i> - Paper ID 5840 (Online)

Room I – Moot Court (Onsite) & Virtual Room I (Online)
Time : 23 September 2023/10.30-12.30 WIB
Moderator : Putri Rumaiza Ulfa (Onsite) / Julia Farlia (Online)

Time	Paper and Presenters
10.30-10.50	Stylistic Analysis of Expressions of Congratulations and Condolences in Written Texts <i>Zulfadli A. Aziz</i> - Paper ID 5925 (Onsite)
	Implementing Personalized Learning Instruction in EFL Classroom: Benefits and Challenges (A Preliminary Study) <i>Ignasia Yuyun Nenden Sri Lengkanawati Ika Lestari Damayanti Fazri Nur Yusuf</i> - Paper ID 5848 (Online)
10.50-11.10	Comparison between Indonesian and Acehese Proverb Metaphors with the Same Meaning <i>Denni Iskandar</i> - Paper ID 5611 (Onsite)
	Audiobook and Textbook Implementation in Xreading Website : EFL Undergraduate Students' Perceptions and Challenges <i>Jalu Wintang Widodo</i> - Paper ID 5877 (Online)
11.10-11.30	Teaching Moral Values through EYL Literature: How? <i>Husnaini</i> - Paper ID 5739 (Onsite)
	Exploring the Impact of Technology-Enhanced Learning on Improving EFL Learners' Collaboration Skills in Short Functional Text <i>Diki Riswandi Yanuarius Mujiyanto Sri Wuli Fitriati Sukarno</i> - Paper ID 5919 (Online)
11.30-11.50	The Correlation between Students' Habit in Listening to English Song and Listening Comprehension Achievement <i>Husnaini</i> - Paper ID 5277 (Onsite)
	Exploring Preservice English Language Teachers' Understanding about TPACK Framework <i>Endang Komariah Nurul Inayah Syarifah Atthaya</i> - Paper ID 5818 (Online)
11.50-12.10	Elevating English Speaking Proficiency through the Integration of Video in a Scientific Pedagogical Approach <i>Yuliana, Diana, Asnawi, Muhammad Syukrandi Karva</i> - Paper ID 6228 (Onsite)
	Challenges in Online EFL Reading Strategy Instruction: Voices from Experienced and Novice Teachers <i>Radina Anggun Nurisma Utami Widiati Francisca Maria Ivone Anik Nunuk Wulyani Ahmad Taufik Hidayah bin Abdullah</i> - Paper ID 5467 (Online)
12.10-12.30	From Testing to Playing: Developing a Gamified Task-Based Approach to Continuous Assessment in Language Learning Using Genially <i>Rahma Sinta</i> - Paper ID 5388 (Onsite)
	Developing Students' Critical Thinking through Integrated Digital Learning Activities <i>Yunias Monika</i> - Paper ID 5673 (Online)

Lunch Break & Dhuhur Prayer
12:30 - 14:00

TEFLIN Business Meeting
14:00 - 16:00

CONFERENCE DAY 2

23 September 2023

Onsite: Language Center & Moot Court, Universitas Syiah Kuala

Online: <https://zoom.us/j/97351691637?pwd=eWV3V0ZqWVJNN0ozOXZOdW42bHFWZz09>

Meeting ID: 973 5169 1637 | **Passcode:** 085400

Parallel Session 4

Rooms A-I (Language Center & Moot Court) & Rooms A – I (Virtual Rooms)
(Times in Local Western Indonesia Time)

Room A - Language Center (Onsite) & Virtual Room A (Online)

Time : 23 September 2023/14.00-16.00 WIB

Moderator : Cut Nurul Azmar (Onsite) / Hidayati Rahmah (Online)

Time	Paper and Presenters
14.00-14.20	Analysis of the Novel Titik Nol by Agustinus Wibowo as a Colonial Travel Writing <i>Fardan Rezkiawan Faida La Ode Nggawu Sitti Agustina</i> – Paper ID 5773 (Onsite)
	Critical Thinking in Academic Writing: How Teachers Teach a Life Skill in Teaching a Language Skill <i>Fahmy Imaniar Lies Amin Lestari Ahmad Munir</i> - Paper ID 5461 (Online)
14.20-14.40	Washback Effects in Language Programs: A Sociocultural Perspective <i>Didi Sukyadi</i> - Paper ID 5470 (Onsite)
	The Effect of Using Role-Playing Technique on Students' Speaking Ability <i>Dea Eka Wahyuni Slamet Wahyudi Yulianto Muhammad Anjar Nugraha</i> - Paper ID 5462 (Online)
14.40-15.00	Minimizing Cheating Possibility in Extensive Reading Program by Implementing Critical Thinking Skill in the Assessment <i>Nida Husna Yatni Fatwa Mulyati</i> - Paper ID 5516 (Onsite)
	The Effect of Project Based Learning on Students' Translation and Employability Skills <i>Sugeng Hariyanto Fitrotul Mauludiyah Achmad Suyono</i> - Paper ID 5713 (Online)
15.00-15.20	N/A
	The Effect of Using Duolingo App on Students' Vocabulary Mastery at the Eleventh Grade Of SMA Tamansiswa Binjai <i>Efrini Panjaitan Fahrunnisa Nasution</i> - Paper ID 5714 (Online)
15.20-15.40	Students and Teachers' Responses to the Absence of English Assessment from the Minimum Competency Assessment (AKM) <i>Rafita Tioria Sianipar</i> - Paper ID 5568 (Onsite)
	Integrating the Case Method Approach in 21st Century Teaching: Empowering the Development of Effective and Innovative Teaching Instruments <i>Nora Ronita Dewi Indra – Hartoyo Christine Helena Natalia</i> - Paper ID 5768 (Online)
15.40-16.00	Exploring Student's Perspective and Barriers on Paper Assignment during Language Learning <i>Sarair Ika Kana Trisnawati Nurfaizah</i> - Paper ID 5579 (Onsite)
	Investigating the Use of Peer Feedback in EFL Writing Class <i>Mohammad Hasbullah Isnaini Dani Samuel Samuel Hamamah</i> - Paper ID 5777 (Online)

Room B - Language Center (Onsite) & Virtual Room B (Online)

Time : 23 September 2023/14.00-16.00 WIB

Moderator : Mutia Wahdini (Onsite) / Putri Alifah Rasikhah (Online)

Time	Paper and Presenters
14.00-14.20	English Teaching Issues Based on Students Involved in Secondary School: Exploring Students' Perspective <i>Zulfikar Noor</i> - Paper ID 5918 (Online)
14.20-14.40	English Online Assessment: The Issues on the Students' Performance Versus Honesty <i>Muhammad Basuni</i> - Paper ID 5629 (Onsite)
	The Experience of Indonesian Students Studying in Egypt: Individual Perspective <i>Rizdika Mardiana Dewi Utami</i> - Paper ID 5414 (Online)
14.40-15.00	Integrating Writing and Speaking in the Teaching of Grammar <i>Suharyadi</i> - Paper ID 6113 (Onsite)
	A Systematic Review of "Modern Matriarchy" Featuring : The Khasi, the Mosuo, the Bribri, the Minangkabau, the Akana, the Umoja <i>Dyah Sulistyanningrum Siti Drivoka Sulistyanningrum</i> - Paper ID 5287 (Online)
15.00-15.20	A Review of the Research on New Media Literacy of English Teachers in English Teaching in China <i>Chen Meng Hafiza Burhanudeen</i> - Paper ID 5900 (Onsite)
	Toponym of Regional Name: Javanese Diaspora in Kota Pekanbaru <i>Imelda Yance & Achril Zalmasyah</i> - Paper ID 5351 (Online)
15.20-15.40	N/A
	Transitional Speech in the Tradition of Martonggotonggo at the Toba Batak Community Traditional Ceremony (Anthropolinguistic Approach) <i>Yessy Octavianna Robert Sibarani</i> - Paper ID 5424 (Online)
15.40-16.00	N/A
	An Analysis of "Ngkai Tabuyanggi" Folktale as a Source of High School Students Character Building <i>Desrin Lebagi Hastini</i> - Paper ID 5671 (Online)

Room C - Language Center (Onsite) & Virtual Room C (Online)

Time : 23 September 2023/14.00-16.00 WIB

Moderator : Anisah (Onsite) / Siti Zuhra (Online)

Time	Paper and Presenters
14.00-14.20	Designing Evaluation Rubric for Drama Performance <i>Rita Mahriza</i> - Paper ID 5846 (Onsite)
	Understanding the Intergroup Climate that Shape Willingness to Communicate in Indonesia EFL Context <i>Wildhan Burhanuddin Abdul Hakim Yassi Abidin Pammu Nasmilah Nasmilah</i> - Paper ID 5789 (Online)
14.20-14.40	Assessment Literacy of EFL Teachers and Its Implementation in Assessing Students' Language Performance <i>Umi Rokhyati</i> - Paper ID 5847 (Onsite)
	EFL in Papua: Its Ongoing Controversial Issues <i>Yohana Susana Yembise</i> - Paper ID 5454 (Online)
14.40-15.00	N/A
	The Use of Aids for English Language Teaching at English Transmigration Village in Barito Kuala, South Kalimantan <i>Emma Rosana Febriyanti Fahmi Hidayat Raisa Fadilla Yusuf Al Arief</i> - Paper ID 5500 (Online)
15.00-15.20	Tiktok Contribution towards the EFL Students' Vocabulary <i>Marisa Yoestara Cut Nurjannah Muhammad Usman Noorul Azra Mohamed</i> - Paper ID 5316

	(Onsite) Indonesian Tertiary Students' Self-Regulated English Learning Strategy Use: Does Demographic Background Matter? <i>Hamdatul Musyarrafah Slamet Setiawan Ahmad Munir Lies Amin Lestari Syafi'ul Anam</i> - Paper ID 5839 (Online)
15.20-15.40	The Role of AI in English Language Teaching in ASEAN: A Systematic Review <i>Fadhila Yonata Nur Ifadloh</i> - Paper ID 5342 (Onsite) An Appraisal Analysis of Appreciation on Oriflame Catalogue 2023 <i>Sahat Taruli Siahaan Kammer Tuahman Sipayung</i> - Paper ID 5874 (Online)
15.40-16.00	Lecturer's Techniques in Using Digital Applications as Media in Developing Indonesian Higher Education Students' English Speaking Skill <i>Sultan Baa</i> - Paper ID 5356 (Onsite) Developing Speaking Electronic Book for Elementary School Students Grade V Based on Task-Based Learning at MI Swasta Mardliatul Islamiyah <i>Syafrida Matondang</i> - Paper ID 5285 (Online)

Room D - Language Center (Onsite) & Virtual Room D (Online)	
Time	: 23 September 2023/14.00-16.00 WIB
Moderator	: Diana Fauzia Sari (Onsite) / Ghinan Nafsiha Basith (Online)

Time	Paper and Presenters
14.00-14.20	How Does Artificial Intelligence Encourage Teaching English as a Foreign Language? Voicing the Teachers' Voices <i>Widya Rizky Pratiwi</i> - Paper ID 5370 (Onsite) Designing English Materials Syllabus for Visual Communication Design Students based on the External Stakeholders' Perspectives in Indonesia <i>Pikir Wisnu Wijayanto Yelly Andriani Barlian Sri Nurbani</i> - Paper ID 5298 (Online)
14.20-14.40	Challenges of Implementing Technology-Mediated TBLT in Listening and Speaking Practices For ESP Learners <i>Dodi Mulyadi</i> - Paper ID 5438 (Onsite) Developing E-Module in Blended Learning to Promote Students' Critical Thinking Skills for EFL Student Teachers <i>Arik Susanti Sri Rachmajanti</i> - Paper ID 5458 (Online)
14.40-15.00	The Challenges of Teaching English in the Industrial Revolution 4.0: A Systematic Review of Empirical Studies from 2014 to 2023 <i>Ricky Sriyanda Ashadi Dyah Ciptaningrum</i> - Paper ID 5455 (Onsite) Facilitating Curriculum Learning Outcome and Shaping Students' Identity in Learning ELT: Designing Local-Culture Based English Syllabus for Primary School <i>Devinta Puspita Ratri Mirjam Anugerahwati Agus Gozali</i> - Paper ID 5472 (Online)
15.00-15.20	Assessing the Use of Synthesized Speech for Educational and Testing Materials in EFL Context <i>Aditya Nur Patria Fitri Alfarisy</i> - Paper ID 5468 (Onsite) Engaging Students in Shark Tank Style Business Pitch Competitions <i>Andrea Rakushin Lee</i> - Paper ID 5509 (Online)
15.20-15.40	TPACK Framework Teaching Materials Design and Implementation: Challenges Faced by the EFL In-Service Professional Teacher Education Study Program <i>Sri Wahyuni Didi Suherdi Pupung Purnawarman Mulyadi Syahputra</i> - Paper ID 5488 (Onsite) The Impact of Technology: Students Ability in Narrative Text Using Storyjumper <i>Nur Habibah Diana Oktavia Ridho Kurniawan Renda Lestari Levandra Balti</i> - Paper ID 5646 (Online)

15.40-16.00	N/A
	Corpus Linguistics in Teaching Vocabulary for EFL Learners: A Study of Foreign Speakers <i>Yenita Usuar Dina Irmayanti Harahap Nova Andriani Nining Sudarwita Enni Maisaroh – Paper ID 5787 (Online)</i>

Room E - Language Center (Onsite) & Virtual Room E (Online)	
Time	: 23 September 2023/14.00-16.00 WIB
Moderator	: Diana (Onsite) / Said Miftahul Fahmi (Online)

Time	Paper and Presenters
14.00-14.20	A Teacher and Senior High School Students' Perspectives on the Implementation of Quipper School App in Teaching and Learning Writing Skill during Covid-19 Pandemic <i>Chairina Nasir Diana Fauzia Sari Syalsyabilla Rizal - Paper ID 5523 (Onsite)</i>
	Students' Responses towards Supervisory Feedbacks on Thesis Writing: A Case Study of a Split-Site Master's Program <i>Aridah Aridah Weningtyas Parama Iswari - Paper ID 5423 (Online)</i>
14.20-14.40	ONSRUII: An Online Web-Based Training to Increase Online Self-Regulated Learning <i>Puji Rahayu - Paper ID 5538 (Onsite)</i>
	The Implementation of CALT/CLT in Rural Schools And its Challenges After Curriculum Changing <i>Muji Budi Lestari Margana Anita Triastuti - Paper ID 5704 (Online)</i>
14.40-15.00	The Development of E-Pocket Book Based on I-Spring-11 Software <i>Sektalonir Oscarini Wati Bhakti Budi Nugroho Dita Andansari Marwanto - Paper ID 5545 (Onsite)</i>
	Investigating Students' Intercultural Communicative Competence (ICC) and Their Readiness for Business Writing <i>Irma Soraya I'anutul Avifah - Paper ID 5807 (Online)</i>
15.00-15.20	Utilizing Technology as Assessment Tools in Teaching English as a Foreign Language (EFL) in Indonesia: Challenge and Effort <i>Ade Mahmud Asmawi Tatu Zakiyatun - Paper ID 5560 (Onsite)</i>
	Exploring Nominalization and Lexical Density Deployed within Research Article Abstracts: A Grammatical Metaphor Analysis <i>Faizatul Istiqomah - Paper ID 5642 (Online)</i>
15.20-15.40	Cross-Cultural Virtual MOOC Camp <i>Thomas Kaufmann - Paper ID 5595 (Onsite)</i>
	The Use of Religious Language in Karen Armstrong's Buddha <i>Harkiman Racheman Vivi Novalia Sitingjak - Paper ID 5529 (Online)</i>
15.40-16.00	Development of Media Book Creator on Intensive Reading Based on Local Wisdom <i>Tuminah Kunto Nurcahyoko Wanda Giovani - Paper ID 5637 (Onsite)</i>
	Students' Attitudes toward the Teachers' Practice of the Imaginative-Recreation Technique in Learning English in the EFL Context <i>Muhammad Rifqi - Paper ID 5875 (Online)</i>

Room F - Language Center (Onsite) & Virtual Room F (Online)	
Time	: 23 September 2023/14.00-16.00 WIB
Moderator	: Hayyu Rafikha (Onsite) / Gata Khumaira (Online)

Time	Paper and Presenters
14.00-14.20	Construction of 4C-Based Digital Learning Media (Critical Thinking, Communication, Collaboration and Creativity and Innovation) in Productive Oral Language Course Skills for

	Students of the English Education Study Program <i>Khairunnisa Br Batubara Christine Helena Natalia Yuni Khairina</i> - Paper ID 5650 (Onsite)
	Arguments in the Methods of High Impact Journal Articles by Expert Writers in English Language Education <i>Safnil Arsyad</i> - Paper ID 5706 (Online)
14.20-14.40	Language Styles in “Where Is Brother’s Blankie?”: An Application Analysis <i>Elisa Ratih</i> - Paper ID 5802 (Onsite)
14.20-14.40	Situated Willingness to Communicate in the Indonesian EFL Context: The Interplay among Motivational, Contextual, Metacognitive, and Communicative Factors <i>Suci Nugrah Amalia Utami Widiati Sri Rachmajanti Mirjam Anugerahwati Budi Waluyo</i> - Paper ID 5593 (Online)
14.40-15.00	Improving Student’s Interest in Form-Making Using Google Form in Writing Class <i>Theresia Hilda Kayani Gani</i> - Paper ID 5697 (Onsite)
14.40-15.00	Challenges and Solutions to Obtaining Impactful Learning Outcomes in Online English Teacher Development Courses. Nusantara-Go! A Case Study <i>Nicky Jayne Partridge</i> - Paper ID 5382 (Online)
15.00-15.20	Students’ Perception of Kahoot!’s Influence on Teaching and Learning <i>Kartina Rahmadhani Rambe</i> – Paper ID 5815 (Onsite)
15.00-15.20	Promoting Tourism in English for Specific Purposes Course <i>Mirjam Anugerahwati</i> - Paper ID 5561 (Online)
15.20-15.40	Digital Storytelling Implementation to Teach Writing Skill for Hotel Management Students <i>Setyo Prasiyanto Cahyono Syaiful Ade Septemuryantoro</i> - Paper ID 5724 (Onsite)
15.20-15.40	Change over Time of College Students’ Reading Behavior in Reading Different Text Formats <i>Firman Parlindungan Refanja Rahmatillah</i> – Paper ID 5514 (Online)
15.40-16.00	N/A
15.40-16.00	Enhancing Speaking Skill of Vocational School Students through Flipped Classroom Model <i>Irayuni Sari Siti Sarah Fitriani Dian Fajrina</i> - Paper ID 5507 (Online)

Room G - Language Center (Onsite) & Virtual Room G (Online)
Time : 23 September 2023/14.00-16.00 WIB
Moderator : Hayatun Nufus (Onsite) / Julia Farlia (Online)

Time	Paper and Presenters
14.00-14.20	Inquiry-Based Learning combine with AhaSlides: An Inclusive Teaching Grammar Method for Gen-Zs’ Students in Tertiary Level <i>Lailiy Kurnia Ilahi</i> – Paper ID 5788 (Online)
14.00-14.20	Enhancing Sustainability Awareness in Pre-Service Teachers: The Role of a Literature Education Project <i>Na-Thinamar Magiswary Nadarajan Astri Yulia Tirzah Zachariah</i> – Paper ID 5644 (Online)
14.20-14.40	Preparing for a New Semester: Exploring English Language Teachers’ Perceptions of Using AI-Driven Chatbots in Writing Classes <i>Patteera Thienpermpool</i> - Paper ID 5737 (Onsite)
14.20-14.40	How Do I Handle My Supervisor’s Feedback in Research Writing: A Survey Study <i>Amira Wahyu Anditasari Siti Kholija Sitompul</i> - Paper ID 5542 (Online)
14.40-15.00	Technology-Mediated Language Teaching: A retrospective analysis of two volumes of TEwT Journal <i>Teuku Zulfikar Emawati</i> - Paper ID 5742 (Onsite)
14.40-15.00	Cambridge Super Mind-Level 3 Implementation: The differences between regular and bilingual classes learning resources

	<i>Yuyun Ilantri Yanty Wirza – Paper ID 6239 (Online)</i>
15.00-15.20	Developing Student’s E-Portfolio Prototype for Learning English at Higher Education <i>Raden Muhammad Ali Samsul Hadi Widyastuti Purbani Fianty Nada Huwaida Dwi Hastuti Raden Syaifuddin Muhammad Kunta Biddinika - Paper ID 5744 (Onsite)</i>
	A Comparative Investigation of Communication Apprehension Among Undergraduate, Graduate, and Postgraduate Students in the EFL Context <i>Badriyah Ulfah - Paper ID 5369 (Online)</i>
15.20-15.40	Using EFL Websites for Learning Listening: Voices from University Students <i>Rizaldy Hanifa Siti Rahimah Yusra - Paper ID 5798 (Onsite)</i>
	Indonesian EFL Learners’ Satisfaction with Blended Learning <i>Alfian Alfian Noprival Noprival Monalisa Monalisa - Paper ID 5829 (Online)</i>
15.40-16.00	N/A
	How Value Is Being Configured? : Cultural value of taboo in Aceh language (cultural script theory) <i>Maria Ulfa Mulyadi Mulyadi Mhd Pujiono Khairina Nasution – Paper ID 5599 (Online)</i>

Room H – Moot Court (Onsite) & Virtual Room H (Online)	
Time	: 23 September 2023/14.00-16.00 WIB
Moderator	: Cut Annisa Triana Kamil (Onsite) / Putri Rumaiza Ulfa (Online)

Time	Paper and Presenters
14.00-14.20	N/A
	The Implementation of Youtube Videos as a Medium of Learning for Enhancing Students’ Speaking Skill <i>Safrini Siti Sarah Fitriani Dohra Fitriasia - Paper ID 5924 (Online)</i>
14.20-14.40	Students’ Perception towards Usage of Online Games “Genshin Impact” for Vocabulary Acquisition <i>Ratna Sari Dewi Ratna Sari Dewi Zaharil Anasy - Paper ID 5813 (Onsite)</i>
	Integrating Culture into L2 Learning- To What Extent Does Culture Play Important Roles In L2 Learning? <i>Eka Listianing Rahayu - Paper ID 5849 (Online)</i>
14.40-15.00	N/A
	Profiling of English Language Teachers as Test Takers of English Proficiency Test and Ensuing Implications <i>Isli Iriani Indiah Pane Kurnia Hendra Putra Hesti Fibriasari - Paper ID 5784 (Online)</i>
15.00-15.20	Digitalizing Material Development: EFL Preservice Teacher’s Best Practices <i>Sri Ratnaningsih Ika Lestari Damayanti - Paper ID 5826 (Onsite)</i>
	The Effect of Tpack and Direct Learning Model on Rural Area Students’ Learning Outcomes <i>Sriati Usman Mochtar Marhum, Syahrul Munir Budi and Nurgan - Paper ID 5399 (Online)</i>
15.20-15.40	The Implementation of Learning by Teaching Method as a Pilot Project of Undergraduate Students at a University <i>Usman Kasim Zulfadli A. Aziz - Paper ID 5910 (Onsite)</i>
	Trends and Themes in Environmental Project-Based Language Learning for Young Learners <i>Eva Nikmatul Rabbianty Eko Ariwidodo Mohammad Syafik - Paper ID 5588 (Online)</i>
15.40-16.00	Digital Comic for Teaching English to Young Learners: Pre-Service English Teachers’ Experiences <i>Iyen Nurlaelawati Ika Lestari Damayanti Sri Ratnaningsih - Paper ID 5855 (Onsite)</i>
	The Usage of Kinship Terms and Their Values among Acehnese People in Indonesia <i>Idaryani Idaryani Fidyati - Paper ID 5392 (Online)</i>

Room I – Moot Court (Onsite) & Virtual Room I (Online)
Time : 23 September 2023/14.00-16.00 WIB
Moderator : Hendra Heriansyah (Onsite) / Maira Mustiranda (Online)

Time	Paper and Presenters
14.00-14.20	N/A Literacy in the National System of Education <i>Ali Saukah – Paper ID 5903 (Onsite)</i>
14.20-14.40	A Comparative Study between the Use of Goga and Duolingo Applications on Students' Speaking Ability <i>Ashari P Swondo Juliana Risa Anggraini - Paper ID 5373 (Onsite)</i> Problems Faced by English Teacher Candidates in Developing Test Kits for Assessing Students' Learning <i>Ari Purnawan Asfar Arif Nurharjanto Annisa Nurul Ilmi - Paper ID 5791 (Online)</i>
14.40-15.00	Students' Classroom Interaction in Blended Learning Class: What Students Say <i>Nuriyatul Hamidah - Paper ID 5376 (Onsite)</i> Intercultural Competence Development of International Mobility Program Students during the Adjustment Period <i>Dian Islami Prasetyaningrum - Paper ID 5487 (Online)</i>
15.00-15.20	Cooperative Learning in English Education: A Systematic Review <i>Fauziyatul Uzma - Paper ID 5449 (Onsite)</i> Investigating the Development of Junior High School Students English Writing Skills through the Enactment of Multimodal Digital Storytelling <i>Pratiwi Amelia Rindu Handayani Suprayandi Pratama - Paper ID 5920 (Online)</i>
15.20-15.40	Students' Responses towards Intercultural Teaching and Learning Activities in Indonesian Universities <i>Muhammad Aulia Zakaria Syamsul Bahri - Paper ID 5577 (Onsite)</i> Highlighting Spoken Discourse: Indonesian EFL Learners Phonological Errors in Concern of Vowel and Consonant <i>Giovanni Oktavinanda Firman Parlindungan Endah Anisa Rahma Ya-Li Wu - Paper ID 5527 (Online)</i>
15.40-16.00	Enhancing Teacher Preparation Programs to Foster Digital Literacy in Chinese EFL Preservice Teachers: A Comparative Analysis of International and Chinese Frameworks <i>Ping De Zou Hafriza Binti Burhanudeen - Paper ID 5901 (Onsite)</i> An Investigation of English Pre-Service Teachers' Multimodal Media Utilization <i>Amanda Shafa Maheswari Dian Novita Dewi - Paper ID 5587 (Online)</i>

Afternoon Prayer & Coffee Break

AAC Main Hall
16:00 - 16:20

CONFERENCE DAY 2
23 September 2023
AAC VIP Room, Universitas Syiah Kuala

Featured Speech 3
Speaker 1
16:20 - 16:45
Ika Damayanti & Safrina - UK-ID BC

Moderator: Muhammad Aulia – Universitas Syiah Kuala
Featured Speech 3 Speaker 2 16:45 - 17:10 Nurmala Simbolon - UK-ID BC
Moderator: Muhammad Aulia – Universitas Syiah Kuala
Featured Speech 3 Speaker 3 17:10 - 17:35 Ben Cook – British Council, UK (Online)
Moderator: Muhammad Aulia – Universitas Syiah Kuala
Featured Speech 3 Speaker 4 17:35 - 18:00 Jongbong Lee – ALAK (Online)
Moderator: Muhammad Aulia – Universitas Syiah Kuala
Featured Speech 3 Speaker 5 18:00 - 18:20 Zhao Yu – Global English (Online)
Moderator: Muhammad Aulia – Universitas Syiah Kuala

CONFERENCE DAY 2 23 September 2023
Onsite: Language Center & Moot Court, Universitas Syiah Kuala
Online: https://zoom.us/j/97351691637?pwd=eWV3V0ZqWVJNN0ozOXZOdW42bHFWZz09
Meeting ID: 973 5169 1637 Passcode: 085400

Parallel Session 5 Rooms A-I (Language Center & Moot Court) & Rooms A – I (Virtual Rooms) (Times in Local Western Indonesia Time)
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Room A - Language Center (Onsite) & Virtual Room A (Online)
Time : 23 September 2023/16.20-18.20 WIB
Moderator : Nurul Aida (Onsite) / Cut Annisa Triana Kamil (Online)

Time	Paper and Presenters
16.20-16.40	The Higher Education Students' Perception of Implementation the Malay Local Wisdom as Listening Materials <i>Kurniawan Mohd. Fauzi - Paper ID 5844 (Onsite)</i>
	The Use of Extensive Reading to Boost Students' Reading Ability <i>Ana Elvia Jakfar Endah Anisa Rahma Rafanja Rahmatillah Giovanni Oktavinanda - Paper ID 5663 (Online)</i>
16.40-17.00	The Development of Learning Materials and Guidelines of Assessment of Creative Reading Based on Hots in Learning Bahasa Indonesia at the Senior High School Level <i>Teuku Alamsyah - Paper ID 5613 (Onsite)</i>
	Teacher's Thought on Genre Based Approach: A Case on Teaching English Descriptive Text to Senior High School Students

	<i>Berlin Sibarani</i> - Paper ID 5797 (Online)
17.00-17.20	Pedagogical Problems Encountered by Pre-Service EFL Student Teachers in Conducting the Internship Program at School <i>Hendra Heriansyah Novriyanto Napu Velayati Annisa Fitri</i> - Paper ID 5624 (Onsite)
	Cultural Contents Analysis of English Textbook for Secondary School Students in Indonesia "Work in Progress" <i>Anfa Farkhan Al Faya Dewi Rochsantiningsih</i> - Paper ID 5550 (Online)
17.20-17.40	The Implementation of Cooperative Learning And Students' Critical Thinking in teaching English at private university in Indonesia <i>Suryanto Novia Nugraheni</i> - Paper ID 5677 (Onsite)
	Critical Thinking within Speaking Class: Indonesian EFL Higher Teachers' Perspectives <i>Laksa Ulya Annatsa, Choiril Anwar, Kurniawan Yudhi Nugroho, Elok Widiyati</i> - Paper ID 5570 (Online)
17.40-18.00	Assessing Metacognitive Strategies of Pre-Service Post Millennial Teachers <i>Dewi Novita</i> - Paper ID 5686 (Onsite)
	Minimal Contractions of Delateralization in Mewati: Evidence from the Optimality Theoretical Principles <i>Dedy Suhery Mohd Hamid Raza Zahratul Idami Shafrida Wati</i> - Paper ID 5573 (Online)
18.00-18.20	N/A
	L2 University Lecturers' Academic Literacy in Writing for International Publication <i>Bayu Andika Prasatyo Ade Windiana Argina Yanuaris Yanu Dharmawan</i> - Paper ID 5743 (Online)

Room B - Language Center (Onsite) & Virtual Room B (Online)

Time : 23 September 2023/16.20-18.20 WIB

Moderator : Burhansyah (Onsite) / N/A (Online)

Time	Paper and Presenters
16.20-16.40	Students Perceptions on the Use of English Subtitles in Korean Dramas to Learn English Vocabulary <i>Fela Anggina Siregar Burhansyah Sofyan A. Gani</i> - Paper ID 5902 (Onsite)
	The Influence of Teacher Ecological Agency on Teacher Professional Development: Urban and Rural School Inquiry <i>Nur Iffah Muhallidah Isnaini Syafi'ul Anam</i> - Paper ID 5776 (Online)
16.40-17.00	The Puzzle Block Game Design as an Interactive Learning Media to Enhance English Vocabulary in Early Childhood <i>Syamsul Bahri Yusuf Putri Afiqah Zulfadli A. Aziz Nurul Inayah</i> - Paper ID 5911 (Onsite)
	The Use of AI Technology in English Language Learning in Indonesia <i>Masyhur</i> - Paper ID 5282 (Online)
17.00-17.20	Looking Into the EFL Students' Speaking Performances in Learning English by Recorded Whatsapp Video Call <i>Diana Fauzia Sari Nurrahma Wati Tgk Maya Silviyanti</i> - Paper ID 5502 (Onsite)
	Pre-Service Teachers' Utilization of Digital Learning Tools in Microteaching Class <i>Irma Soraya Fahmy Imaniar</i> - Paper ID 5824 (Online)
17.20-17.40	A Survey of Students' Perceptions toward Watching English Movies to Develop Speaking Skills <i>Raisa Azkiya Burhansyah Sofyan A. Gani Asnawi Muslem Sukma Wati</i> – Paper ID 6209 (Onsite)
	Web-Based Teaching Resource Sharing Development: A Design and Development Research in ELT Practice <i>Nur Iffah Muhallidah Isnaini</i> - Paper ID 5806 (Online)

17.40-18.00	Phonological Transfer in the Production of English among Indonesian Multilingual Primary School Learners <i>Evy Nurul Laily Zen Nina Afrida</i> - Paper ID 5842 (Onsite)
	Implementation of Case Method to Improve Students' Critical Thinking Skill <i>Rofiqoh Maghfira Ma'ula Annisa Nur Azizah</i> - Paper ID 5871 (Online)
18.00-18.20	Using Talking Stick to Improve Students' Speaking Skill <i>Wista Suroyya Sofyan A. Gani Burhansyah Saiful Marhaban Nuryani Silalahi</i> – Paper ID 6213 (Onsite)
	Developing Translation Accuracy Parameters in the Lexical Structure of the Entertainment Hospitality Sector at PT. MNC Sky Vision Tbk. through Corpus Linguistic <i>Mochamad Nuruz Zaman Lenny Brida Mawarta Onida Sinaga Lintang Dyah Ramandhani</i> - Paper ID 5786 (Online)

Room C - Language Center (Onsite) & Virtual Room C (Online)	
Time	: 23 September 2023/16.20-18.20 WIB
Moderator	: Anisah (Onsite) / N/A (Online)

Time	Paper and Presenters
16.20-16.40	The Tendency Of Code Switching Between Gayonese And Acehese Teenagers In Communicating To The Strangers <i>Mahlil Ilham Jaya</i> - Paper ID 5641 (Onsite)
	N/A
16.40-17.00	Persuasive Language in a Tourism Video: A Genre Analysis <i>Anisah Anisah Kismullah Abdul Muthalib</i> - Paper ID 5755 (Onsite)
	N/A
17.00-17.20	Interpretation The Transformation of Students' Motivation on Learning ESP <i>Muhammad Farhan Ashadi Dyah Ciptaningrum</i> – Paper ID 5456 (Onsite)
	N/A
17.20-17.40	N/A
	N/A
17.40-18.00	N/A
	N/A
18.00-18.20	N/A
	N/A

Room D - Language Center (Onsite) & Virtual Room D (Online)	
Time	: 23 September 2023/16.20-18.20 WIB
Moderator	: Diana (Onsite) / N/A (Online)

Time	Paper and Presenters
16.20-16.40	Larger than Life: A Pursuit of Hedonism in Car Slogans in Indonesia <i>Aris Munandar Emma Natasha Octoveria</i> - Paper ID 5371 (Onsite)
	N/A
16.40-17.00	Motivations in English Language Learning: A Case Study of Students at SMA Negeri 1 Banda Aceh, Indonesia <i>Diana Achmad Cut Irda Lizma</i> - Paper ID 5598 (Onsite)
	N/A
17.00-17.20	The Constraints Faced by English Lecturers to the Implementation of Online Learning <i>Suryani Putri Dini Meutia Fidyati Winda Prayudiana Wisda Hakim</i> - Paper ID 5441 (Onsite)

	N/A
17.20-17.40	Phonological Sketch on PAN-Defayan Language <i>Tasnim Lubis Yunisrina Qismullah Yusuf Mukramah Kismullah Abdul Muthalib Nurul Adilla Alatas Abus Abiyulail Alatas Abus- Paper ID 5443 (Onsite)</i>
	N/A
17.40-18.00	N/A
	N/A
18.00-18.20	N/A
	N/A

Room E - Language Center (Onsite) & Virtual Room E (Online)

Time : 23 September 2023/16.20-18.20 WIB

Moderator : Afrizal (Onsite) / N/A (Online)

Time	Paper and Presenters
16.20-16.40	The Indonesian Learning Inventory from the Viewpoint of EFL Students <i>Eny Syatriana Erwin Akib- Paper ID 5283 (Onsite)</i>
	N/A
16.40-17.00	Problem Based Learning (PBL) Model Enhances Students' Critical Thinking Skill (A Study Based on Perception of Teachers Certificate Program) <i>Aminah Suriaman - Paper ID 5346 (Onsite)</i>
	N/A
17.00-17.20	Exploring the Students' English Presentation Performances and Preferences Differences Between Video Recording and in-Class Modes <i>Refanja Rahmatillah Ana Elvia Jakfar Firman Parlindungan Merina Devira - Paper ID 5301 (Onsite)</i>
	N/A
17.20-17.40	Visual Representation of Gender in Indonesian EFL Textbooks: A Critical Discourse Analysis <i>Nurul Chojimah Estu Widodo - Paper ID 5720 (Onsite)</i>
	N/A
17.40-18.00	Exploring the Phatic Expressions in Speaking English <i>Elisa Ratih - Paper ID 5800 (Onsite)</i>
	N/A
18.00-18.20	N/A
	N/A

Room F - Language Center (Onsite) & Virtual Room F (Online)

Time : 23 September 2023/16.20-18.20 WIB

Moderator : Siti Musfirah (Onsite) / N/A (Online)

Time	Paper and Presenters
16.20-16.40	A Review of Literature on English Language Proficiency Test for Pre English-Teacher in Indonesia <i>Tantri Sari Safitry Eky Erlanda Edel- Paper ID 5867 (Onsite)</i>
	N/A
16.40-17.00	Development of the Competency Test for Indonesian English Teachers (CTIET) to support sustainable professional development for English teachers' language competence in

	Indonesia <i>Utami Widiati Sintha Tresnadewi Siti Muniroh Ika Lestari Damayanti Yenni Rozimela</i> - Paper ID 6115 (Onsite) N/A
17.00-17.20	The Implementation of Graphic Organizer to Improve Students' Speaking Skills <i>Ildi Kurniawan</i> - Paper ID 6119 (Onsite) N/A
17.20-17.40	Digital Literacy of EFL Students: Voices of Indonesian Students in Experiencing Poetry Writing <i>Fauziah Novita Diana</i> – Paper ID 5725 (Onsite) N/A
17.40-18.00	N/A N/A
18.00-18.20	N/A N/A

Room G - Language Center (Onsite) & Virtual Room G (Online)	
Time	: 23 September 2023/16.20-18.20 WIB
Moderator	: Dian Fajrina (Onsite) / N/A (Online)

Time	N/A
16.20-16.40	One More Hat to Wear! Voices of English Teachers about Classroom Action Research <i>Faizatul Husna Tuti Hidayati</i> - Paper ID 5348 (Onsite) N/A
16.40-17.00	Integrating Case-Based Learning for Communication Skills and Critical Thinking in English for Nursing Students <i>Siti Mutia Cayarani Asnawi Dohra Fitriisa</i> – Paper ID 6216 (Onsite) N/A
17.00-17.20	Profile of High School English Teachers in Using TPACK in Teaching English to Support the Independent Curriculum Program <i>Asnawi Muslem Usman Kasim Saiful Marhaban Khairunnisa Marlia</i> – Paper ID 6210 (Onsite) N/A
17.20-17.40	The Application of Project-Based Learning In Improving Argumentative Essay Writing Skills <i>Dian Fajrina Nira Erdiana Muhammad Abdul Hidayat</i> – Paper ID 6212 (Onsite) N/A
17.40-18.00	EFL Students' Difficulties in Writing the Literature Review of Thesis <i>Nurul Inayah Dian Fajrina Alkhainul Meisya Rahma</i> – Paper ID 6211 (Onsite) N/A
18.00-18.20	N/A N/A

Gala Dinner and Closing Ceremony Anjong Mon Mata 19:00 - 21:00	
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CONFERENCE DAY 3 24 September 2023 Onsite: AAC Main Hall, Universitas Syiah Kuala	
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Certificate Awards

08:00 – 09:00

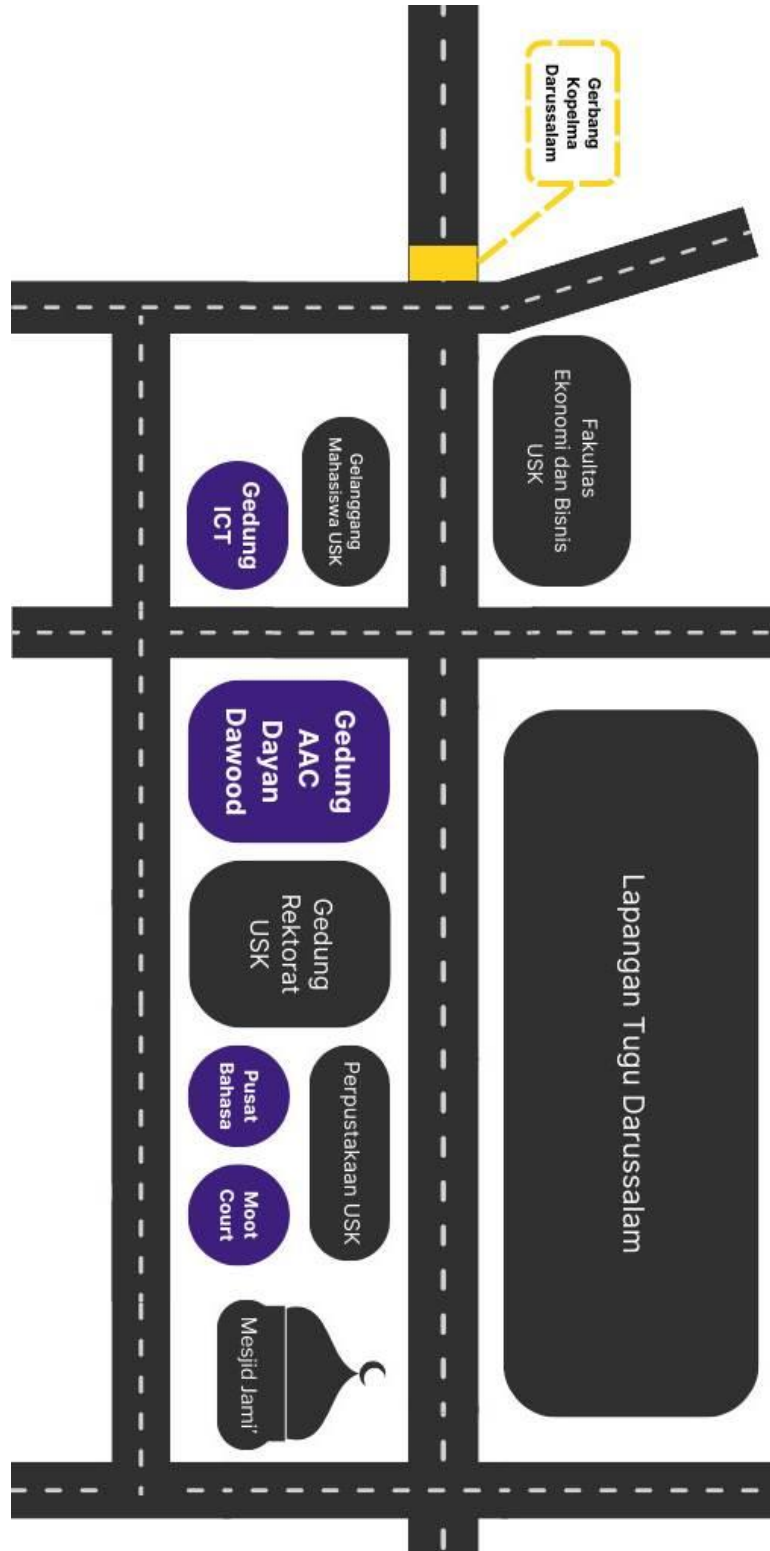
Post-Conference and Networking

08:00 - 08:30

FLOOR PLAN

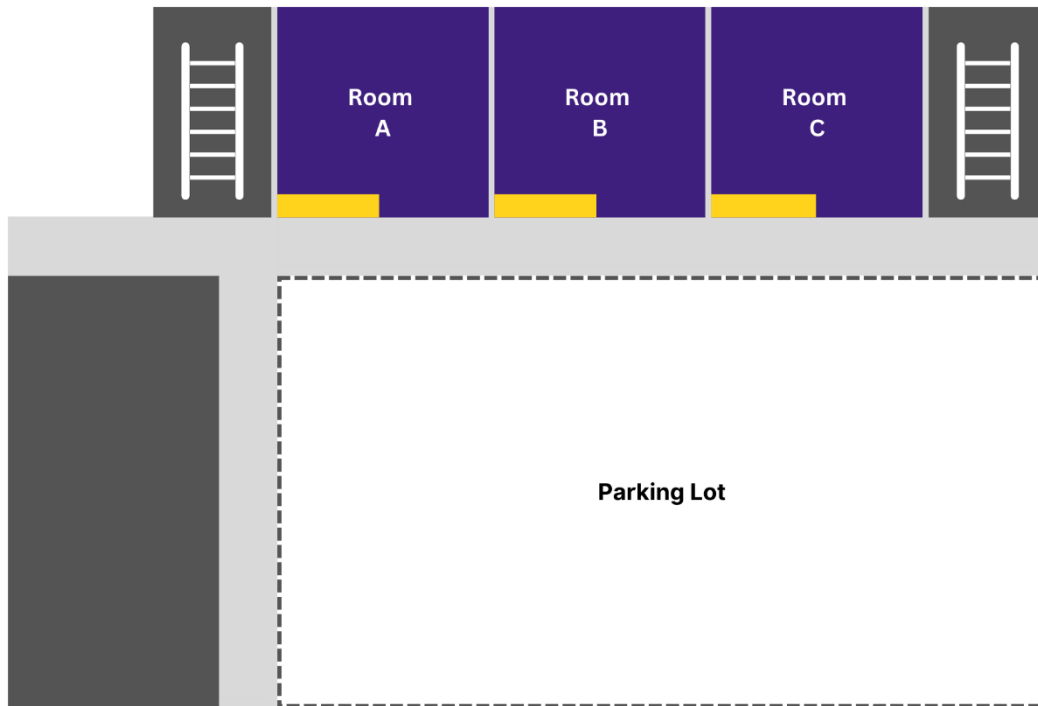


MAP OF CONFERENCE VENUE

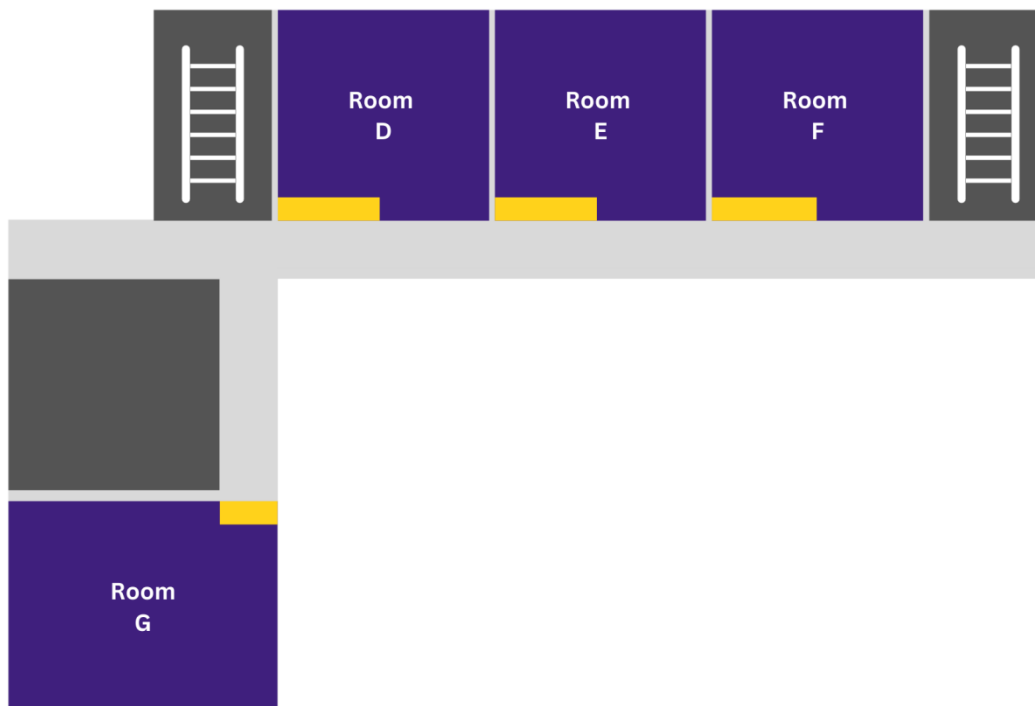


MAP OF LANGUAGE CENTER (PUSAT BAHASA USK)

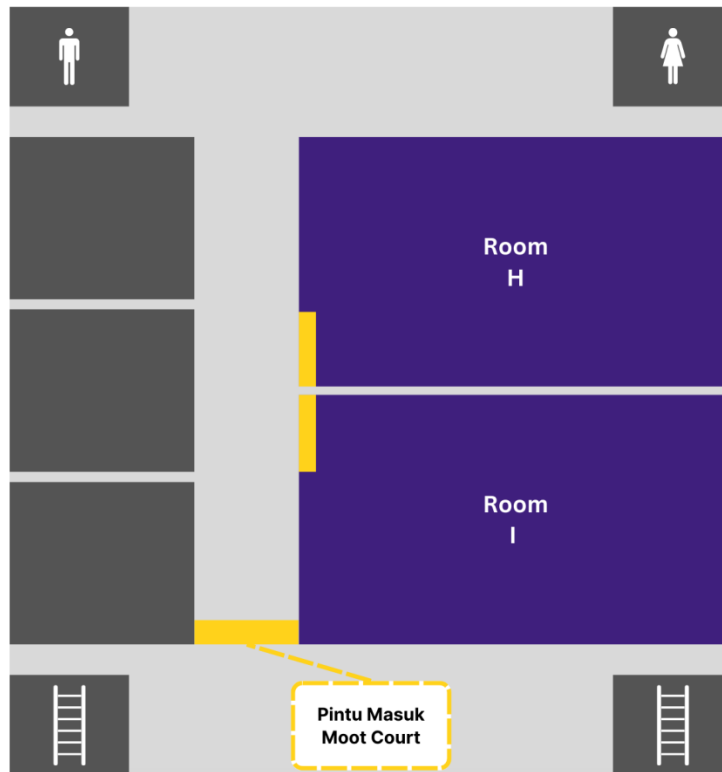
1st FLOOR



2nd FLOOR



MAP OF MOOT COURT



PLENARY SPEECHES



The Salient Practice of Acoustic Phonetics in English Language Instruction

Yunisrina Qismullah Yusuf

Universitas Syiah Kuala, Banda Aceh, Indonesia

Abstract

Research on the production of English monophthong vowels by Indonesian speakers has mainly used audio analysis to focus its investigations. Acoustic phonetics is the current emphasis of pronunciation studies. Analyzing sound can be done in two different ways: acoustic analysis and auditory analysis. Unlike acoustic analysis, which measures and quantifies the physical aspects of sound, auditory analysis involves the listener's subjective assessment of sound. Because it helps us understand how we produce and perceive speech, and is useful for applications like speech recognition technology, second language acquisition, clinical speech pathology, and speech therapy, acoustic analysis is becoming more and more important in the field of pronunciation today. Misunderstandings can arise from poor pronunciation, and it takes skill to distinguish between sentence meanings by listening for differences in speech sounds. Knowing which areas of pronunciation pose challenges for most students can enable language instructors and lecturers to plan, organize, and manage the learning materials in a more effective manner.

Yunisrina Qismullah Yusuf is a Professor at the Department of English Education, Faculty of Teacher Training and Education, Universitas Syiah Kuala. Her articles have appeared in a number of reputable journals such as *Language & Linguistics*, *Language & Communication*, *Language Sciences*, *Sage Open*, *Kasetsart Journal of Social Sciences*, among others. She also acts as a reviewer to a number of national and international journals. She is currently the editor-in-chief of *Studies in English Language and Education* journal. This is the first journal at Universitas Syiah Kuala to be indexed in Scopus. Her research interests are in the field of linguistics, English education, and literature.

Transformations and Futures: A Meso Level Perspective

Paul Gruba

The University of Melbourne, Australia

Abstract

Institutional chance can start anywhere; from the macro level, for example, policy and regulation can be powerful drivers of widespread change. Within classrooms, too, micro-level innovation can alter pedagogies for the better. In this talk, we draw attention to the oft-neglected meso level of collegial interaction, departmental culture, and faculty leadership. As a field, we know little about the role of departments and colleagues in transformation yet it is at this crucial intersection where directives are enacted and pedagogies are negotiated. Our discussion of meso-level transformation leads us to imagine the futures of ELT made ever more complex by pressing demands and digital technology.

Paul Gruba. Originally trained as a journalist, Paul Gruba first worked as an EFL instructor in Bamako, Mali from 1983-1985. From there, he worked in the United States, Japan, and Australia before earning a PhD at the University of Melbourne in 1999. Since that time, Paul has been author on over 100 publications including books that include 'How to Write a Better Thesis', 'Blending Technology in Second Language Classrooms', 'Blended Language Program Evaluation', and 'Sustainability of Blended Language Learning Programs'. He has supervised two dozen PhD theses and is currently working on another book to do with language program evaluation.

Leveraging AI in Second Language Teaching

Charlene Polie

Michigan State University, USA

Abstract

We can envision artificial intelligence (AI) programs such as ChatGPT being used in a wide varieties of ways in second language teaching and research. I will talk about the impact and potential impact of commonly available AI programs, such as ChatGPT, with regard to areas that I have researched including: learner feedback, analysis of L2 writing features, genre-based instruction, and authenticity in language teaching. My perspective is not that of an AI expert but rather as a researcher and teacher who could benefit from AI tools. For each of these areas, I will talk about how AI can help us do our jobs, while providing concrete examples of pedagogical activities, and what the possible ethical problems are. In addition, I will propose research tasks for each of these areas. Ultimately, I will argue that we need to (cautiously) embrace AI as a useful tool for teachers, students, and researchers.

Unlocking the transformative impact of A.I. and Computer Assisted Language Testing (CALT) on ELT in Indonesia

Colm Downes

British Council EnglishScore, UK

Abstract

The use of technology to support language learning and language testing is not new. However, the exponential growth of technological developments has entered an even steeper curve, especially innovations in ELT. In other words, new innovations in computer assisted language tests, as well as A.I. powered tools such as ChatGPT, now stand to have a transformative impact on English language teaching, learning and assessment, especially in developing countries such as Indonesia. In this talk Colm will provide an overview of recent technological innovations in ELT and highlight how these innovations have the potential to transform English language teaching, learning and assessment. With a particular focus on A.I. and Computer Assisted Language Testing (CALT) Colm will outline the steps necessary to harness the power of these tools to better train and empower English teachers and directly support learners at all levels of education from primary school to university. Colm will discuss the opportunity these new ELT tools provide private sector companies and the government (e.g. civil servants) wishing to set minimum English language requirements for recruitment as well as provide training to support existing employees improve their level of English. Colm will end his talk with a roadmap, including a range of measures from teacher education innovations through to new policies and standards, he considers necessary to fully harness the power of technology to support equitable development of ELT in Indonesia.

The Future of English: What does it hold for teachers, schools and governments?

Davide Guarini Gilmartin

British Council, UK

Abstract

The Future of English programme aims to identify key trends that will define the role of English as a global language in the coming decade, and the issues and opportunities for countries around the world in achieving their goals for the use of English in their contexts. The project will provide insights for language policy and education reform interventions and generate evidence and data to inform those decisions and evaluate their impact. The starting point was the 2006 landmark publication *English Next* by David Graddol. Having analysed Graddol's predictions 15 years after they were made, we then developed a new set of proposed trends for English for the next ten years. These were interrogated and revised during a series of regional policy roundtables with policy makers and influencers across the globe. Our findings indicate that there are eight areas of interest likely to have a major impact on the future of English. In this presentation, I will introduce these eight areas of interest, discuss the impact they may have on teachers, institutions and governments, and suggest ideas for possible further research that would help develop the evidence base underpinning them.

Davide Guarini Gilmartin is the British Council in Viet Nam's and Indonesia's Senior Academic Manager, English Programmes. He is a teacher educator with almost 24 years' experience and has worked with British Council since 2003. He has extensive experience of teacher development projects across East Asia, having designed or delivered projects and programmes for British Council in China, Indonesia, Myanmar, Peru, Thailand, and Vietnam. He holds a BA (Honours) in Town & Country Planning, a Trinity TESOL Certificate and a Cambridge DELTA Diploma. Prior to entering the education sector, he spent eight years working in the UK local government sector as an urban and policy planner.

FEATURED SPEECHES



Current Practices and Future Directions of the Pluricentric Approach to ELT: Contributions from Indonesia

Roby Marlina

SEAMEO-RELC, Singapore

Abstract

The kaleidoscopic plurality of English, prompted by its global expansion and the forces of globalisation, has led to a paradigm shift in the applied linguistics and TESOL disciplines. The teaching of English informed by the ENL (English as a Native Language) ideology has been deemed problematic, anachronistic, and monoculturally/monolingually chauvinistic. As the paradigm has shifted towards the teaching of English as a pluricentric language, ELT practitioners have been urged to incorporate the plurality of English in their classroom practices. Some critics argue that the idea behind promoting the plurality of English in ELT classroom is just an ideological fantasy. Many variationist scholars and practitioner-researchers have argued against this by showcasing classroom activities, modules, courses, and programmes in which promoting awareness of world Englishes and intercultural communication skills is one of the central aims. However, what contributions has ELT Indonesia made to the existing conversations about the plurality of English and its pedagogical implications? Is the teaching of English from a pluricentric lens feasible in the Indonesian ELT landscape? These questions will be addressed in this talk.

Biodata:

Dr Roby Marlina is a Senior Language Specialist (Teacher-Educator) with the Training, Research, Assessment and Consultancy Department at SEAMEO-RELC, Singapore. He is also the main editor of the Scopus-indexed RELC journal. Prior to joining RELC, he was a lecturer in the Department of Languages Cultures and Linguistics, at Monash University, Melbourne, Australia. He has published widely in the fields of World Englishes curriculum and pedagogy, language teacher education, and intercultural education. His scholarly works have appeared in international peer-reviewed journals; and various edited books and the encyclopaedias on language teaching and teacher-education. His edited book, *The Pedagogy of English as an International Language: Perspective from Scholars, Teachers, and Students*, was published by Springer International Publishing. He is also the sole author of a monograph entitled *Teaching English as an International Language: Implementing, Reviewing, and Re-Envisioning World Englishes in Language Education*, published by Routledge (Taylor and Francis Group).

An Exploration of the Development and Sustainability of 3 years of an Academic Writing Center in Indonesia

Thomas Kaufmann | Meilisa Sindy Astika Ariyanto | Maria Anityasari

Regional English Language Office

Abstract

Academic publications are in high demand in large part due to the recent legislation related to graduation requirements for postgraduate students and the performance review metrics for university scholars. Conversely, skills in research writing are limited among these populations due to lack of formal coursework in scientific writing, the availability of quality mentors, English language proficiency, and time constraints. In 2020, the Regional English Language Office of the US Department of State and Iowa State University set out to address many of these issues by producing and sharing a MOOC on “Establishing Academic Writing Centers at International Higher Education Institutions” with a grant proposal as the final project of the course. The US Department of State selected 5 winners who received funding to establish a writing center in each university. This paper will highlight the growth and the challenges of one of those projects at a technical institution in Surabaya, Indonesia. It will explore survey data from the participants in one-on-one consultations, pre and post-test survey results from skills bootcamps, and testimonials. Furthermore, it will detail the types of services offered through the center both online and face to face (consultations, workshops, short courses, drop-in visits, and community outreach initiatives) and best practices. Through this case, a deeper understanding of writing centers in Indonesia can be reached and can serve populations interested in starting their own centers or making adjustments to existing ones at scale.

Competency-based Curriculum Implementation in Education Sandbox Schools: Stakeholders' Voices from Thailand's Deep South

Singhanat Nomnian

Thailand TESOL

Abstract

Competency-based curriculum (CBC) has recently been implemented in education sandbox areas in Thailand. CBC is considered an effective learning approach for students as it differs from content-centric education in that it focuses on the implementation of skills, knowledge and abilities for learners. The Ministry of Education (MoE) aims to equip learners with six desirable competencies, including self-management, higher-order thinking, communication, teamwork, citizenship, and sustainable living in harmony with nature and technology. MoE has conducted educational innovation area (education sandbox) to invent and develop education innovations in different areas across Thailand to reduce education inequity and increase quality education. CBC is decentralized and gives freedom to educational agencies and sandbox schools to increase management flexibility and collaboration with public and private sectors, as well as families and communities. This presentation highlights voices of education supervisors who have been involved with the implementation of CBC in sandbox schools in Thailand's deep south. Based on the interview transcripts, education supervisors perceived the increased importance of English, focused on active learning, and integrated local knowledge into English lessons. There were, however, challenges including leadership from top, teachers' heavy workload, and unclear directions from the MoE. Supervisors as change agents in leading and supporting teachers to meet the prescribed MoE policies and goals. The implementation of CBC policies and practices requires a concerted effort and collaboration among district administrators, education supervisors, school directors, teachers, communities, and parents. Local contexts, conditions, controversies, securities, and sociopolitical unrests play essential roles in the success of the CBC policy implementation, particularly in Thailand's deep south.

British Council's Work in Improving the Quality of English Language Teaching, Learning and Assessment

Buyung Sudrajat and Davide Guarini Gilmartin

British Council, English Programme

Abstract

In this session, British Council Indonesia English Programmes colleagues Buyung Sudrajat and Davide Guarini Gilmartin will outline British Council's work in improving the quality of English language teaching, learning and assessment. This includes the eight flagship UK-ID English Digital Innovation Grant Projects, the resources produced by each project and the impact identified during this pilot stage. We will also introduce our various professional development offers and activities for teachers and teacher educators through our TeachingEnglish platform and promote our upcoming ASEAN TeachingEnglish Online Conference. There will be an opportunity to ask question related to our programmes in Indonesia, professional development offers and resources.

Buyung Sudrajat is Senior Programme Manager, English Programmes at the British Council in Indonesia. He is an education and international development practitioner with 7 years of experience. He has managed various education development programmes focusing on teachers and school leaders continues professional development, literacy, skills development for youth, internationalisation of higher education, and assessment. He holds a bachelor's degree in education majoring in English Language Teaching (ELT) from Sampoerna University and a Master's of Philosophy in Education and International Development from the University of Cambridge.

Davide Guarini Gilmartin is the British Council in Viet Nam's and Indonesia's Senior Academic Manager, English Programmes. He is a teacher educator with almost 24 years' experience and has worked with British Council since 2003. He has extensive experience of teacher development projects across East Asia, having designed or delivered projects and programmes for British Council in China, Indonesia, Myanmar, Peru, Thailand, and Vietnam. He holds a BA (Honours) in Town & Country Planning, a Trinity TESOL Certificate and a Cambridge DELTA Diploma. Prior to entering the education sector, he spent eight years working in the UK local government sector as an urban and policy planner.

Introducing AI Technology into an Academic Writing Class

Clare Kaneko

JALT

Abstract

The use of digital components or education technology in language education has been available since the 1950's with the start of language labs. Technology has come a long way since the 1950's, and we are at an ever rapidly changing pace of innovation. Even for those who have studied technology, it can be difficult to keep up with so many changes. In this presentation, the presenter will discuss her project of introducing AI technology into an academic writing class. The study was completed with 8 first- and second-year students at a national Japanese university with a low to medium command of the English language. The writing course was completed over 8 weeks, and AI was used as a tutor for students writing at home, and in the classroom. The interaction of students using AI will be presented, including actual work from the students, and the success or failure of using AI in this context from the teachers perspective will also be discussed.

Clare Kaneko holds a master's degree in TESL/TEFL from the University of Birmingham. She is the current Japan Association of Language Teaching (JALT) president. Clare has been working in English education in Japan in a variety of contexts since 1999. This includes teaching at both private and public schools, students aged 2 to 75, English level of low to advanced. Her approach to English teaching is having students express their true selves through the use of English, as well as encouraging students to think critically on all issues that arise in the language classroom.

CEFR at the End of Malaysia’s English Language Roadmap 2015-2025: Current State and Future Agenda through the Lens of Instructional Technologies

Warid Mihat

MELTA

Abstract

The Roadmap 2015-2025 was launched in 2015 by the Ministry of Education Malaysia and the English Language Standards and Quality Council (ELSQC) in response to preliminary findings by Cambridge Assessment that underscored the poor performance of Malaysian students in language. One significant aspect outlined in the roadmap involves adopting the Common European Framework of Reference (CEFR) as a replacement for the Standardized Curriculum for Secondary and Primary Schools (KSSR/KSSM). This transition has far-reaching implications for various facets of the education system, including teacher training, professional development, assessment, teaching materials, and syllabi. As the implementation period approaches nearly 8 years, it is essential to assess the extent to which Malaysia has witnessed the anticipated changes. This presentation will conduct a comparative analysis of Malaysia's practices against international standards, evaluating specific domains such as teacher proficiency, syllabi, teaching materials, and assessment. Consequently, the discussion will propose informed projections for policymakers in Malaysia, building upon the existing policy framework.

Warid Mihat is a distinguished MELTA member and a Senior Lecturer at Universiti Teknologi MARA Cawangan Kelantan (UiTMCK). Prior to his current role, he served as an education officer for 12 years under the Ministry of Education Malaysia, both as a schoolteacher and as a lecturer at Malaysia Teacher Training Institution (IPGM). He completed his doctoral studies at Universiti Kebangsaan Malaysia in 2022, specializing in literacy, eye-tracking, and language policy. Through his illustrious academic trajectory and unwavering passion for knowledge, Warid Mihat perseveres in making profound evidence-based contributions that significantly enrich the realms of language education and multimodal literacy.

ELT and Mass Media: What Can Professional Communities do to help learners?

Masaki Oda

JACET

Abstract

Discussions on English Language education is among the most popular topics in education which often appears in Japanese Mass media. Statements such as “Native speakers are better teachers” or “English should be taught in English only” have been around us for several decades, while standardized tests such as TOEFL, IELTS and/or TOEIC are believed as the ultimate indicators for learners’ proficiency. These statements are accepted by the general public as primary resources to make decisions about their learning of English without any criticism. Such beliefs are further reinforced by legitimation processes utilized by ELT professionals whose discourses are often cited in Mass Media. In this presentation, I will discuss the process in which Mass-media influences the beliefs about ELT by the general public with some excerpts on ELT from Japanese newspapers. Then, I will pay attention to the impact of Common European Framework of References (CEFR) and Four Skills, both of which are often cited preferably by Mass media, and critically analyze how they are used to legitimate prevailing discourses of ELT. While the presentation is based on cases from Japan, it is hoped that I can provide some suggestions for ELT professional communities across Asia to consider what they can do to help the stakeholders of ELT.

Masaki Oda is Professor of Applied Linguistics at Tamagawa University and the Executive Director for Higher Education at Tamagawa University & Academy in Tokyo, Japan. His special interests include socio-political aspects of language teaching and professionalism in language teaching. He is President of JACET and Vice President for Membership of AsiaTEFL. He also serves as a reviewer for TEFLIN Journal.

Juggling to Become Innovative Lecturers in Teaching English for Academic Purposes: Learnings from an Indonesia-UK Collaboration

Ika Lestari Damayanti
Pelin Derinalp
Safrina

UK-ID BC

Abstract

As EAP is taught in Indonesian universities at both undergraduate and postgraduate levels, there is clearly a need for lecturers to develop the necessary EAP skills and the confidence to deliver in English effectively. This presentation reports on a joint project between the Language Centre, Universitas Pendidikan Indonesia and the University of York, funded by the UK-ID Digital Innovation Grant, British Council. The project aimed to support educators to stay abreast of recent advancements in teaching EAP. In order to achieve this goal, the project unfolded in stages: needs analysis, material development, program delivery, and programme evaluation. The needs analysis results suggested that Indonesian EAP lecturers mostly needed to improve themselves in developing digital skills and ways to engage learners in EAP, differentiating effectively in EAP classes with varied levels, and helping learners to develop productive skills as well as critical thinking. Hence, a two-week blended programme was designed and delivered to enhance the participants' digital and EAP skills. At the end of the programme, feedback from the participants showed that the programme impacted on them on two main levels: the theoretical and practical level. On the theoretical level, the participants' feedback suggested that they improved their technological and pedagogical content knowledge. As for the practical level, the participants expressed how they would transfer the skills that they acquired to their teaching contexts and professional life.

ChatGPT - the opportunities and threats to teaching and testing English

Ben Cook

British Council UK

Abstract

From practising conversational English, to providing detailed feedback on writing, ChatGPT is a powerful, intuitive tool for both teachers and learners. Launched at the end of 2022, ChatGPT is a free, online computer programme that can understand and respond to human language in a natural, conversational style. In this presentation we will look at five practical ways that the programme can be used to radically transform English language teaching and learning in the classroom and at home. Possible uses include creating personalised grammar and vocabulary practice activities, generating reading passages on a range of topics at different ability levels, producing speaking and writing prompts for creative writing and discussion, correcting errors in writing, and creating individual and group learning plans. As part of the session, we will also outline some of the potential drawbacks of using a tool like ChatGPT and how to address them, as well as how learners can use the tool to help with self-study.

**MOOC-Based EMI Professional Development Need Analysis: Critical review on
ESP approach in Indonesia**

Nurmala Elmin Simbolon

British Council UK

Abstract

English medium instruction (EMI) practice and the internationalization of higher education are interrelated issues in contemporary education in many global contexts. Despite the increasing number of EMI practice growth, research shows challenges students and teachers encounter when implementing EMI in Indonesian higher education. This article is part of a report on a project funded by the British Council in Indonesia. The project was to create a massive open online course, or a MOOC-based professional development resource for EMI and English for Specific Purpose (ESP) lecturers in Indonesian vocational higher education. This article presents the analysis results of lecturers' need (survey n= 143; focus groups n= 6) of MOOC-based EMI training. The project used a mixed-method approach using SPSS version 23 for survey responses and thematic analysis for FGD data. Key findings showed faculty members' need for support in materials design and EMI pedagogy, especially in engaging students with mixed English proficiency. The reported project supports the calls for cross-fertilization between EMI and ESP practices and the need for collaboration between EMI and ESP practitioners, hence recommending a critical review of the current practice of ESP specialists in Indonesian vocational higher education.

The Power and Challenges of AI used in ELT in underdeveloped regions: A Case Study of IDFLS in Guilin

Zhao Yu

Global English

Abstract

Last year, China's Ministry of Education officially published an article named *Artificial Intelligence Promotes Innovative Education* (《人工智能教育革新》) on *People's Daily* in December, marking a new digital era for China's education. In the field of ELT, current researches highly focus on the application of Artificial Intelligence (AI). Many scholars have emphasized the booming technology in various academic and professional fields, which has attracted many ELT teachers to deploy it in their teaching practice. However, ELT teachers, especially in underdeveloped regions, are still confronted with inevitable challenges: the digital divide in different regions, assessment and assignment issues, unfamiliarity with AI tools and over-dependence on AI, except for possible technical issues. Based on the previous five-year ELT experience at IDFLS which involves Grade 10-12 students who plan to study overseas, this speech aims to explore the regional digital transformation of classroom teaching, how AI works for innovative pedagogical designs in a course "English as a Second Language" and what challenge teachers in underdeveloped regions should overcome to improve an innovative and interactive learning context for English learners.

ZHAO Yu is an English teacher at the International Department of Foreign Language School Attached to Guangxi Normal University, specializing in the application of AI and PBL in English courses. She has a master's degree with distinction in Language Studies from the City University of Hong Kong and has exchanged to Middlesex University for further English language studies for one year. With the Advanced TESOL certification, she is the author of a number of articles in provincial academic journals and has been awarded the Outstanding School Teacher in 2022. Her research interests include innovative teaching methods and global English education.

PARALLEL SESSIONS



ARTS, CULTURE, AND LEARNING

The Experience of Indonesian Students Studying in Egypt: Individual Perspective

5414

Rizdika Mardiana | Dewi Utami

Despite growing body of international cooperation and higher education student exchange in the last two decades, more research is needed to shed a light on how international students perceive the pedagogy of studying abroad. Asian, including Indonesian students, are considered a large market with high purchasing power. This study examines perception of Indonesian students studying at one of the state universities in Egypt in order to know the classroom learning experience obtained and difficulties faced in undergoing the learning system offered by the university. The method of this study was narrative inquiry that focus on the experience of five Indonesian undergraduate students in pursuing their study in bachelor degree. The data were collected from the students by answering some questions based on interview guidelines that was designed and distributed using email and Whatsapp. The participants were given a span of time for two months to answer 15 interview questions. The answers were analyzed using theories of intercultural communication and cultural awareness. The results of this study will give little contribution to the implementation of these two theories in Indonesian undergraduate student context.

An Exploration of English Literature Students' Understanding of Indonesian Indigenous Community Issues in the Prose Class

5421

Sri Sumaryani | Imas Istiani | Lutfi Ashar Mauludin | Almira Irwaniyanti Utami

The main objective of this study was to critically examine the significance of learning literary works of Native Americans to students' general understanding of socioeconomic and political issues of Indigenous communities (ICs) in Indonesia. The study involved 80 students of the English Literature study program at Universitas Negeri Semarang who enrolled in the Prose class. During the learning process, students were asked to involve in case study activities. The study responded to the lack of awareness that the students have shown in the Indonesian ICs' issues. We argue that by learning the American ICs issues at class, students could simultaneously enhance their understanding of the issues faced by local ICs. The data were collected through a pre-test, post-test and questionnaire which measured 10 types of variables, ranging from linguistic to political. The SPSS was used to analyze the data. The researchers also employed Freire's critical pedagogy to help describe the result from the qualitative point of view.

Speech Performance in Language Teaching-Learning

5426

Robert Sibarani | Yessy Octavianna

Objectives: The purpose of this paper is to discuss (1) how teachers' speech performance in learning- teaching English.

Methods: This study was observed using an anthropolinguistic approach using analytical parameters, namely interconnection, valuability, and sustainability. This study uses a qualitative paradigm.

Results: The teachers' speech performance should be able to attract the students in order to enable the students to get scientific knowledge. In order to get speech performance in teaching English, the teachers should master the skill of text, co-text, and context simultaneously. Skill of text includes language or verbal skill, co-text includes gesture of teachers in teaching English and instructional media skill, and context includes social and situational skills.

Conclusions: Teaching English is the process of transferring knowledge for the students, so that the students understand with the subject. In teaching English, teachers should be active, aggressive, and attractive. They use instructional media as good as possible in teaching English so that the students easily understand the subjects.

"How is Reading Habit Among Students of Agriculture?": A Case Study in Politeknik Pertanian Negeri Payakumbuh

5428

Resa Yulita | Hudia | Yuliandri

The objective of this study was to find out the reading habits of agriculture students at Politeknik Pertanian Negeri Payakumbuh. A total of 199 students from 11 programs and three lecturers participated in this study. Data were collected through questionnaires and interviews using the descriptive case study method. The results revealed that students consider reading printed reading materials such as novels to be more favorable than academic books. The ideal time and place for reading was found to be at home and at night. While the students enjoyed reading activities supported by their parents, the duration of their reading was low, and the number of books they collected was not high. The cost of books is the primary reason for their reading habits. Interview results align with the viewpoint of the lecturers. The students continue to struggle to comprehend complex texts and lack personal drive to read them, despite receiving several assignments aimed at boosting their reading engagement.

Merantau: Learning of Social Religious the Aceh Perspective in the *Hikayat Ranto*

5447

Herman Rusli | Mukhlis

The Acehese are known as migrators. This article examines the social culture of the Acehese people as immigrants who have explored various regions. The important questions that will be answered are (1) what is the social character of the Acehese left to migrate; and (3) what is the social character of the Acehese who go to migrate? These two basic questions answer the culture of the Acehese people from a social and religious perspective. This research belongs to qualitative research which makes linguistic texts the object of study. The text used as the data source is *Hikayat Ranto* written by Leube Isa which has been translated by Ramli Harun. This text is an old literary text that tells the life culture of the Acehese, both those who have migrated and mothers who have abandoned their children in their hometowns. Text analysis uses the coding method with a hermeneutic approach. The results of the study show that *Hikayat Ranto* is an old literary text that tells the socio-religious story of the Acehese people about the dynamics of migration in which it explains the socio-religious character, cultural conditions, economic factors, and the outlook on life of the Acehese people.

A Systematic Review of Community of Practice in Informal Learning Communities

5640

Luluk Iswati | Margana | Basikin

In acknowledging that learning takes place in a social context and that formal education is inadequate to facilitate learning, Community of Practice (CoP) has gained notice in informal learning communities. There are substantial number of studies that examine the employment of CoP to facilitate collective learning, but not much is known about its implementation for English language teachers or learners. In this study, 20 studies conducted between 2019-2023 on CoP that involved either English teachers or learners were systematically reviewed to offer new understanding on this specific context. An analysis was comprehensively done to reveal the research context, interaction mode, activities, and challenges. The findings show that most of the analyzed studies were conducted in an EFL (English as a Foreign Language) context. Three kinds of approach have been adopted in running the learning communities, consisting of on site, online, and blended mode. Various activities are employed to facilitate collective learning in communities. Challenges during interaction within communities are discussed. Based on the analyses, pedagogical implications and research areas that demand more investigation are also addressed.

BILINGUAL EDUCATION

The Development of Bilingual Learning Worksheets in Stoichiometry Topics: ADDIE Development Model

5575

Azmir Djauhari

The objective of this study was to develop bilingual learning worksheets for teaching chemistry in English and Bahasa Indonesia. The bilingual learning worksheets were developed in this study on stoichiometry chapter. This research was conducted at SMAN 1 Lhokseumawe, which is located in Lhokseumawe City, Aceh Province. This research is Research and Development (R&D) using the ADDIE Development Model to assess the effectiveness of bilingual learning worksheets. The ADDIE Development Model consists of (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The results of the validation of media expert obtained an average percentage of 87.88% with valid criteria, the validation results of material expert obtained an average percentage of 81.82% with valid criteria and the validation results of language expert obtained an average percentage of 80.00% with valid criteria. The average validation percentage is 83.23%. Thus it can be concluded that the worksheets developed are valid to be applied to the stoichiometry chapter.

Students' Perceptions and Readiness in Bilingual Learning: A Case Study in General Chemistry 1 Course

5623

Ayu Fahimah Diniyah Wathi | Dola Suciana | Nuruddin Kafy El-Ridlo | Sitti Jamilah

The development of bilingual education in the Chemistry course involves the integration of two languages, typically the local language and English, as the medium of instruction. This article explores students' perceptions and readiness toward bilingual education in the context of the General Chemistry 1 course. Survey 1 indicated that most students had negative attitudes towards bilingual education, considering English as just another subject rather than a language to learn. Survey 2 showed a shift in students' perceptions after experiencing bilingual learning, with many acknowledging the benefits of learning in both languages. While 66.7% initially disagreed with bilingual education, 50% of them found it helpful for learning English and other subjects. The study highlights the need to introduce English lectures gradually and adopt appropriate teaching methods to ensure effective learning. However, instructors face challenges, such as students' weak English foundation and decreased interest in learning. Strategies proposed to address these issues include encouraging active student participation and cultivating high-quality interdisciplinary talents. Moreover, lecturers are urged to continuously improve their language and teaching skills, adopting modern educational ideas, and fostering innovative teaching methods. Colleges and universities are encouraged to embrace the opportunities of internationalization and strengthen the construction of bilingual courses and modern education platforms, ultimately cultivating bilingual teachers with enthusiasm. The goal of bilingual teaching is to develop bilingual talent, necessitating instructors to engage in constant learning and introduce new teaching methods to cultivate students' bilingual thinking mode.

Title of Paper: Linguistic Adaptation of International Students in Taiwan: Navigating Challenges and Cultivating Multilingual Skills	
5759	Mohammad Romadhoni Thi-Gam Phan Ivy Haoyin Hsieh Ruqoyyah Amilia Andania Tran Thi My Linh Araya Pittayachamrat Khafifa Fuji Lestari
<p>The increasing trend in transnational education has led to a surge in student mobility, particularly at the tertiary level. While English-dominant countries have traditionally been favored destinations, non-English-speaking countries like Taiwan have emerged as attractive alternatives due to the availability of English-based degree programs. This study explores the linguistic adaptation of international students from non-English-speaking countries at a regional university in Taiwan, where Chinese is the predominant language compared to larger city universities. Semi-structured interviews were conducted with six representatives from Indonesia, Vietnam, and Thailand, the three largest international student populations at the university. The findings reveal that while these students refine their cognitive academic language proficiency (CALP) in English within their academic environment, they are compelled to cultivate their basic interpersonal communication skills (BICS) in both Chinese and English, while functioning and interacting in daily life in Taiwan. The study highlights the challenges faced by international students in developing BICS and CALP in a non-native English-speaking country, including deficits of English-taught programs, influences of Chinese as dominant language, limited in-campus English-speaking environments. To navigate these challenges, international students often rely on compatriots for socio-cultural and linguistic support when interacting with the local community. Furthermore, as their CALP develops, they still need to develop their BICS ability in English and Chinese to effectively communicate with faculty, staff, and local students. These findings underscore the necessity for comprehensive support and resources to facilitate the holistic experiences of international students in Taiwan.</p>	

Why and How L2 Learners Extend Grammatical Regularity?	
5819	Masrizal Mahmud
<p>Young learners are known to extend verb regularity further than it actually is. When it happens, this children's overregularization phenomenon can be a result of several reasons; A failed linguistic development due to confusion between rules and memory, a lack of feedback from adults; and problems with cognitive development. The present study attempts to re-present some quantitative data on the overregularization issue and bring new findings to the existing debate in the area. The 12-month spontaneous spoken data were collected longitudinally from two Indonesian young learners of L2 English living in England. Utterances containing occurrences of overregularization were carefully compiled into a database and further classified according to the different types of regularities. It was found that overregularization occurs frequently between the age of two and 10 years. Additionally, it was also apparent that the process of learning English consecutively or successively affected the way learners apply regular rules in obligatory spoken contexts. This study is expected to become a systematic analysis of the typologies of overregularization in Indonesian-English acquisition contexts, a particular nature of the Second Language Acquisition (SLA) issue that has rarely been investigated.</p>	

Phonological Transfer in the Production of English among Indonesian Multilingual Primary School Learners

5842

Evynurul Laily | Zen Nina Afrida

This project investigates the acquisition of English among multilingual primary school learners in Indonesia, to provide evidence of phonological transfer from an understudied multilingual context. The data were collected from 95 children in two trilingual primary schools in East Java, including one site in an urban center and another in a smaller community. The spoken production data were elicited primarily through picture-naming task. Statistical analysis was carried out using generalized linear mixed-effect modelling in R to scrutinize the prominent conditioning factors of cross-linguistic transfer. In this study, the phonological transfer was evident from the production of stop consonant VOTs with the results of acoustic analyses showing that the voiceless stops [p, t, k] were produced significantly shorter, but the voiced [b, d, g] were fairly longer than the average of native speakers of English. The short aspiration interval in the voiceless series particularly reflected transfer from Indonesian dan Javanese whose voiceless stops are unaspirated. Meanwhile, the short-lag VOT values for the voided stop counterparts were interpreted as evidence of hypercorrection in the learning of a foreign language among these young multilingual learners. Furthermore, the statistical analyses showed that region consistently predicted all types of observations in which urban children showed better phonological performance in English. Taken together, the findings have provided important insights on the prominent role of social factors in multilingual acquisition and development. The more advanced development of English among children in the big city can be accounted for more accessible resources for English learning in this community.

Implementation of English as a Medium of Instruction (EMI) at Universitas Udayana

5843

Ni Luh Nyoman Seri Malini | Sang Ayu Isnu Maharani

Even though international courses have been offered for many years at Udayana University (Unud), some still use Indonesian as their primary language of instruction rather than full English. Because the existing English courses in the university have not yet fully achieved their goal to address the primary problem of the language barrier in international classes, the EMI course offered by the language center to all EMI lectures in the university later will give them new insight into how to manage the implementation of English as a medium of instruction for international classes well and encourage Unud academia to fully use English during the class appropriately. Before the course, we conducted a survey which administered to 40 university lecturers who conduct EMI in their classes in order to identify the common issues brought up in the classroom. The result shows that the competences of the lectures English Proficiency TOEFL score range 457-540, IELTS 6-8 and their experiences in teaching using EMI about 1-10 semester. In addition, in classroom the lecturers used mixed language 60% using English and 40% using Bahasa Indonesia. The result also proved that the lecture use English effectively as a medium of instruction across a variety of situations and contexts at university, including lectures, tutorials and giving spoken and written feedback.

English as a Lingua Franca: How it fits teaching and learning strategies in the Indonesian context

5904

Fuad Abdul Hamied

This presentation aims to explore English as a lingua franca (ELF) in the context of Indonesian multilinguality. ELF refers to the use of English across languages and cultures. Cross-linguistic and

cross-cultural communication is an important issue for Indonesians, given the country's diverse cultures and the need for harmony within multi-cultural settings. The position of the Indonesian language in Indonesia is analogous to that of English globally. Incorporating pedagogical strategies that reflect Indonesia's multicultural and multilingual nuances into ELF practices in the classroom could benefit anyone interested in ELF as a parallel to English across cultures. It is essential to consider the contextual setting(s) of Indonesia when adopting or adapting ELF principles, as teaching and learning strategies are highly contextual in nature. The presentation will cover the definition of ELF, the Indonesian linguistic context, the role of English teachers, and how teaching and learning strategies can be applied in ELF practices.

CULTURE AND LANGUAGE

A Systematic Review of “Modern Matriarchy” Featuring : The Khasi, the Mosuo, the Bribri, the Minangkabau, the Akana, the Umoja

5287

Dyah Sulistyaningrum | Siti Drivoka Sulistyaningrum

Non-patriarchal societies are referred to as matriarchal-by-matriarchal studies. Undefined scientifically “Matriarchy” has been misconstrued as ‘women ruling,’ causing a permanent, ideologically warped bias. There is a theoretical framework, established methodology, and clearly defined terminology in modern matriarchal studies. The term “matriarchy” should be retained, and a new structural description should be used to describe their fundamental structure, according to this study. The theory is based on cross-cultural research on the economic, social, political, and cultural aspects of existing indigenous civilizations (Goettner-Abendroth, 2018). It will be demonstrated that matriarchies are consensus-based, gender-equal communities that foster peace and sustainability. Mosuo of Southwestern China, BriBri of Costa Rica, Umoja of Kenya, Minangkabau of Indonesia, Akan of Ghana, and Khasi of Northeastern India, are six models of this matriarchal societies. This study utilized Literature Study where Matriarchy subject and concepts will be reviewed through secondary materials in form of relevant studies, journals, books, and articles. Instead of ethnographic parallels and contrasts, the focus of this study is on what makes them “matriarchies” and how the concept can accommodate variability in their societies, improving our comprehension of these cultures. The discussion is summed up and the political subjects are emphasized in the paper.

Understanding of Language Laboratory Staff in Javanese Arabic Script

5302

Allif Syahputra Bania | Najihatul Faridy | Bachtiar Akob | Nuraini

Javanese Arabic script is a written spelling that uses Malay as writing related to culture in the archipelago, especially in Muslim-majority areas such as the Veranda of Mecca in Aceh in terms of writing scripts and laws. The influence of the growing shift in use from the Javanese Arabic script to the use of Latin script since the 20th century has made the continuity of the Javanese Arabic script lose its strategic role and even the Malay community no longer has the ability to use the majority Javanese Arabic vocabulary. The efforts are needed to maintain the cultural heritage and language of this Malay community to maintain Javanese arabic scripts. This research is descriptive-qualitative. Participants in this study were all staff in the language laboratory. Data collection was carried out by distributing questionnaires containing questions about understanding the Javanese Arabic script. In the language laboratory have information and interest in learning the Javanese Arabic script and have positive thoughts for the continued preservation of this script. Regarding reading ability, it is good, but it is different in terms of writing ability, which is a very low percentage.

Toponym of Regional Name: Javanese Diaspora in Kota Pekanbaru

5351

Imelda Yance | Achril Zalmansyah

Toponyms for village names as well as city names in Java can easily be found in Kota Pekanbaru.

The naming according to the names of migrants originating from Java is part of the Javanese cultural heritage and is a marker of the existence of the Javanese diaspora in this city. The focus of this study is toponymic information on regional names with Javanese diaspora identities in Kota Pekanbaru. This study uses a descriptive qualitative method. Data was obtained from observations and documents. The results of the data analysis show that the names of the (nine) Javanese-language of villages in Kota Pekanbaru are based on the demographic considerations of the majority of the population, namely Javanese ethnicity. Based on the data, the Javanese were the first residents to clear the land, which was originally a wilderness into a settlement. Toponym theme patterns are categorized as hope (8 sub-districts) and regional topography (1 sub-district). At present, there has been a shift in land ownership from agricultural land owned by the Javanese to residential areas and commercial centers. These villages (*Kelurahan*) are no longer dominated by ethnic Javanese. This is due to demographic changes due to local migration. Even so, it is known that in the two sub-districts, namely, Sidomulyo Barat and Sidomulyo Timur, there are still many ethnic Javanese. The development of Kota Pekanbaru which has become a multi-ethnic city and the Javanese ethnic diaspora have also been affected. Inter-tribal marriages (Javanese and other ethnicities) result in a heterogeneous social environment. Like it or not, the Javanese ethnicity had to adapt. They use Indonesian and/or Minangkabau/Malay as their daily language. These three languages become the lingua franca, the language of communication between communities. Their tradition has begun to accommodate the dominant ethnic traditions in Kota Pekanbaru, especially the Riau Malay tradition. Inter-ethnic contact, language contact, and cultural contact have contributed to the toponym and diaspora of Javanese ethnicity in Kota Pekanbaru.

Larger than Life: Provocation of Hedonism in Car Slogans

5371

Aris Munandar | Emma Natasha Octoveria

Advertisement sells fantasy rather than product. Through its slogan, the advertisement makes the fantasy linger in the target consumers' heads. This research examines the syntactic forms and illocutionary force of car slogans in Indonesia and the relationship between the fantasies created in the slogans and hedonism. The data are 87 slogans obtained from nine automotive brands sold in Indonesia: Toyota, Suzuki, Mitsubishi, Daihatsu, Honda, BMW, Mercedes Benz, Hyundai, and KIA. The findings reveal that phrases are preferable to clauses as they carry the representative illocutionary force that is more persuasive than directive illocutionary force. The fantasies created in the slogans of the low-price car category relate to the basic function of a car. In contrast, the fantasies created in the slogans of the expensive car category are symbolic of prestige and social status. Hence, the slogans of the expensive car category make stronger provocation to hedonism than the low-price car category. The hedonism the expensive car category slogans try to provoke relates to the fantasy of comfort, pleasure, and independence.

The Usage of Kinship Terms and Their Values among Acehese People in Indonesia

5392

Idaryani Idaryani | Fidyati

This paper explores the use of kinship terms of Acehese and their values among Acehese people. The data for this paper was obtained based on the result of the interview from ten participants living in the two suburbs of Lhokseumawe City. The participants of the study were five female participants from Rayeuk Karung village and five participants from Blang Punteuet village, Lhokseumawe City, Aceh Province, Indonesia. All participants' age ranged from 60 to 85 years old.

The result of the study showed that kinship terms used by Acehnese people can be classified into following categories; First, the Acehnese language has more than one term of a kin to address for a kin relation either in consanguineal or affinal relations, and the usage terms of kin varies based on consanguineal and affinal relations between the core family member and extended family member. Second, the use of kinship terms is based on affinal and consanguineal relations, sex, birth order, and social status. Third, the usage of kinship terms based on the affinal and the consanguineal relations are bilateral or overlapping except for the five specific terms of kinship. Fourth, some kinship terms of affinal relation are added with a specific adjective, and specific phrases are used for kinship terms both for affinal and consanguineal relations. Five, the use of kinship terms by Acehnese people has cultural and historical values as part of the crucial construction of Acehnese identity.

Transitional Speech in the Tradition of Martonggotonggo At the Toba Batak Community Traditional Ceremony (Anthropolinguistic Approach)

5424

Yessy Octavianna | Robert Sibarani

The purpose of this paper is to describe (1) the meanings and functions of transitional speech in tonggotonggo uttered by partonggotonggo 'ceremonial leader' and (2) the benefits of transitional speech in tonggotonggo utterances at traditional ceremonies of the Toba Batak people. This study was observed using an anthropolinguistic approach using analytical parameters, namely interconnection, valuability, and sustainability. A qualitative paradigm with an ethnographic model is used in this study. Transitional speech is the transitions from one speech to another with the same topic of speech when asking for a gondang 'traditional musical instruments of Batak Toba' when the tradition of martonggotonggo is carried out. The use of transitional speech is because the topic requested is still the same, namely tonggotonggo. The type of gondang 'traditional musical instruments of Batak Toba' that requested by the partonggotonggo is different. There are several meanings and functions of transitional speech, namely as a liaison as well as a regulator of pauses between speeches, so that they sound so regular and the changes or shifts in the flow of speech sound smooth. Transition speech is used to move from the initial or introduction of gondang request to the next gondang. Transitions in a speech are very important because they serve as a liaison as well as a regulator of pauses between speeches, so that they sound so regular that changes or shifts in the flow of speech appear smooth.

Some Difficulties in EFL Learning Caused by Cultural Differences: A Reflection of EFL Teachers' Experience

5432

Abdul Kamaruddin | Andi Patmasari

This article presents an analysis of difficulties in EFL learning caused by cultural differences, and several possible solutions for those difficulties. Data were produced by observing thirty-five EFL learners, and by incorporating with the teachers' experiences. Second or foreign language learning practitioners suggest that cultural aspects should not be separated from the language learning itself. The fact shows that EFL learners tend to have difficulties understanding certain expressions which are commonly used by native speakers since they contain cultural values. The learners may misunderstand the meaning of the expressions because they have different cultural backgrounds. The difficulties can also be experienced by teachers as they have insufficient cultural knowledge of the target language. These difficulties also arise when the learners are facing the real world, in which they are supposed to socialize with the native speakers of English.

**The Impact of Cultural and Linguistic Factors on English Language Learning as a Foreign Language:
 A case Study of Papua Malay and English**

5434

Hengki Mofu

This study aims at analysing the impact of cultural and linguistic factors on the learning of English as a foreign language (EFL) in English study program at Papua University. The research focuses on a comparative analysis of EFL learners in English study Program from diverse cultural and linguistic backgrounds, examining how their unique cultural and linguistic traits shape their language learning experiences. The study employs a descriptive qualitative approach, using qualitative data collection techniques collated from the field. Data was collected through questionnaires, interviews, and observation. From the data taken from 30 English study program students, it is shows that cultural and linguistic factors significantly influence EFL learners' language acquisition, affecting their attitudes towards language learning, motivation. Furthermore, the study reveals that learners' cultural and linguistic backgrounds can impact their linguistics aspects and approaches to language learning. The findings of this research have significant implications for EFL teachers, highlighting the importance of considering students' cultural and linguistic backgrounds in designing effective language learning strategies that cater to diverse learners' needs specifically in students in Papua which is known as multilingual and cultural diversity in Indonesia.

**Analysis of the Indonesian Cultural Elements in Junior HighSchool/Mts English Textbooks
 Published by Kemendikbud**

5463

Alemina Br. Perangin-angin | Widia Andayani |
 Fikry Prastya | Syahputra | Lara Desma | Siti Patimah

This writing aims to find cultural elements in junior high school/MTS English textbooks published by the KEMENDIKBUD. The method used is qualitative—data in the text and images containing cultural elements in the book. The data source is English textbooks published by the Ministry of Education and Culture for classes VII, VIII, and IX junior high schools. The theories used are the theory of culture, according to Koentjaraningrat, and the theory of multimodal to analyze texts and images. The method used in this study is descriptive qualitative. The analysis found six elements of local culture in the book's text. The six cultural elements are the use of regional languages in naming story figures, the existence of social organizations that can be seen from images of the nuclear family and the surrounding community, a system of living equipment and technology in the form of pictures of daggers, food, clothing and bags, a livelihood system in the form of images of farmers working in rice fields, art in the form of angklung as a musical tool and a religious system in the form of images using Muslim culture. Including these six components, it can be inferred that the English textbook issued by KEMBDIKBUD for junior high school students reflects aspects of Indonesian culture.

Parental Approaches on Interpersonal Communication Skills in Indonesian Home Context

5482

Eka Prabawati Rum | Farisha Andi Baso | Markus Deli Girik Allo

While many previous studies examine students' interpersonal communication development from the formal setting using case study, this paper introduce children' interpersonal communication

from learners' home setting. This research employs an ethnographic approach to gather data on the extent to which approaches the parents adopt to help to develop children's interpersonal communication. The instruments used were observation and in-depth interviews. The findings indicate that the parents demonstrated some differences in their home practices in supporting interpersonal communication development. These differences fall into two categories of parents those are (1) Communicative Oriented Family (COF) and (2) Submissive Oriented Family (SOF). It is evident that the more children attain practical support from their parents, the more they portray better interpersonal communication development. This research has implied a scholarly understanding of parental perspective and approach to children's interpersonal communication development in the Indonesian home context.

Intercultural Competence Development of International Mobility Program Students during the Adjustment Period

5487

Dian Islami Prasetyaningrum

The international student mobility program requires students to adapt to cross-cultural differences while studying abroad to fulfill their academic goals successfully. In the adjustment process, intercultural competencies, such as language, must be possessed in response to the need for communication. However, language is not enough. It must be accompanied by other competencies, such as accepting cultural differences and responding to differences in norms and values. This study investigates how Indonesian students, as international students, integrate various components of intercultural competence. It highlights the importance of intercultural competencies and their development. There are two competencies highlighted in this study, namely attitude and skills. The study's respondents are ten students participating in Indonesia International Student Mobility (IISMA) and International Credit Transfer (ICT) Program from the Indonesian Government. It is a qualitative study using two instruments, a questionnaire, and an interview, to collect the data. The findings demonstrate the importance of intercultural competency in this context, such as the ability adapt in the learning system and activities, foreign language, and culture differences.

Exploring University Students' Intercultural Communication Competence Experiences in Extracurricular Informal Digital Learning of English

5513

Nur Arifah Drajadi | Lynde Tan | Surya Agung Wijaya | Agustina Tyarakanita

Intercultural communication and language proficiency have become increasingly essential in preparing EFL Indonesian students to be ready to encounter cultural diversity. Apparently, Indonesian students only communicated limited to people who have the same majors or educational background, typical of regular English majors. This study explores the implication of developing university students' intercultural communication competence (ICC) at one of the universities in Indonesia that designed and implemented informal digital learning of English (IDLE) as an extracurricular program. Thirty-seven university students from various multicultural backgrounds with insufficient overseas experiences (such as student exchange or recreation) participated in this study. We conducted the study from January - June 2020 during the COVID-19 pandemic, where the students mainly communicated in online environments. Researchers employed classroom observations, student work artifacts, diaries, and interviews. This study reports that extracurricular IDLE potentially unlocked students' critical cultural awareness; for example, 1) students became aware of the value of their own cultural background and biases in developing their perception of

other cultures, and 2) they evaluated their English language choices that potentially affected on how they addressed some topics and interpretation. Furthermore, the theoretical and practical implications of this study were discussed

The Performance Pattern of *Martabas* "Spells" Tradition in Simalungun Ethnic at Simalungun Regency, North Sumatera Province

5540

Nenni Triana Sinaga

The study aimed at the performance pattern of the martabas "spells" tradition in the Simalungun ethnic at Simalungun Regency, Sumatera Utara Province. The method of this study employed the phenomenology paradigm with qualitative design. The qualitative design places the researcher as part of the research itself. This study applied the anthropolinguistic approach because it can reveal the meaning behind the *martabas* tradition through connectedness, valuability, and sustainability. Participatory observation and deep-open-ended interviews were employed in data collection, whereas an interactive model was used in analyzing data. The result showed that *martabas* patterns have textual and non-textual patterns consisting of structures, rules, and formulas. Textual patterns: The textual structure consists of plot structure and sentence structure. The textual rules include opening, content, and closing elements based on the text structure. The textual formula consists of 14 ethnic greeting sentences, + 6 religious greeting sentences, + 33 declarative sentences, + 24 imperative sentences, + apology sentences, + 16 affirmative imperative sentences, and + a thanksgiving sentence. The non-textual pattern structure consists of the main structure and participant structure. The rules consist of main rules, behavior rules, and situation rules. The non-textual formula consists of the main formula and the implementation formula. Those textual and non-textual performance patterns have been explaining the second parameter, connectedness. The essential of *martabas* traditional performance was the guarantee of the preservation and inherited language and cultural values.

Cultural Contents Analysis of English Textbook For Secondary School Students in Indonesia "Work in Progress"

5550

Anfa Farkhan Al Faya | Dewi Rochsantiningsih

Teaching and learning culture is inseparable from language education because language is a product of culture. The teacher can facilitate the learning process for the students through textbooks in the ELT process. However, current ELT textbooks do not balance different cultural types as the source of language-learning material which may cause students to make incorrect understandings and conclusions about the foreign culture. The present study uncovered the cultural contents of the Indonesian ELT textbook for tenth-grade secondary-level students "Bahasa Inggris Work in Progress" based on the cultural types using content analysis. The book is chosen because it is nationally used and based on the curriculum Merdeka. This study focused on analyzing the cultural contents, represented with graphical images integrated with text (e.g., pictures with monologue, dialogue, or description). The findings showed that the types of culture are dominated by the target from the UK and America (48%), followed by source or local culture and international culture (10%).

Transformation or Crisis Of Identity?: Stories of Returning IISMA Students

5569

Isti Siti Saleha Gandana | Lulu Laela Amalia | Nia Nafisah

Internationalization of education is becoming increasingly important in today's era, as it prepares students with the necessary skills and knowledge to participate in global encounters, promotes intercultural understanding and enhances competitiveness. Indonesian International Student Mobility Awards (IISMA) is one such initiative led by the Ministry of Education, Culture, Research and Technology that provides a study abroad scholarship scheme for Indonesian undergraduate and vocational students to spend one semester at universities abroad. While the experiences of studying abroad can facilitate personal and academic growth, the literature on interculturality also indicates that when one enters a new cultural space, it is possible that one experiences an identity crisis. Informed by Bhabha's (1990) notion of the third space and Byram's (1997) intercultural communicative competence, this study enquires into the experiences of returning IISMA students. Specifically, the study involves five undergraduate students of English major who studied at Australian and European universities. Their stories, which were gained through in-depth interviewing and personal reflections on 'significant moments', point to the development of certain intercultural dimensions, but they also indicate traces of identity crisis. This study calls for the need to better equip students with an understanding of their own cultural identity and assist them in exploring borders between 'self' and 'other', so that they can embrace what is best in other cultures without forsaking one's own.

Students' Responses Towards Intercultural Teaching and Learning Activities in Indonesian Universities

5577

Muhammad Aulia | Zakaria | Syamsul Bahri

Since Intercultural Communicative Competence was introduced, there have been multiple studies conducted to do research on how the competence can potentially improve not only students' knowledge and skills at using the foreign language, but also students' attitudinal development towards the culture of the foreign language. The present study focuses on the ways of how the competence has been realized and taught at Indonesian universities with varied course names in the context of English as a Foreign Language (EFL). Via a qualitative multiple case studies, forty-two students' responses towards activities and personal changes after attending the course were elicited through interview surveys. The iterative data analyses involved data condensation, data display, data verification and conclusion. It can be found from the data that cultural sharing with discussion and presentation has been prevalent at the classroom activities despite the debate of its effectiveness. It was quite striking that the students expressed their changes of attitudes towards other foreign cultures upon the engagement of the course. This study proposes the most-suited-contextualized teaching activities for the competence in Indonesian context and strives to enrich phenomena of intercultural teaching and learning in the typical EFL contexts. All of these to support that there is no one-fit-all contexts in promoting intercultural communicative competence.

How Value Is Being Configured? : Cultural value of taboo in Aceh language (cultural script theory)

5599

Maria Ulfa | Mulyadi Mulyadi | Mhd Pujiono | Khairina Nasution

This paper aimed to examine the configuration of cultural values of taboo in Aceh Language. This study used qualitative method by phenomenology approach. The data collection used by observing and record the interview from Ten Acehnese Speaker in Langsa and East Aceh. The data analyze by using the theory of cultural script by Goddard (2010) .The results showed that values of taboo in Aceh culture consist of (1) Spiritual Values, (2)Respect Values, (4)Morality Values , then the configuration was by the understanding of local cultural scripts in terms of taboo language. The configuration is constructed in high-level script components of "it can be good.", it can be bad" or "it will be something good if" and it will be something bad if" and low-level script with components of "when" and "if". The cultural value contains the aspects of thinking, speaking, and doing. It is derived from the semantic primes of both evaluation and perception.

The use of English, Indonesian, local languages, and Korean among K-Pop Fans in Indonesia

5615

Nurenzia Yannuar | Nazarudin | Yusnita Febrianti

Many Indonesian youths currently can be seen swooning over Korean Pop (popularly known as K-Pop) idols. This paper focuses on how these youths use Twitter and Instagram to form a community and communicate using a mix of colloquial Indonesian, local languages such as Javanese and Sundanese, Korean, as well as English. Our data include tweets and Instagram posts and comments of fans of the two most famous K-Pop groups in Indonesia: BTS and Blackpink. Our analysis focuses on how these fans interact with each other by using a mix of the above-mentioned languages. Korean kinship terms, such as oppa 오빠 'older brother' and eonni 언니 'older sister' are widely used by the Indonesian fans on social media. Adjectival expressions such as daebak 대박 'great' and borahae 보라 해 'the feeling of being in love', coined from the noun bora 보라 'purple' and the verbal marker hae (saranghae) 사랑 해 'love', are used extensively. We show how translanguaging takes place in the interaction, as fans swiftly move from one code to another without realizing language boundaries (Li Wei, 2011). We also look at how these young fans display fluid identities when showing their affection for idols who have different beliefs and cultural backgrounds. The results of the study show that we can no longer recognize the fans' individual ethnic, language, and cultural backgrounds, as they have formed a single identity on the Internet, that is the fans of BTS and Blackpink.

The Tendency of Code-Switching Between Gayonese and Acehnese Teenagers in Communicating with The Strangers

5641

Mahlil | Ilham Jaya

The study investigates the tendency of code-switching between Gayonese and Acehnese people when communicating with foreigners who speak their language haltingly, not fluently, and with dialects that do not resemble their native language. This study employed a qualitative research approach, using questionnaires and observations to collect data from Gayonese and Acehnese teenagers who had had experience communicating with strangers who spoke their language with difficulty. The participants were selected through purposive sampling. The study explored the factors contributing to code-switching between Gayonese and Acehnese in these communication situations, including cultural identity, familiarity with the interlocutor, and the need to convey a particular message effectively. The study population (214 teenagers) was taken from Takengon, Lhokseumawe, and Banda Aceh, with a sample of 160 teenagers aged between 17 and 20. The findings show that 69.7% of Gayonese and 73.4% of Acehnese teenagers would respond in Bahasa Indonesia when they speak to strangers who were trying to speak their languages. The results can contribute to the development of language programs that support multilingualism and cultural diversity, as well as the creation of policies that encourage the use of native languages in

communication with foreigners.

An Analysis of “Ngkai Tabuyanggi” Folktale as a Source of High School Students Character Building

5671

Desrin Lebagi | Hastini

Ngakai Tabuyanggi is a Pamona Tribe folklore figure. The purpose of this research is to provide a descriptive analysis of the Ngakai Tabuyanggi folktale as a means of character development for high school students. The study intends to investigate the values and lessons that can be derived from the folktale and how they can help students develop their characters. The qualitative research method was used in this study, with data collection techniques including observation and document analysis. According to the findings of this study, the Ngakai Tabuyanggi folktale contains values and lessons that are relevant to the character development of high school students. Wisdom, heroism, perseverance, courage, and respect for others are among the values and lessons taught. The folktale can be used by teachers to teach narrative as well as to strengthen students' character. Eventually, the Ngakai Tabuyanggi folktale is an excellent resource for character development in high school students. Therefore, it is suggested for the teachers to use this local folktale to promote character education and encourage students to appreciate and respect their cultural heritage in high school.

Words that Should Not be Said in The Aceh Language to Aceh Coastal Communities (Taboo Study)

5695

Muhammad Iqbal | Teuku Alamsyah | Rostina Taib | Dewi Nurmala | Nurrahmah

Every society has rules that apply in the wearer's society. Rules that apply to one society, do not necessarily apply to other societies. This research examines the mutually agreed provisions in the communities on the coast of Aceh regarding words that are absolutely not allowed to be spoken in interacting with others. This research uses a qualitative descriptive method because this research is a field research using the listening method and the speaking method. The data collection technique chosen was observation and interviews conducted with informants who are native Acehnese speakers aged between 30-60 years. The research data is in the form of oral data obtained from nine informants who meet the criteria as informants. Data were taken from four domains, namely: family domain, the realm of daily interaction, the realm of buying and selling transactions, and the realm of work. The data obtained were identified, classified, analyzed, and concluded in a descriptive form. Data were analyzed by distributional method and contextual method. The results of the study show that words that are prohibited from being uttered in the Acehnese language by coastal communities are (1) regarding the names of parents, for example *ma* 'parent woman' and *du* 'parent man', (2) the words relating to the names of relatives, for example calling *kah* 'you' or the name of an older person, or calling the name of someone who has died (3) the names of animals including *buya* 'crocodile', *rimueng* 'tiger', *tikôh* 'rat', (4) words related to the genitals, for example *pukoe* 'vagina', *punggông* 'buttocks', and *mik* 'breasts' (5) related to certain professions for example, someone says *lonté* 'slut' or *lé that eungkôt* 'many one fish' for the fishing profession.

The Performance of Oral Tradition in Tunjuk Ajar Melayu: Anthropinguistics study

5696

Muhammad Kiki Wardana | Tasnim Lubis

Tunjuk Ajar in Malay society plays an important role in instilling good values. As one of the treasures of Malay heritage, Tunjuk Ajar is an oral tradition that is passed down from generation to generation in Malay society. This study seeks to see the performance of the Malay teaching and learning oral tradition through an anthropinguistic approach. This study seeks to reveal the occurrence of the performance of Tunjuk Ajar Melayu and the meaning of the performance of Tunjuk Ajar Melayu. Tunjuk Ajar Melayu is also one of the cultural treasures that must be preserved and inherited. In form, Tunjuk Ajar Melayu is performed through oral tradition. Oral tradition in the community is one way to pass on various kinds of local knowledge, advice or to entertain people. The research method used is qualitative with a descriptive approach. The data The result of this research is that the performance of Tunjuk Ajar Melayu is carried out by people who are elder, respected, and respected, namely the Parents, Hulubalang and the Datuak. The existence of parents in the smallest unit of the family in society is very important to ensure that the values of the Malay community contained in the Teaching Guide are passed on properly to their children. Hulubalang and Datuak also play an important role in preserving Tunjuk Ajar when presenting it at traditional and communal events such as weddings, circumcisions, births, etc. The universal values contained in Tunjuk Ajar Melayu are divinity, compassion, hard work, courtesy, respect for others, and moral education such as social, religious, and cultural education.

The Implementation of CALT/CLT in Rural Schools And its Challenges After Curriculum Changing

5704

Muji Budi Lestari | Margana | Anita Triastuti

Challenges related to socioeconomic factors and the scarcity of resources in rural regions can pose unique obstacles that affect the quality and availability of language education. It can have a significant impact on language teaching. The communicative approach language teaching or communicative language teaching (CALT/CLT) is extensively recognized as the most effective approach of teaching foreign language. CLT activities are classified into skills-getting and skills-using. The skills-getting activities alone are not sufficient to inflate the communicative competence. The acquired skills have to be used in the learning activities in the ordinary context as the habitual interaction. It is a case study employing a probability sample. To collect the data, it is utilizing an online questionnaire and interview to key figures in English Teachers Community namely MGMP (Musyawarah Guru Mata Pelajaran) in Gowa Regency, South Sulawesi, Indonesia. From the findings, several teachers do not understand the CLT well but they employ an instructional approach that ultimately proved to be suitable within the CLT framework. They perceive that meaningful learning, social interaction, and the learner autonomy are the most-considered principle in teaching English in CLT.

Persuasive Language in a Tourism Video: A Genre Analysis

5755

Anisah Anisah | Kismullah Abdul Muthalib

Looking through a diachronic perspective, this study aims at analyzing the content controlled by the government in a tourism video and what it means for potential tourists. Proposing the source of

data as a persuasive spoken text, this study adopts Bhatia's (1993) approach of genre analysis to analyze the data. The results show the government attains to attract mostly international tourists as the video was presented in English language. Moreover, even though implementing strict sharia law in Aceh is still controversial, the government tried to ease the negative notion by displaying images of international tourists in the video not covering their head as based on Islamic rules. Other scenes promote living with harmony despite the fact that this province once lived in war. This paper concludes that the government attempted to replace the negative and controversial images from implementing strict sharia law and from the past war through persuasive language in the video.

The Values of Children's Games in North Sumatera

5779

Emma Marsella | Dian Marisha Putri

Children's games are a cultural heritage of an ethnic society that needs to be studied in order to understand the values and meanings of certain ethnic cultures, so that the thoughts, cultural thinking paradigms as well as ethos of cooperation can be understood. Children's games are an expression bias that crystallizes thoughts, and experiences, and reflects the feelings of ethnic communities. One effort that can be done is to analyze local wisdom as a characteristic obtained through children's games. This research was conducted because of the need to investigate the character of children through children's games. Data on children's games were taken from 10 districts/cities which analyzed 32 types of children's games that are still played, although some games are rarely played by children in some areas. Children's games have different game names between the South Tapanuli and North Tapanuli areas because they use the regional language. Results from these children's games, some games are categorized in the form of groups while those that are carried out alone or individually in the form of dexterity and skills are tested for speed and dexterity in the game. This game is played by children using all the tools to socialize with each other as well as containing values to be able to compete, work together, be disciplined, friendly and national. Based on the analysis of game data and measuring instruments found values such as the value of cooperation, the value of togetherness, solidarity values, leadership values, tolerance values, cooperation values, educational values, sportsmanship, cohesiveness, honesty, kinship, affection values, and competitive values.

Positive Strategies of Language Politeness Across Tourism Service Actors: A Cross-Cultural Sociopragmatic Study

5790

Elza Leyli Lisnora Saragih | Mulyadi | Khairina Nasution | Mhd. Pujiono

This paper discusses the language politeness strategy of tourism actors in the Lake Toba area. This study is very important considering that more and more people in the world are traveling to various countries for tourism. Therefore, cross-cultural communication must be intensified. This research is qualitative with a phenomenological approach. Data were collected through observation techniques, field notes, listening, recording, and in-depth interviews. Meanwhile, data analysis uses matching and distribution methods. The results of the study show that there are differences in the positive language politeness strategies used by tour operators towards English-speaking foreign tourists and domestic tourists. For domestic tourists, strategies are used to pay attention, use inter-group markers, show praise and sympathy, provide assistance and promises, give gifts, joke, be optimistic, and give reasons. Tourist actors do not use optimism and joke strategies when communicating with foreign tourists. Tourist actors use positive politeness strategies to show

respect, sympathy, persuade, please tourists, familiarize themselves, advise, and apologize.

Understanding the Intergroup Climate that Shape Willingness to Communicate in Indonesia EFL Context

5789 Wildhan Burhanuddin | Abdul Hakim Yassi | Abidin Pammu | Nasmilah Nasmilah

With the growing research interest in WTC, it is imperative to understand that WTC's research in EFL setting must be built upon consideration to learners' cultural identity. MacIntyre and associates have emphasized this importance which they put as one of the enduring factors in investigating students' WTC categorized as intergroup climate. However, their construct is subject to L2 context that considers how learners' identity traits shape their L2 motivation. In addition to that, Indonesian setting is categorized as foreign language which, furthermore, is well-known to inherit about 700 local languages and 1.340 ethnic groups. I argue that this rich ethnolinguistic configuration results in different Structural Characteristics as well as Perceptual and Affective Correlates compared to the interplay in L2 setting. Thus, this posits an urgency to reveal how the Indonesian intergroup climate context contributes to learners' willingness to communicate (WTC). To reveal this intriguing interplay, following MacIntyre et al., I base and examine my thesis by employing Gardner & Clement (1990) construct on intergroup climate.

Investigating Students' Intercultural Communicative Competence (ICC) and Their Readiness for Business Writing

5807 Irma Soraya | I'anutul Avifah

Business Writing is often associated with context and cultural diversity. Consequently, teaching Business Writing needs an approach to intercultural communication for students. This enables students to deal with cultural differences in global communication. Additionally, this meets the requirements of a global society where students will encounter and engage with multicultural communities. Therefore, this research aims to investigate students' levels of Intercultural Communicative Competence (ICC) and their readiness to participate in written business communication. This study employs a questionnaire and paperwork to generate data from 96 Business Writing students at UIN Sunan Ampel Surabaya using a descriptive qualitative approach. Findings of this research suggest that the students ICC scores reached a high level (3.5). As evidenced by this, students were aware of the importance of ICC in the practice of business writing. Besides, based on the business writing tasks, students showed their readiness for business correspondence in terms of cognitive, organizational activity and personal, but they occasionally struggled to write effectively when encountered cultural differences

Plagiarism and Its Influence on Teaching Practices: Insights from the Indonesian Lecturers

5809 Risa Fitria | Disa Evawani Lestari | Ani Pujiastuti | Grace Amalia Anfe-tonanda | Maria Yus Trinity Irsan

The purpose of this qualitative study was to evaluate lecturers' perceptions regarding plagiarism after studying in two different contexts (home university and western university). Although there are some studies on how lecturers view plagiarism, there is very little research conducted on how overseas graduate lecturers perceive plagiarism and the impact of their perspectives on their

pedagogical practices. The study attempted to answer two research questions, 1) What changes in perspectives of plagiarism did lecturers have in a different academic community over time? 2) How do these changes impact on their current pedagogical practice? It utilized face to face (FtF) interview as the instrument to collect data. A population of nine lecturers from an institution in Indonesia was interviewed regarding their perceptions of plagiarism. The findings suggested that the lecturers have been influenced by the western concept of plagiarism, and thus, implemented varied approaches to deter plagiarism in their teaching practices. However, the findings also suggest that religious beliefs might affect the way the lecturers perceive plagiarism.

English Acculturation in Naming Foods and Coffee Shops in Aceh: Exploring its Implication on the Local languages

5837

Zurriyati | Fadhlur Rahman | Suadi Zainal

The globalization of the English language has led to the incorporation of English language and culture into the national and local languages of developing nations around the globe, including Indonesia. Even though the majority of the population in Lhokseumawe, Aceh, is Acehnese, many restaurants and coffee shops have adopted English names. Thus, the purpose of this qualitative study is to investigate and analyse the various styles of English acculturation in naming food and cafes, as well as their implications for the preservation of the Acehnese language. We conducted in-depth interviews and direct observations with food and coffee shop proprietors who employ English naming conventions. The collected data were analysed using an inductive approach to identify patterns of acculturation and evaluate its impact on the local community's use of the Acehnese language. The results of this study are intended to provide a comprehensive understanding of the acculturation of the English language in the naming of foods and cafes in Lhokseumawe. In addition, this study provides novel insights into the cultural and linguistic dynamics of local communities in Aceh, shedding light on the acculturation of contemporary languages and the impact of globalization. Local governments, food and cafe business owners, and other stakeholders involved in formulating policies that prioritize cultural and linguistic sustainability in the context of food and beverage marketing can use the findings as a valuable resource.

Integrating Culture into L2 Learning: To what extent does culture play important roles in L2 learning?

5849

Eka Listianing Rahayu

Language and culture are closely intertwined, yet they are often treated as two separate elements in second or foreign language class. Traditionally, culture was mostly related to tangible products like art, literature, festivals, or holiday celebration. In this sense, language seemed to be separated from culture, and the primary focus of the second or foreign language learning and teaching was on the students' linguistic proficiency. However, L2 teaching fashion has recently experienced a positive transformation in which cultural components have been integrated to provide students with not only linguistics but also cultural knowledge. Also, a large number of studies have been done to examine the role of culture learning in L2 class, including how to teach culture and what aspects of culture can be incorporated into L2 teaching. Through a review of empirical research, this paper offers some recommendations for L2 learning and teaching. Drawing on several findings

from previous studies, it further suggests that L2 teaching and learning focuses on developing both linguistic and intercultural competence because with the advancement of technology, communication with people from other cultures across the globe is inevitable. So, linguistic and cultural competences are equally important for L2 speakers to bridge the gap between his own culture and that of others.

Negative Politeness Strategies among Javanese Peddlers

5853

Kristiandi Kristiandi

Javanese people have unique norms and ways of showing politeness in communicating with others. This uniqueness is motivated by the culture and characteristics of speakers in Javanese community, namely the philosophy of living in harmony and mutual respect. The principle of Javanese politeness is reflected in the way they perform speech acts. Javanese people tend to use indirect speech acts and tend to be cooperative to maintain harmony. With instances from dialogues between Javanese peddlers and their buyers, this paper discusses the uniqueness of the politeness principles of Javanese people in terms of politeness strategies. Javanese peddlers' negative politeness strategy for offering their goods and their positive politeness strategies for rejecting buyers' offers are explored to identify the syntactic patterns, the contexts of use, and the purpose. This paper highlights some typical politeness strategies commonly employed by Javanese peddlers, which include negative politeness strategy to minimize negative FTA, politeness strategy to minimize positive FTA, and the use of indirect commissives for expressing positive politeness strategy.

Teachers' Perspectives on Mother Tongue Language Maintenance in Aceh

5854

Mulyani | Ika Kana Trisnawati | Syarfuni | Siti Fachraini | Mulyadi Syahputra | Rosdiana | Regina Rahmi

The Acehese language as well as other local languages existing in Aceh province may potentially become endangered if the locals do not preserve them. The objective of this study is to explore the teachers' opinions on the maintenance of the mother tongue in schools. This study applied a mixed-methods approach combining the descriptive quantitative and qualitative methods that analyze and described the maintenance of mother tongue language from the teachers' perspectives through a survey and semi-structured interview. The survey was distributed to 217 schoolteachers in Aceh Province via Google Form, while the interview was held with five teachers who were willing to participate in the study. The results indicated that most teachers shared their agreement towards the preservation of Acehese mother tongue in their schools. The teachers stated that schools should arrange for active promotion for using mother tongue and special day for celebrating the use of the language in schools. This study is expected to provide constructive recommendations for the issuance of policies related to the preservation of Acehese mother tongue in the school setting.

Cultural Attractions as a Pattern for Preserving *Betutor* Tradition in the Tamiang Malay Traditional Wedding Ceremony

5888

Halimatussakdiah | Robert Sibarani | Pujiati | Dardanila

This study aims to: (1) describe betutor tradition in the traditional wedding ceremony of the Tamiang Malay community which is almost rarely carried out in its entirety; (2) find the pattern of preserving betutor tradition as an effort to maintain the cultural tradition in the traditional Tamiang wedding ceremony through cultural attraction activities. Betutor tradition contains local wisdom that can be realized in cultural attractions that are flexible, non-contextual, and artificial so that local wisdom is conveyed to the community through cultural attractions. This tradition is a tradition that is almost extinct due to technological developments and modernization so that most people no longer carry out this tradition. This betutor tradition is a tradition that contains the values of local wisdom that regulates the marriage procedures and processes that are approved by both parties. This tradition is also a source of life guidelines that have a function to maintain brotherly relations and togetherness as a Tamiang community respecting and respecting each other as a family. In the performance of this tradition using traditional expressions, the Tamiang Malay rhyme is full of values of love, respect, and responsibility. Cultural attractions as a pattern for preserving cultural traditions are carried out because the values and functions of a lost tradition can be preserved and transformed to the younger generation through promotion, documentation, and promotion efforts.

Media Internalization of Smong Local Wisdom in the Simeulue Community, Aceh, Indonesia

5921

Ramli | Ahmad Nubli Gadeng | Daska Aziz | Razali

This study aims to explore in depth how the form of internalization of smong local wisdom in the Simeulue community of Aceh Province. This study uses a qualitative approach and descriptive method. Data collection techniques used in-depth interviews, field observations, and literature studies. The data analysis technique used the Delphi method. The results of the study show that many arts have high literary value in the Simeulue community, and are still well preserved until now. Such as mananga-nanga (song to lull babies), manafi-nafi (folklore) and nandong (humming). Then, mananga-nanga, manafi-nafi and nandong become a way of internalizing the values of local wisdom in the Simeulue community. By introducing the values of local wisdom from an early age, it is hoped that it will become a collective memory that can be remembered and memorized at any time, and can be applied in people's lives by the younger generation in the future, so that the process of local wisdom values can run well as expected by the ancestors of the Simeulue people.

The Legitimacy of Qanoon Putroe Phang in Light of the Acehnese Discourse

6203

Yunisrina Qismullah Yusuf* | Qismullah Yusuf | Teuku Muttaqin Mansur | Qismullah Abdul Muthalib | Cut Nurul Azmar

This research aims to describe the explications of the Acehnese people about Qanun Putroe Phang. The theoretical approach used is legal linguistics through Critical Discourse Analysis. This research focuses on public opinion regarding the qanun, namely regional regulations that regulate the government administration and community life in Aceh. The contents of this qanun are known to prioritize the protection of women and children in Aceh since the reign of Sultan Iskandar Muda. A total of 50 informants with an age range of 20-80 years old (10 from Aceh Besar, 10 from Pidie, 10 from North Aceh, 10 from South Aceh and 10 from West Aceh) were interviewed for this research. The questions include their perception of Qanun Putroe Phang and their understanding regarding

the role of this qanun in protecting the rights of women and children in Aceh society. The results showed that 95% of the respondents said that the qanun is and will still be relevant even if it is applied in modern life today. However, a number 72% of respondents said that the qanun is a burden for the family, especially if they have many daughters. Many suggested that the qanun should be rewritten to persuade the Acehnese to implement it even though not mandatorily.

CURRENT ISSUES IN LANGUAGE

Students' Perception on Teacher's Feedback in Speaking Class

5288

Rahmatul Firdausa Umarella

Feedback is an integral part of teaching and learning process. It can motivate but it can also discourage students' in their learning. Teachers need to use feedback to ensure learning and to motivate students especially in their speaking ability. This study investigates students' perception on teacher's feedback and the effect of the feedback for the students. The study uses descriptive Qualitative Method as the methodology to obtain data on the students' perception. The data was collected through the means of classroom observation, field notes, and in-depth interview. The participants of the study were the English Department Students enrolling in Speaking 4 class at English Education Study Program, Pattimura University. The findings show that even though teacher's feedback is undoubtedly helpful for learning but the effect of teacher's feedback on the students highly depended on students' response and attitude towards it. The type of feedback deemed most helpful by students in improving their speaking ability is the after-learning feedback. However, students prefer teacher's feedback to be delivered in a constructive and friendly manner. The results show that the effect of teacher's feedback to students are: (a) students' initial reaction to teacher's feedback are mostly feeling nervous or afraid. (b) the effectiveness of teacher's feedback relies on how students' response towards it. (c) Some students who were not able to improve their performance and their ability are those who did not respond or act upon the feedback as a constructive input.

The Psychology of Emotions in Language Teaching at Politeknik Negeri Bengkalis

5292

Ari Satria | Halim Dwi Putra

This research is to understand student and teacher experience: by studying the psychology of emotions in language teaching, we can understand students' emotional experiences and perspectives in learning language. This allows us to empathize with students, recognize the challenges they face, and adjust the teaching approach according to their needs. This study used action class research in the language department at Bengkalis State Polytechnic.

Sojourning Narratives of Doctoral Students: Attaining EFL Writing Self Regulation

5322

Peggy Magdalena Jonathans | Bambang Yudi Cahyono | Utami Widiati | Siusana Kweldju |
Devinta Puspita Ratri | Indri Astutik

Although plethora of related literature investigates self-regulation, self-efficacy, and academic writing, in-detail investigation of the three interrelationship on EFL doctoral students is scant. This paper looks into self-regulation as a potentially profound result of sojourning. The present narrative study collects narrative frames, narrative interviews, and focus group discussion (FGD) which are used to scientifically explain all related dimensions of successive EFL academic writing of eight doctoral students studying abroad. The data analysis, by employing NVivo 12 Plus and interpretative lens, reveals that the participants reported a gradual perceived development of self regulation, as well as a firm belief in self efficacy of sojourn during academic writing processes in their doctoral study. Furthermore, five self-regulation writing strategies were discovered to be

related to the success of advanced level academic writing as well as increased self-efficacy, i.e., cognitive strategies, metacognitive strategies, social behavioural strategies, motivational regulation strategies, sociocognitive strategies. The findings are discussed in relation to the research limitations, potential future research directions, and pedagogical implications.

Learning Loss in Secondary School Students' English Literacy Skills during the School Closures in Indonesia

5350

Gin Gin Gustine | Sri Setyarini | Rojab Siti Rodliyah

This study investigates the impact of school closures in Indonesia during the Covid-19 pandemic on learning loss experienced by secondary school students, especially in their English literacy. Several researches have reported the impact of school closures on the decline of students' abilities in the field of literacy as in some European countries, Australia, and the USA (Engzell, Frey, & Verhagen, 2021; Maldonado & Witte, 2020). However, similar studies have not been extensively carried out in Asia, especially in the Indonesian context. Using a qualitative impact evaluation method (Stern, 2015), data from this research were generated from various sources such as online questionnaires, individual interviews, and focus group discussion involving English teachers in Java, Sumatra, Riau islands, and Bali provinces. The questionnaires were completed by 140 teachers in those four major provinces in Indonesia and ten teachers participated in the online individual interview sessions followed by a focus group discussion attended by four teachers. Based on the data, five major literacy skills were identified to be declining during the school closures: students' ability to think critically while reading; students' ability to make inferences from a text; students' ability to summarize the text; students' attitudes towards writing; and students' ability in writing longer paragraphs. It is expected that these small-scale preliminary findings will help educators, school administrators, and policy makers in the education field in Indonesia to craft a more impeccable planning for unprecedented circumstances in the future, including to provide a program to help students recover from the learning loss.

An Error Analysis on Students' Opinion Sentence Writing Ability

5363

Anisa Nurul Fadilla | Slamet Wahyudi Yulianto | Mimin Aminah

The main objective of this research is to find out the errors made by students of SMP Negeri 2 Purwadadi when writing sentences in English and the causes of these errors. The researchers used a descriptive qualitative method to explain the results of the analysis of student answers that had been worked on and looked for the causes of these errors in the answers of students who had errors. The participants in this study was twenty-four eighth-grade students at SMP Negeri 2 Purwadadi. The results of this study indicate that the top three types of errors that are often made by students are punctuation errors with a percentage of 30.15%, missing words with a percentage of 28.36% and sentence fragments with a percentage of 25.96%. Then the main cause of these errors is the carelessness or negligence of students when working on test questions. Referring to those finding, it is recommended for English writing teachers, especially who teach in secondary schools, to give more focus on students' proper usage of punctuation in the early stage of their English writing lesson.

A Comparative Investigation of Communication Apprehension Among Undergraduate, Graduate, and Postgraduate Students in the EFL Context

5369

Badriyah Ulfah

Communication Apprehension (CA) is a prevalent condition that significantly impacts the academic pursuits of many students, particularly those engaged in English as a Foreign Language (EFL) education at higher levels. This study aims to measure and compare the levels of CA experienced by undergraduate, graduate, and postgraduate EFL students while exploring the potential correlation between CA and educational background (EB). A total of 60 EFL students participated voluntarily, comprising 24 undergraduates, 16 graduates, and 20 postgraduates. The Personal Report of CA (PRCA-24) developed by McCroskey (2005) was employed to collect the data. Descriptive and correlational statistical analyses were conducted using the SPSS software. The findings revealed that all undergraduate students (100%), a majority of graduate students (68.75%), and a substantial proportion of postgraduate students (45%) reported experiencing an average level of CA. Public speaking situations emerged as the most common triggers of CA. However, the correlation analysis did not yield statistically significant results at a conventional level ($p = 0.084$). Therefore, this study suggests educational institutions to adopt a holistic approach by offering communication skills training, public speaking workshops, and creating supportive environments for the learners beyond the educational background.

The Constraints Faced by English Lecturers to the Implementation of Online Learning

5441

Suryani | Putri Dini Meutia | Fidyati | Winda Prayudiana | Wisda Hakim

The characteristics of English courses include mastery of knowledge and skills. These language skills include the ability to speak, write, listen, and read; whose learning process requires students to be proficient in each skill. Since Covid-19 was declared a global pandemic by WHO (World Health Organization), the entire teaching and learning process was done online by implementing various e-learning platforms. This research explores the challenges lecturers face in several universities in Aceh teaching English online. Identification of lecturer challenges in online learning (e-learning) of English is carried out so that solutions can be found to improve the quality of the process and results of learning English. A quantitative method was used for this study in which 8 English lecturers who teach at governmental and private universities in Aceh become the respondents of this study. The data used in this study were obtained from questionnaires distributed online. The result reveals that the apparent challenges faced by the EFL lecturers deal with the instability of network connection during the teaching-learning process, the low student engagement, the ineffective material delivery, and the difficulty of the evaluation process. The lecturers should be aware of those existing challenges and find solutions to maximize the teaching-learning process during their online classes.

Phonological Sketch on PAN-Defayan Language

5443

Tasnim Lubis | Yunisrina Qismullah Yusuf | Mukramah | Kismullah Abdul Muthalib | Nurul Adilla Alatas Abus | Abiyulail Alatas Abus

Devayan language is one of the local languages situated on Simeulue Island (Simeulue Regency),

Aceh Province-Indonesia. Defayan language is dominantly spoken in Simeulue Island. There are eight of ten districts speak Devayan language, namely Simeulue Cut, Simeulue Timur, Simeulue Tengah, Teupah Barat, Teupah Tengah, Teupah Selatan and Teluk Dalam. This paper aimed to describe the phonological sketch of Defayan language. It is focused on consonant phonemes and sound changes of PAN-Defayan language. The ethnography method was applied in this study. The data were recordings of Defayan native speakers' utterances on Swadesh wordlist and cultural lexicons in terms of Devayan culinary and fishing stuff. In addition, the result of the interview and observation used to complete the data recording. The data were analyzed through domain analysis, taxonomy analysis, and semantic componential analysis. The semantic relationship between consonant phonemes and sound changes of PAN-Defayan language is "consist of". The result of the study showed that there was eighteen consonants in Devayan language. They are /b/, /c/, /d/, /f/, /g/, /h/, /dz//k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /w/, /y/, and /ŋ/. The sound changes are metathesis, apheresis, syncope, apocope, prothesis, epenthesis, and paragoge.

Investigating the shifting of vernacular verbs among Acehese young speaker

5448 Dian Fajrina | Dini Hanifa | Intan Zuhra | Nadia Ulfa | Miftahul Jannah

The phenomenon of language shift from Acehese vernacular to Indonesian national language occurs in Aceh Province, Indonesia. Several previous research have proven that this condition leads to the loss of some Acehese vocabulary and being replaced by Indonesian. Compared to the Acehese vernacular, Acehese youth are more interested in using the Indonesian national language in daily conversation. One of the research discussing the language shift from Acehese to Indonesian language was conducted by Muthalib et al. (2020). However, this research only focuses on adjectives taken from the Acehese Swadesh List. Therefore, we will conduct similar research focusing on Acehese verbs that shift to Indonesian. In addition, this qualitative research also aims to investigate why some of the Acehese language verbs shift to Indonesian while others don't. The list of Acehese verbs are taken from the Acehese dictionary and thesaurus. The samples of this research are the Acehese youth ranging from 15 to 25 years old from various regions in Aceh Province. The instrument will be used in this research is a questionnaire adapted from Muthalib et al. (2020), and semi-structured interviews. The data obtained will be analysed according to the method proposed by Miles et al. (2014). The research results are expected to provide a clear picture of the language shift that occurs among young Acehese so that awareness arises to take language maintenance measures immediately.

The Learning Grit and English Reading Comprehension of Students as Online Gamers

5451 Amelia Kartikawati

In Indonesia, online video games like PUBG, Mobile Legends, and Free Fire are exceedingly popular among students. The games allow them to have English as the players' medium of instruction and provide them to communicate with international players in English written context. For EFL learners, English reading comprehension involves complex components such as vocabulary, grammar, and culture differences. Unfortunately, the use of online video games for learning reading skills is infrequently used. Duckworth (2003) has studied grit which is considerably more likely to survive and make effective outputs in the education sector. As a case study, this research attempts to explore the student gamers' learning grit and their English reading comprehension. Four university student gamers in Indonesia were selected from those with playing habits more than 20 hours each week. Questionnaires and semi-structured interviews were used to gather the data and then being

analyzed qualitatively. The result showed 75% of the participants got the grit scores above 3 and the rest is on scale 2,29 out of 5. The participants believed online video games increase their vocabulary mastery and English reading comprehension, however only 25% of the participants believed online video games are the best platform to read better in English. The findings of this research are anticipated to provide information for English teachers, so they could find the gaps and solutions of their teaching reading skill activities in the classroom, particularly among student gamers.

EFL in Papua: Its Ongoing Controversial Issues

5454

Yohana S. Yembise

The paper aims at critically describing the existing situation of Teaching English as a Foreign Language in schools throughout Papua. It begins by portraying the feature of linguistic and cultural variation as barriers towards the implementation of national curriculum in Papua. It then judgmentally discusses other interrelated factors that are considered to be hindrances i.e. teaching methods, teaching materials, EFL teachers and Bahasa Indonesia as language of instruction. The method is descriptive in nature; the data was collected through interviewing diverse groups of EFL teachers from different parts in Papua and from related references. The result demonstrates that there are still huge issues in implementing EFL in Papua in terms of employing inappropriate curriculum, inconsistency use of teaching methods and teaching materials, limited number of EFL teachers and improper use of Bahasa Indonesia as language of instruction in schools.

The International Virtual Exchange Project: Voices of The Efl Students on Its Implementation in Indonesia

5465

Wisma Yunita

Involving students in an international environment is an action that should be taken by teachers in today's global world including in learning English language. Acclimatizing the students to have contact with their fellows from across the globe is no longer an impossible action enacted in a language classroom. This study was aimed to reveal the students' voices on an act of exposing them to an international virtual exchange project integrated with their courses taken at the third semester of an EFL university classroom. The participants of the study were 65 students who participated in the IVE Project. A questionnaire consisted of 14 closed-ended questions with four option answers were used in the study and then added by 5 open-ended questions to gain a deeper understanding of the students' voices of their participation in the IVE project. The data were analyzed descriptive quantitatively. The results of the study show that all of the students have positive impression the IVE project, love the multicultural discussion menu the most, have very little obstacles in participating, have a positive perception on the use of portfolio assessment and strongly eager to participate in the next IVE project. In short, it can be concluded that the students have positive perceptions or voices on the IVE implementation in an EFL context of Indonesia.

Constructing Preferred Research Topics by Prospective EFL Teachers

5484

Erikson Saragih | Sheena Kaur

Prospective language teachers in Indonesia have researched the topics of English teaching as one of their criteria for graduation; however, few studies show the research themes, motives for picking topics, and research approaches utilized by prospective EFL teachers. The purpose of this research is to locate, evaluate, and describe the results of educational research for English Education Program students at several English educational institutions in Indonesia. The objects of the research are the results of the student thesis project at English Education study programs of five universities in North Sumatra province over the last three years. The study revealed that students' favorite research topics were the process of learning English at the secondary school level, the preferred approaches are quantitative research, qualitative research, and classroom action research (mixed methods). The preferred issues in language learning research included learning techniques, classroom action research, textbook analysis, English learning media, and perspectives on English teaching topics. However, Language learning subjects relating to pure linguistics, such as phonology, morphology, semantics, and pragmatics, as well as themes linked to interdisciplinary linguistics and applied linguistics, such as psycholinguistics, translation, and curriculum creation, were still less investigated. The findings can contribute to the English Education study program as a foundation for directing and defining the themes and research topics as well as for future sorts of research, variables, designs, issues, or research areas for students to pursue.

The Use of Aids for English Language Teaching at English Transmigration Village in Barito Kuala, South Kalimantan

5500

Emma Rosana Febriyanti | Fahmi Hidayat | Raisa Fadilla | Yusuf Al Arief

This research was conducted in the English Transmigration Village, also known as Kampung Inggris Transmigrasi, in Barito Kuala Regency, South Kalimantan Province. The local authorities initiated the Kampung Inggris program in 2012 for children in the area. Despite the limited facilities and infrastructure, the teaching-learning process in this location has been running smoothly as expected. However, it was discovered that the teaching aids or media used for teaching English are still non-technology-based. Therefore, this study aims to investigate the utilization of teaching aids that teachers or tutors use in teaching English. The data for this research was collected through non-participant observation and semi-structured interviews with four tutors who teach English at Kampung Inggris. The collected data was then analyzed qualitatively. The results of this study revealed that the tutors utilize word cards or flashcards, as well as pictorial or non-pictorial materials attached to flannel boards and pocket charts to aid in teaching. Despite the limitations, the children in Kampung Inggris continue to study English with high enthusiasm and interest. In conclusion, this study provides insight into the current utilization of teaching aids in the Kampung Inggris program for teaching English. It highlights the need for more advanced teaching aids to improve the quality of education provided.

English Learning Lens: Is AI a Disaster for English Learning?

5582

Nihta Vera Frelly Liando | Devilito Prasetyo Tatipang

Artificial Intelligence (AI) technology has greatly influenced the English language learning process.

In learning English, of course, the use of technology (AI) is no longer a new thing. The use of AI in English language learning certainly creates a sense of invulnerability for everyone who organizes English language teaching. Because AI has many amazing features that are predicted to replace the role of English teachers. In this case, this research was conducted with the aim of reviewing previous studies that focused on the use of AI in teaching English, in order to portrait the contemporary and potential opportunities within this topic. In the extraction, this study categorized Articles, Books and Proceedings (Scopus, Wos and Sinta) Published within 2019-2023. The inclusion criteria were papers that use rigorous techniques to obtain effectiveness, instructors' and students' perceptions, difficulties, and concerns on AI in ELL. The results of this study concluded that the influence of AI on English language learning is indeed enormous, not only for students but also for teachers. The emergence of AI requires teachers to upgrade their competence by utilizing AI. In addition, the use of AI in learning will not necessarily directly replace the role of teachers, but teachers can use AI as a facility in learning. Furthermore, the results of this study are expected to be a starting point or new direction for future researchers to examine more deeply each application/feature of AI used in English language learning.

Situated Willingness to Communicate in the Indonesian EFL Context: The Interplay among Motivational, Contextual, Metacognitive, and Communicative Factors

5593 Suci Nugrah Amalia | Utami Widiati | Sri Rachmajanti | Mirjam Anugerahwati | Budi Waluyo

As the final psychological step prior to actual English communication in situated language classrooms, the willingness to communicate (WTC) of English-as-a-foreign-language (EFL) students require a complex process involving motivational, contextual, metacognitive, and communicative factors. Less attention given to these factors will impact the difficulty of achieving the expected level of student's WTC. Hence, this exploratory factor analysis (EFA) study aims to investigate the complex interplay among motivational, contextual, metacognitive, and communicative factors that include variables: motivation, learner agency, growth language mindset, classroom environment, metacognition, communication confidence, and L2 self-perceived communicative competence (SPCC) as the predictors of situated WTC in the Indonesian EFL context. We employed a quantitative research design using Partial Least Square-Structural Equation Modeling (PLS-SEM) model analysis. To measure the variables, an online questionnaire containing 50 items adapted from previous research was administered to 400 EFL students from several universities in Indonesia who had taken English classes, and 310 responses were purposively sampled. The findings demonstrated positive and significant relationships among the variables indicating that motivation, learner agency, growth language mindset, classroom environment, metacognition, communication confidence, and SPCC are significant predictors of students' WTC. English teachers and lecturers may use the findings of this study to promote students' WTC in a more proactive manner, thereby achieving the terminal goal of an ELT program. Further discussion focuses on pedagogical implications and recommendations for future research.

Gender Representation in EFL Textbook for Secondary School in Indonesia

5621 Vivi Novalia Sitinjak | Rezky Khoirina Tarihoran

The current study investigates how gender is represented in the visuals (or illustrations) of the EFL textbook "English on Sky 2" by Erlangga, which is utilized in the majority of private secondary schools in Indonesia. Rather than counting the number of times male and female characters appear in illustrations or the types of activities they engage in, as in many previous textbook studies, this study involves a multimodality analysis of how visualised male and female characters are represented in the selected illustrations of the examined textbook series, particularly but not exclusively in terms of their hair length and clothing. The findings demonstrate that females were more frequently depicted in line drawings and photographs with long hair rather than short hair and wearing dresses rather than trousers. Logsdon established the following characteristics to demonstrate that the gender is represented equally in the textbook: number of female/male photographs, number of female/male mentioned, gender roles, female/male games, female/male role models, and pattern of mentioning female/male names. Gender equality has been implemented in the EFL textbook as a result of this research. Gender is represented through female/male imagery, a pattern of saying female/male names, female/male games, and female/male responsibilities.

Diphthongs And Monophthongs In The Acehese Language In Laweut's Poetry

5694

Armia | Cut Zuriana | Nurrahmah

Diphthongs and monophthongs are terms used to describe the pronunciation of two vowels combined. When a vowel combination produces only one sound, it is referred to as a diphthong. When two vowels are pronounced as one, this is referred to as a monophthong. So far, a combination of two vowels in the Acehese language only referred to as a diphthong. Monophthong appears as a new Indonesian rule in the Indonesian spelling, EYD V. The objective of this study was to describe diphthongs and monophthongs in the Acehese language. This study was a qualitative descriptive. In this study, a collection of laweut dance poetries was used as a data source. The research data was in the form of a vowel combination found in each word of the poem. Data reduction techniques, data presentation, and drawing conclusions were used in data analysis. The results showed that the Acehese diphthongs found in Laweut poetry were /ui/, /oe/, /eue/, /ai/, /ue/, /'ie/, /ei/, and /oi/, while the monophthongs were /eu/, /ie/, /ée/, and /ue/. These findings also showed that one vowel combination that was both a diphthong and a monophthong was /ue/. This was due to the fact that /ue/ could be pronounced as both a diphthong and a monophthong. This findings will help to improve the spelling of the Acehese language.

Behind the Virtual Facade: Unraveling the Academic Stress of Indonesia Pre-service teachers through Photovoice

5756

Kardi Nurhadi | Mega Fariziah Nur Humairoh | Hartia Novianti | Maharani Khansa | Utami Widiati

During the past decades, photovoice has been widely used to capture pre-service teachers' learning experiences (e.g., beliefs, emotions, values or perceptions) situated in teacher education context. However, examining pre-service teachers' academic stress in an academic reading classroom through photovoice remains under-explored. To fill this void, this phenomenological case study aims to unravel undergraduate students' academic stress while they were engaging 'forced' online learning through photovoice. Out of thirty-one students who joined online learning in an academic reading course, two female students were recruited to participate and discuss photographs regarding their critical incidents / moments lived experiences of 'forced' online learning. The data

were derived from photovoice and a semi-structured interview. Following SHOWeD method, the participants wrote photovoice, a combination of photograph and reflective thoughts, to portray their learning experience in academic reading classrooms. Findings showed a visual illustration of the students' academic stress and provides insight and understanding of this phenomenon. The data were qualitatively analyzed using thematic analysis. Findings showed a visual illustration of the students' academic stress and provided insight and understanding of this phenomenon. This study showed that numerous possible reasons for academic stress had been captured by participants, from examination demands, task burden, university policies, and parents. Thus, this study implied that teacher education should address and cope with the students' academic stress by supposing a wide range of educational, economic and cultural factors when planning the online learning in teacher education context.

Language Device Politeness in Social Media Cyber Pragmatic Analysis

5780

Dian Marisha | Emma Marsella | Yusni Khairul Amri

Cyber pragmatics develops along with the development of language in the context of developments in information technology, digital technology, and internet technology. The development of information technology, digital technology, and internet technology that is used in cyberspace is what ensnare people involved in a conflict of meaning brought to the realm of civil and criminal. Thus, the presence of cyber pragmatics in interpreting data sources from the perspective of contra natural human language in everyday speech when they meet, but the data sources are virtual. So, research with a cyber pragmatic perspective is that social media, such as Twitter, Instagram, Websites, and Blogs become a study of cyber pragmatics (cyber-pragmatics). From a pragmatic perspective, we try to express perlocutionary as an impact of online media. The cyber pragmatic study is a communication process that can understand the intent and purpose of the writing. The study of cyber pragmatics continues to experience rapid development in its function, not only in the function of communication. However, the development of cyber pragmatics is quite significant with various language studies that can be used as a source of seeking truth from a language perspective, so that cyber pragmatic opportunities will show a positive signal that can be used as a tool to prove language errors from various pragmatic perspectives. Based on the data analyzed, politeness is found such as: a) the maxim of wisdom, b) the maxim of generosity, c) the maxim of appreciation, d) the maxim of modesty, and d) the maxim of sympathy. In the telegram conversation, it was found that there were deviated words that violated the politeness principles in the Leech language which were often uttered in short telegram messages and in conversations using words that were not in accordance with the existing politeness principles. Words conveyed such as: Kampret, Gak ada otak, Gilak, Anjir, Anjay, Jijay, Kimak. Deviations from the principle of language politeness are caused by various factors, deviations that appear with words that are inappropriate for various purposes such as to attract attention and ridicule are caused by excessive emotional impulses so as to create impolite and inappropriate conversations on cyber media.

Investigating the Whys of Pupils' English Language Abilities Remain Unchanged After More Than Ten Years of Learning the Language

5796

Nina Afria Damayanti

English plays a crucial role nowadays in this era of technology disruption. Most Indonesian students begin learning English from elementary to university level. It shows that they spend ten to fifteen

years learning English at school. In fact, based on the recent study from the Universitas Negeri Medan results that their first year students' English ability is at elementary level. This suggests that the students' English skills unfavorably changed too much since their first day knowing about English. Therefore, this mixed method study aims to reveal the why's that makes this situation happen from the perspective and experiences of students at Universitas Negeri Medan. The study focuses on the curriculum, teaching instruction, and evaluation of English language during their school years. This research examines that the lack of unclear goal of the subject, practical learning experience, material teaching, and assessment method of the subject are being a concerned factor that needs to be solved.

Socio-Cultural Challenges Faced by Teachers in Teaching English for Young Learners

5822

Setyo Wati | Wida Mulyanti

A study on the sociocultural aspects of the teaching of the English language. This study analyses the difficulties elementary school teacher faced while trying to teach English to young students from different sociocultural backgrounds. The research was of a qualitative research in nature. Participants in this study were drawn from a social setting. Data were gathered through questionnaires, interviews, and documentation. As one of the numerous bilingual and multicultural countries, Indonesians regularly talk in their native languages with members of their own ethnic group. The investigation started with the young students who were taking foreign language classes in elementary school. They were taught by the teacher who had no prior knowledge of the languages. It became intriguing since, although being a required subject in their schools, students in Indonesia typically do not show a strong interest in learning foreign languages. The finding shows that the teacher who instructs students in English has a number of challenges. Due to sociocultural factors, the educational method of teaching English faces the challenges.

Indonesian Tertiary Students' Self-Regulated Language Learning Strategy Use: Does Demographic Background Matter?

5839

Hamdatul Musyarrofah | Slamet Setiawan | Ahmad Munir | Lies Amin Lestari | Syafi'ul Anam

Self-regulated learning has been popular due to its impact on academic achievement particularly in the field of second language. This present study examined the self-regulated English learning strategy of Indonesian tertiary students. It aimed to investigate the frequency of the tertiary students' self-regulation use and whether there was a significant difference in the students' self-regulated English learning related to their demographic background. Five domains including metacognitive, cognitive, meta-affective, meta-sociocultural-interactive, and sociocultural-interactive, were examined using the Self-Regulated Foreign Language Learning Strategy Questionnaire (SRFLLSQ). Using convenience sampling, 70 Indonesian students fulfilled the questionnaire. The results indicated that self-regulation use in learning English gained moderate-to-high frequency. In addition, there were no significant differences among the students' self-regulated learning use related to degree and working status. However, there was a significant difference in using self-regulation between non-English and English students, particularly in terms of metacognitive, meta-sociocultural-interactive, and sociocultural-interactive strategies.

Online Learning Strategies of English Education Students

5857

Nur Fatimah

Students keep learning with various strategies. The objective of this study is to describe the online learning strategies of English Education students. This research is descriptive with a quantitative approach. The population was the students in the English Education Department in Yogyakarta in 2021. The sample technique was purposive. The instrument was the OLSS (Online Learning Strategies Scales) from Tsai (2007) using the Likert scale 5-1 (strongly agree-strongly disagree), it consisted of 20 items. The variables included motivation, self monitoring, internet literacy, internet anxiety and concentration. 101 students filled out the questionnaire. This data were classified based on the aspects in Tsai (2007). Interview was conducted to enrich the data collected. The results show that in online learning at the English Education Department, 86.14% of the students confirm their learning strategies related to internet literacy. For self-monitoring during online learning, 53.47% of them manage their online learning from planning to making efforts for successful learning. In addition, 52.67% of students show positive internal motivation towards online learning. The finding also reveals the low percentage of their anxiety in online learning (23.02%) and the concentration distraction during online learning reaches 54.46%. This research emphasizes that a high percentage is only found in the internet literacy while motivation, self-monitoring and concentration are not reaching the majority of the students. Further research needs to be carried out to reveal more deeply the causes of the findings.

An Appraisal Analysis of Appreciation on Oriflame Catalogue 2023

5874

Sahat Taruli Siahaan | Kammer Tuahman Sipayung

This study's aim is to analyze the Appreciation of the beauty text of Oriflame Catalogue 2023. The data of this research are English clauses. The data source for this research is Oriflame Catalogue Mei – Juni 2023. The Oriflame catalogue comprises 5 main parts, that is (1) skin care, (2) personal care, (3) fragrance, (4) wellness, and (5) make-up. The theory used in this study is of Marthin and White's English Appraisal Analysis (2005). The research design that will be used in is Descriptive Qualitative by Phenomenon Approach. The technical model approach of the data analysis of this research is regarding three types of Appreciation (Marthin and White, 2005: 56) that is (1) positive/negative reaction; (2) positive/negative composition, and (3) positive/negative valuation item.

Research Ethics in TESOL and Applied Linguistics Studies Published by Indonesian Related Journals

6019

Sukirman

During the last decade, there has been a growing number of publications focusing on research ethics for non-medical human studies. These issues have been attracting the attention of the global community to design their ethical regulations with the aim of safeguarding human-research subjects' safety. The global demands on research ethics are further compounded by the fact that the ethical approval within an article has increasingly become one of the fundamental requirements by most high quality journals across the world. In this case, the researchers should clearly state their

ethical approval within their submitted articles. Surprisingly, recent evidence suggests that most developing countries are still struggling in establishing their research ethics, including the ethical regulations in Indonesian journals. In this case, there is a current paucity of research investigating the research ethics in TESOL and applied linguistics studies within Indonesian related journals. Such evidence totally drives the researcher to conduct a systematic review on literature dealing with the statements of ethical approval in Indonesian journals, which publish TESOL and applied linguistics studies. It is hoped that this research will contribute to a deeper understanding of the research ethics practices in TESOL and applied linguistics studies published by Indonesian journals. Further, the findings should make an important contribution to the planning, design, and implementation of ethical reviews, particularly in Indonesian journals, which can also inspire some countries that have similar backgrounds, experiences and struggles in establishing their research ethics.

EFL Students' Difficulties in Writing the Literature Review of Thesis

6211

Nurul Inayah | Dian Fajrina | Alkhainul Meisya Rahma

This study was conducted to investigate the perspective of English Department students about the difficulties that they faced in the process of writing a literature review and how they overcame those difficulties. The researcher applied the descriptive-qualitative method design with an interview as the instrument for collecting the data. There were 10 undergraduate students participating in this study, consisting of five students from the 2017 academic year and five students from the 2018 academic year who were chosen through purposive sampling. The results of this study showed that the students encountered some difficulties when writing a literature review, such as difficulties accessing required references, selecting relevant references, paraphrasing the original resource text, writing in-text citations, and synthesizing the information. To overcome these difficulties, the students attempted to use open sources to gain access to required references, select relevant references for the topic under study, use a paraphrasing tool and practice frequently how to paraphrase, use online resources as a reference to learn APA citations, and read a lot and practice frequently how to synthesize information. The findings of this study may inform the students and their lecturers about common difficulties faced by students when writing a literature review and the effective ways to overcome the difficulties.

Translanguaging in ELT to Support the Glocal Identity Development in Indonesia

6258

Suwarsih Madya

The development of glocal identity in Indonesia with its a multilinguistic situation deserves a serious attention since the cultural and linguistic diversity is recognized as the very nature of Indonesia. The situations of language teaching have very often posed a sort of rivalry in which a claim of importance of a certain language is made based on the point of view of the status of the language concerned. Taken together, every argument seems to be well grounded since the languages have their own legal status; the local language is stated to be the rich source, the state national language to function as the unifying language, and English to function as the first international language. The rivalry problem did not conceptually find any easy solution until the

concept of translanguaging was proposed in the last decade. With translanguaging being applied as an approach to language teaching, certainly with varying degrees of emphasis, the rivalry problem may be transformed into a facilitating promise. Meanwhile, cultural globalization has, in my view, also posed a threat to identity and this may be solved through applying the intercultural approach to ELT. The question rising is “How can ELT be developed to ensure its contribution to the development of the learners’ glocal identity? This paper will propose an intercultural translanguaging framework for teaching English to ensure the development of intercultural English language communicative competence in which glocal identity is inherent.

CRITICAL LITERACY IN ELT

Examining High Achiever Students' Learning Strategies: Evidences from Writing Class at Islamic University in Aceh, Indonesia

5289

Saiful Akmal | Siti Khasinah | Fitria Yuwita | Nabilla Fitria

The purpose of this study is to identify the types of learning strategies high achievers students' used in writing classes, and the motivations behind their use. Ten (10) students from the Department of English Language Education at Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia who received the highest grade (A) in the writing classes served as the study's sample. Purposive sampling was employed in this qualitative study to collect data from interviews. The findings revealed two categories of learning strategies in writing often used by students, namely direct strategies where memory is often used, and indirect strategies where metacognitive is more dominant. In addition, findings also suggested that there are two main motivations behind their frequent uses of those learning strategies, namely simplicity and effectiveness. It is hoped that this present study can postulate more contextual materials and references for students, lecturers and curriculum developers in selecting relevant learning strategies in writing classes and addressed one of the most fundamental tenets of critical literacy in the English language teaching at university level.

Investigating Teachers' Perspectives upon the Desirability and Applicability of Critical Pedagogy Principles in Indonesian EFL Classrooms

5492

Slamet Wahyudi Yulianto | Bachrudin Musthafa | Gin Gin Gustine²

In accordance with the contemporary government policy, especially the "Freedom to Learn" or Merdeka Belajar program launched by Ministry of Education and Culture in 2019, critical pedagogy (CP) has been promoted to be applied in English as a Foreign Language (EFL) classrooms in Indonesia. This case study research aims at investigating the most and the least desirable as well as applicable CP principles from the perspective of Indonesian EFL teachers. The participants of this research are 54 EFL educators teaching in different school levels, from primary to tertiary, and cities in West Java. The data for this research were collected during the 2021/2022 academic year (September 2021 until August 2022) through distributing questionnaire to 54 EFL educators and conducting interviews to six EFL lecturers and one EFL teacher. from 54 EFL teachers. It is discovered that dialog is the most desirable among the four CP principles (dialog, problem-posing, praxis, and critical consciousness), while critical consciousness is the least desirable one. In the interview, from the participants' view point, it is confirmed that dialog is the most applicable, and critical consciousness is the least applicable, CP principles. More research and trainings are required in order to better the Indonesian EFL teachers' understanding as well as practice regarding the application of CP principles in their day to day inside and outside classroom activities.

Sociocultural Factors that Impact Critical Thinking Performance in EFL Teaching

5632

Siti Muniroh

Using Rogoff's sociocultural perspectives, this qualitative case study attempts to capture the English Teacher Educators' (ETEs) insights about factors that that influence critical thinking

performance based on their experiences as learners and teachers. The data gathering was done through interviews with 27 ETEs in an Indonesian university. Content analysis were employed to identify factors that support and hindered practices of critical thinking in the community, interpersonal, and personal plane. The findings revealed that religious values impact of pedagogies implemented in the English as Foreign Language (EFL) teaching and selection of teaching material. Also, local cultural values such as students' obedience to teachers as a form of respect, influence the notions of interaction between ETEs and Pre-Service English Teachers (PSETs). Keeping harmony was prioritized rather direct confrontation to deal with disagreement. At last, language is found to be crucial factor that impact on the PSETs' critical thinking performance in EFL class. The study concludes that religion and culture become the crucial factor in the community, interpersonal, and personal plane that govern the participants' critical thinking performance. While the community and interpersonal plane provide the model of critical thinking for the participants, the personal plane provide the space for the participants' self-transformation to cope with the sociocultural factors that hinders their critical thinking performance.

Visual Representation of Gender in Indonesian EFL Textbooks: A Critical Discourse Analysis

5720

Nurul Chojimah | Estu Widodo

Gender inequality remains a prevalent issue in emerging countries such as Indonesia. One probably factors contributing to the inequality prevalence is the perpetuation of the tenet saying that women are one step behind men which is spread in among other things, EFL textbooks. This study aimed at investigating how gender is visually represented in EFL textbooks and describing social factors contributing to the patterns of the representation. This study is a qualitative one using Critical Discourse Analysis (CDA). The data for this study were human images in three EFL textbooks for senior high school students in Indonesia published by the Ministry of the Republic of Indonesia. Reading, note taking and classifying were the methods of data collection. Fairclough's three dimensions of discourse—description, interpretation, explanation—were used as the framework for the data analysis. It reveals that female and male are visually represented in a symmetrical way yet the stereotyping for male and female remain prevalent. The active movement of Indonesian woman organizations and the awareness of the woman's right in politics and education might be one of the factors leading to the depiction of the two genders in a symmetrical position. The conclusion is that the books under study are gender equality oriented yet maintain conventional stereotypes for males and females, both of which might be affected by social factors: the attainments of Indonesian women. Studies using more samples are required to make a more comprehensive portrayal of gender in EFL textbooks.

The Power of Virtual Literature Circles to Cultivate Text Connection through Student's Role in Reading Novel: A Case Study in Critical Reading Class

5747

Laili Hibatin Wafiroh

This research article explores the potential of Virtual Literature Circles (VLC) for cultivating text connection among students in Critical Reading Class through the process of reading novel. With the integration of technology in education, VLC offers a promising approach to engage students, promote critical thinking, and enhance their understanding and connection with literary texts. The study employed a qualitative research design, utilizing in-depth interviews, observations, and student reflections to gather data. There were 25 university students participating in zoom meeting.

After reading a novel entitled 'Does My Head Look Big in This?' by Randa Abdel Fattah for two weeks independent reading, students were encouraged to engage in collaborative discussions. By empowering students' roles in VLC as theory proposed by Daniel (2002), students made text connections: text to self, text to text, and text to world. The findings revealed that VLC had significant potential for cultivating text connection among the students. Through the discussions, students discovered connections between their own lives and experiences and those depicted in the novel. They developed a deeper understanding of the characters' motivations, emotions, and struggles, which allowed them to empathize and relate to the text on a personal level. This enhanced their overall reading experience and facilitated critical thinking skills. The asynchronous nature of the platform allowed students to carefully construct their responses and engage in reflective thinking, leading to more thoughtful contributions. This approach enhances critical reading skills, promotes empathy, and deepens students' engagement and appreciation of literature.

CURRICULUM, SYLLABUS, AND MATERIAL DESIGN IN ENGLISH TEACHING

Developing Speaking Electronic Book for Elementary School Students Grade V Based on Task-Based Learning at MI Swasta Mardliatul Islamiyah

5285

Syafrida Matondang

English is as a local content subject or extracurricular in elementary school. Elementary school needs to prepare teachers that can understand how to implement English learning to young learners well. Course book is one of medium that is needed so much by both teacher and students in facilitating teaching and learning process. However, the available course books do not always match with the learners and the institution needs. Fortunately, the research aimed to develop speaking electronic book (E-Book) for elementary school students grade v based on task-based learning at MI Swasta Mardliatul Islamiyah. This teaching material developed in form of electronic book (e-book) which utilize epub format. This research was done to do Educational Research and Development (R&D) based on ADDIE proposed by Dick and Carey (1996) elaborated with Islamic local content in MI Swasta Mardliatul Islamiyah Medan. The data were collected through questionnaires, interview and documentary sheet. The data obtained were analyzed and described qualitatively. The results showed that (1) the process of designing and development of the material teachings has followed the five steps in ADDIE model such as analyze, design, development, implementation, and evaluation. (2) The result of the content expert's validation was falling into agreement category, that of the instructional design expert's validation was agreement, that of the instructional media expert was agreement. (3) There were some comments that given by expert about the product but after revision the product was valid because it covered appropriate language, content, and lay out. The average of students' questionnaires was falling into good category.

Curriculum Development on English Language Use in Tourism Industry

5290

Rifky Dora Wijaya | Nur Rifai Ahsan | Nadine Sulkowski

A rural tourist village, or "Desa Wisata," was proposed as an early-20th-century plan for expanding Indonesia's tourism industry; rapid growth occurred prior to Bali hosting the G20 summit. Improvements to the human resources and labor market, as well as advances to the Republic of Indonesia's tourism offerings, are all part of the plan for Rural Village's growth. Positive outcomes in this area may be achieved by shifting the focus of present subjects and courses. This study focuses on the development of English curriculum in a private Indonesian university with the assumption that its improvement could help boost the country's tourism industry. This descriptive study is based on a combination of information gleaned from topic-related papers and pertinent literature on pedagogical approaches to education. The paper's primary goal is to suggest a practical English language curriculum that will aid in the expansion of the tourism industry. Specialists in the field have provided input on the design, which has been defined in terms of the sub-processes and components of the curricular framework.

Designing English Materials Syllabus for Visual Communication Design Students based on the External Stakeholders' Perspectives in Indonesia

5298

Pikir Wisnu Wijayanto | Yelly Andriani Barlian | Sri Nurbani

This study aims to describe the target requirement for English language materials in the Visual Communication Design program based on graduates' and graduate users' perspectives in Indonesia. This study also investigates the role of English in the workplace for graduates better from the users' views and to equip them with valuable professional skills. It reveals how the users perceive the importance of English and how frequently the graduates use it for specific activities. The researcher investigates their perceptions of learning materials to ensure that the material and activities are appropriate for implementation. The data was taken from semi-structured interview reports. Based on external stakeholders' perspectives, a needs analysis was conducted to collect data about the needs of Visual Communication Design students of the School of Creative Industry at Telkom University. Based on the syllabus and need analysis result, it was found that more materials related to the four language skills need to be added to the current syllabus and specified with the Visual Communication Design majors. The development of the contents' scope and sequence for each competency activity in English language skills, such as speaking, listening, reading, and writing, would then be elaborated into the English materials syllabus. Most language syllabus content was drawn from inventories or lists, which may be word frequency lists, checklists of functions or lists of specific topics.

Local Content-Based Textbook in Teaching Young Learner; Development Study of SDN 3 Kuranji, West Lombok

5324

Humaira

Instructional resources, which include textbooks, course books, and other materials, play a vital role in the teaching and learning process. Despite the fact that technology and information are frequently used by people all over the world, textbooks still considerably help teachers to support their teaching material on occasion, especially for young learners. Consequently, developing a suitable textbook would be quite beneficial in order to sustain relevant learning. As a research method, educational R&D (Research and Development) was used in this study. The samples of study were 27 fourth-grade kids from a population of 250 pupils at State Elementary School 3 Kuranji in West Nusa Tenggara. The data was gathered using observation, interviews, and questionnaires. The study's findings revealed that students made great progress in learning English while using the textbook. Students' knowledge, motivation, courage, activeness, and love of learning have improved. The students' progress revealed that 100% of the students attended the class, 88.8% of the students enjoyed the learning process, and 85.1% of the students understood the materials, 92.5% of the students were more cooperative in the teaching and learning process, 78% of the students demonstrated bravery in expressing their ideas, 93% of the students completed the task or homework assigned, 74% of the students began to participate in class activities, and 93% of the students developed respect and attention. The average of the students' score in evaluation showed that 99% students passed their passing grade.

Applying Case based Method in Designing ELT Methodology Courses

5325

Benni Satria | Dewi Nopita | Rona Elfiza | Rahma Nuzulia

The course coordinator must design their syllabus and materials frequently to keep their teaching quality and to answer the current challenges in the field. In this paper, we aimed at designing a syllabus oriented to case method supporting the key performance indicator of Universities in Indonesia. The syllabus is designed for teaching ELT Methodology course developed in English Language Education Study Program of Universitas Maritim Raja Ali Haji (UMRAH) involving project as the final examination. A Research and Development from Branch (2009) was employed in this study in which 4 lecturers of English Language Education Study Program from UMRAH were the participants in the process of analysis, designing and developing the syllabus, a class of ELT students in UMRAH consisted of 40 students were selected in the implementation part, and the similar lecturers in the process of evaluation. The data of the study was collected through interview, expert judgment, test, observation, and discussion. The procedure for designing the ELT Methodology course based on case Method was depicted in this study and the sample syllabus was presented. The study also found that the designed syllabus based on case method involving project enhanced the students' accomplishment in learning the course.

**A Syllabus Analysis to Investigate Multimodal Paradigm Awareness
In EFL Writing Courses**

5331

Dewi Yana | Yenni Rozimela | Hamzah

The sophistication of ICT and the variety of semiotic resources used in communication have led to paradigm shifts from a mono-modal to a multimodal perspective and from mono-text to digital multimodal text. In contrast, research into the Multimodal Approach (MA) in curriculum development appears to be scarce. Therefore, this study reports a research on EFL Writing Courses curricula. A Qualitative content analysis method was employed to evaluate curriculum components that reflect the curricular designers' awareness on multimodal in the four syllabuses of EFL Writing-Courses. The data collection procedures were formulating research questions, documenting & determining the observation and analysis units, developing categories & coding rules, and performing data coding. The data found were analyzed and interpret thematically based on the research formulation. The findings indicate that (1) objectives are expressed in the form of clear learning outcomes and descriptions, (2) content and sequencing are structured regularly and appear to be layered, (3) different formats and presentations for teaching-training activities for each meeting, and (4) monitoring and evaluation are typically provided from a variety of categories. All of these components, however, disregard the multimodal paradigm. This necessitates recognizing and reconstructing the existing curriculum to accommodate the current multimodal paradigm.

**English Teaching in Inclusive Education:
A Bibliometric Study from the Lens of Scopus Database**

5359

Kamarullah | Noliza Hasrina | Naria Fitriani | Ranti Maulya

As the need for equality in education is fundamental, this bibliometric study investigates its mapping research, primarily related to English teaching. It is essential since research addressing English teaching in inclusive education (ETIE) is under-represented and should be intensified in

future studies. Besides, ETIE might open alternatives for internalizing existing, experimented, and applicable English teaching in the scope of inclusivity. Therefore, conducting investigations related to the ETIE is valuable for educators, researchers, educational authorities, students, and their parents. This research aims to analyze the ETIE literature indexed in Scopus from 1997 to 2023. This study consisted of four phases: a search of the Scopus database for works on ETIE; a filtering process in which specific bibliographic criteria were established for analysis; Mendeley reference manager for verifying and finishing article information and VOSviewer for viewing bibliometric analyses. The ETIE publishing trend, keyword analysis, author cooperation, citation patterns, contributing institutions, nations, and abstract analysis were all investigated throughout those four phases. According to this investigation's findings, academics' interest in the ETIE is declining, as measured by the number of scholarly articles written about it. Insights from this study are likely to point the way for future studies and developments in ETIE.

**English Writing Materials in Vocational High Schools in Indonesia:
 A Literature Review**

5435

Muhammad Fauzan Izzaldin Hakam | Sri Sumarni | Darmahusni

Indonesia has two kinds of high schools which are normal academic high school and vocational high school. Vocational high school students have different needs than the normal schools and therefore their curriculum is also different. Vocational high school also has English language as one of their subjects. The English language subject has different curriculum than those of normal high schools because vocational high schools need to prepare their students for the major that they are in and therefore the English materials used should also be designed to be suitable for the students' needs. One of the most difficult skills for students to master in English is writing. Therefore, this research aims to identify and analyze the English writing materials that have been used or implemented before based on the available literatures. The research method used for this research was literature review research method in order to collect relevant data from the literatures regarding the kinds, methods, and steps in designing English writing materials. The result of the research is that in designing English writing materials, all the previous literatures agreed that conducting need analysis was the first necessary step before trying out the materials to the students. All of the designed materials in the reviewed literatures were also very effective in improving vocational high schools' students English writing skill.

**Addressing Needs and Challenges of Life and Career-skills
 in English Learning Material: A Systematic Review**

5446

Abid Hakiki | Darmahusni | Sri Sumarni

The current issues in education have led English learning materials to incorporate 21st century skills, including life and career-skill. This study aims to investigate the availability of proper English material that incorporates life and career-skills, to figure out the extent to how life and career-skills have been incorporated in English learning material, and to address needs and challenges of the incorporation of life and career-skills in English learning material. A systematic review was employed to analyze studies that presented the incorporation of life and career-skills in English learning material in University level. To ensure the systematic analysis of the selected articles, Preferred Reporting Items for Systematic review and Meta-Analyses (PRISMA) 2020 guidelines were utilized. A total of 15 peer-reviewed journal articles from the year 2019 to 2023 were accessed from

two databases: ERIC and Google Scholar. Overall, the reviewed articles showed the lack of availability of the English learning material that incorporates life and career-skills. The findings revealed that the incorporation of life and career-skills in English learning material was highly needed to grab some potentials, while others revealed the challenges of developing materials that are engaging and relevant to students while also incorporating life and career skills. In conclusion, the findings provide the important insight into developing life and career-skills English learning material in universities in Indonesia. The challenges found can be used to overcome the problem while developing English learning material.

Developing E-Module in Blended Learning to Promote Students' Critical Thinking Skills for EFL Student Teachers

5458

Arik Susanti | Sri Rachmajanti

English student-teachers must have critical thinking skills to create creative and innovative learning plans. However, their critical thinking is still low due to a teacher-centred learning process. The study aims to develop an e-module that encourages students' critical thinking skills in blended learning. It was research and development design according to ADDIE model including analysis, design, development, implementation, and evaluation. The subjects were 36 students enrolled in English Language Teaching Methods course in one of public universities in Surabaya, Indonesia. The instruments included questionnaires, validation sheets, multiple-choice and essay tests. Pair sample t-test based on SPSS 20 analysed numerical data, while descriptive statistics analysed textual data. The findings indicate that e-module's quality falls within the "good" category (4.3). The result of pre-test score was 67.08 and a post-test was 78.80. The results of paired sample t-test indicate that the average score is 11.72 with a 2-tailed significance level is .000. The t- value is less than 0.05, therefore the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) can be accepted. It is concluded e-modules in blended learning can significantly improve English student-teachers' critical thinking skills since they can learn anywhere and anytime. It is advised to use many strategies to motivate students to be critical thinkers.

Facilitating Curriculum Learning Outcome and Shaping Students' Identity in Learning ELT: Designing Local-Culture Based English Syllabus for Primary School

5472

Devinta Puspita Ratri | Mirjam Anugerahwati | Agus Gozali

For a long time, the conflicting issues of students' national identity and the need to master English as an international language resulted in a questionable direction of English curriculum for primary level in Indonesia. The absence of a government-mandated English syllabus has given primary schools the freedom to design an English curriculum that addresses the two contending issues. Responding to the problem, this study is intended to develop English syllabus for primary school with local culture using the research and development (R&D) approach using the Borg & Gall model to meet the needs of maintaining students' identity as well as improving students' English competence. The interview of need analysis with 6 vice principals of academic affairs, 6 English teachers, and 30 students chosen at random from 6 schools in Malang, Indonesia, was used to collect data. The data was descriptively analyzed using thematic analysis to identify the internal and external critical factors deemed important in achieving the goal. The syllabus was subsequently developed using the Dick and Carey Instructional Design Model. The findings revealed that the English syllabus with local culture not only helps students maintain their identities but also provides familiar context for students learning English as a foreign language, resulting in easier

understanding. Local culture is reflected in the topics, reading text, and situation in the syllabus development. It is recommended that further studies be conducted on the effects of local culture therapeutic interventions on students' English achievement and how local culture integration can help students maintain their identity.

Developing Elementary Students English Subject Worksheet through Inquiry Learning to Improve Computational Thinking Skill

5480

Nurhafni Siregar | Hizmi Wardani | Syarah Aisha | Tika Widya Sari

English elementary is a learning competency framework that focuses on a set of six future skills namely the '6C's (Critical Thinking, Creative and Innovative Thinking, Computational Thinking, Compassion and Communication). Computational Thinking is a fundamental concept that allows students to practice logic in problem formulation, problem solving, system design, and practice creative and flexible thinking. The success of students to improve CT skill is related to learning model. Inquiry learning is seen by many experts as one of the appropriate learning models that involve the maximum of all students' abilities to search and investigate systematically, critically, logically, analytically through CT skill media. Therefore, it is necessary to develop learning media to improve students' CT skill. The purpose of this research is to compile a teaching material in the form of students' worksheet that are the most dominantly used in CT skill improving. This study uses a Research and Development (R&D) approach. The development model used is the ADDIE (Analyse, Design, Development, Implement, Evaluation). The results of the study show that the students English Worksheet that has been developed is valid, practical and effective. The validity of the students English Worksheet reaches a very good category based on the expert's and validator's evaluation. The practicability of the students English Worksheet is categorized as very good according to the students' responses, observation on the implementation, and lecturer's evaluation. The module effectivity reaches a very good category based on the students' achievement on the tests.

Evaluation of Local Culture ELT Materials Evaluation Instrument: Delphi Method

5489

Ikhsanudin

The integration of cultural materials into language instruction is a crucial pedagogical consideration, requiring the careful development and analysis of authentic and reliable resources. However, the scarcity of adequately evaluated tools, particularly in Indonesia, poses challenges to the seamless incorporation of such materials. To address this gap, the present study employs the Delphi technique to assess a copyrighted local culture ELT materials evaluation instrument which we call LoCELT. The assessment criteria encompass authenticity, validity, fairness, and practicality, with each playing a pivotal role in the evaluation process. Key indicators such as media suitability, linguistic coherence, local cultural representation, graphical presentation, and source credibility are employed in the evaluation procedure. In addition to presenting the evaluation findings, the study introduces the Delphi technique as a means to gather expert consensus on the inclusion of specific assessment components, independent of precise item wording. Across four rounds, 72 experts proficient in English language teaching and related domains engage in iterative Delphi discussions, each round focusing on distinct evaluation aspects. This evaluation process for the LoCELT remains rooted in the principles of authenticity, validity, fairness, and practicality. The study found major

revisions of instrument draft in Round 1 and minor revisions in Round 2 and Round 3. In Round 4 the researcher concluded a consensus based on qualitative analysis that combined mean scores and standard deviations. Moving forward, the recommended course of action involves subjecting the refined LoCELT to trial implementation, aimed at ensuring the instrument's reliability and ultimately enhancing its pedagogical impact.

Can the *Merdeka* Curriculum Really Improve Students' Reading Literacy?

5491

M. Zaim | Muflihatuz Zakiyah

The Merdeka Curriculum is the brand new curriculum implemented in Indonesia in response to the low reading literacy of students. With simpler-yet-in-depth materials and flexible time of learning outcome accomplishment, implementing the current curriculum is assumed to be effective in improving students' reading literacy. To provide empirical proof, descriptive research was undertaken. Twelve teachers across senior high schools in West Sumatera were willingly involved in this study. The data were collected through a written interview, in which the teachers answered ten relevant questions. Their responses about the implementation of the Merdeka curriculum were analyzed qualitatively. The findings established new facts that answered the research question from the teachers' point of view.

English Language School Management as a Discipline-Specific Entrepreneurship Course: Faculty and Students' Perspectives

5497

Chairil Anwar Korompot | Muhammad Miftah Fauzan | Nur Aeni

The management of English language schools, which includes the organization, administration, and evaluation of English language education (ELE) programs in nonformal education institutions, is a crucial component of the ELE industry. However, it is frequently not provided as an entrepreneurship course for ELE students, which may result in their lack of knowledge and readiness for entrepreneurial opportunities during and after their studies. The study intends to determine how faculty and students view English Language School Management (ELSM) as a discipline-specific entrepreneurship course for students majoring in ELE at an education university in eastern Indonesia. Moreover, it aims to fill the literature gap on entrepreneurship education for ELE students. Data were gathered and analyzed using a mixed-methods methodology. An online survey was used to learn about how teachers and students in ELE programs view the value and efficacy of ELSM as an entrepreneurship course. Then, faculty and student focus groups were conducted to discuss various aspects of teaching and learning the ELSM course. The results of this study reveal how faculty and students view ELSM as an entrepreneurship course for ELE students and how relevant and practical it is. The study highlights the difficulties and chances of providing ELSM as an entrepreneurship course. This study's findings will guide ELE programs' development and enhancement to better prepare students for entrepreneurship opportunities in ELE.

Developing HOTS and Information Transfer-Based ESP Reading Materials for Health Majoring Students of Health Polytechnic, Ministry of Health in Palembang

5498

Soni Mirizon | Erlina | Hariswan Putra Jaya | M. Ihsan Tarmizi

This study was aimed at developing ESP reading materials based on higher order thinking skills and

information transfer which are valid, practical and have potential effect for Health Majoring students of Health Polytechnic, Ministry of Health in Palembang. The developed product would be used as instructional materials to fulfill the students' needs on ESP materials. This study adopted Akker (1999) design which comprised analysis, design, evaluation and revision phases which was modified with formative evaluation proposed by Tessmer (1993). Data of the study were collected using questionnaires, semi-structured interviews, and a reading comprehension test, in which later were analyzed quantitatively and qualitatively. A formative evaluation was conducted to verify the validity, practicality, and potential effect of the developed product. To get the validity, experts were asked to review the content, language, and instructional design of the developed product. It was found that the product reached a very high validity category (average score 3.59 of all aspects evaluated). To see the practicality of the developed product, one-to-one and small group evaluations were administered. It was obtained that the product had very high practicality (average score 37.5 and 3.59 of both evaluations respectively). The developed product was proven to have high potential effect through field test where 73.91% of the students reached the passing grade required. Hence, the developed product can be used as ESP instructional reading materials for teaching students English at Health Polytechnic, Ministry of Health in Palembang.

The Implementation of the Snowball-Throwing Technique as an Instructional Activity in Teaching Speaking Skills

5506

Nira Erdiana | Asnawi Muslem | Mamadou Pouye

Classroom practices play a central role in helping learners develop their communicative competencies. In addressing students' speaking skills deficiency, the snowball-throwing technique has been subject of researches. In this study the researchers investigated its implementation, description, and learning efforts required during its practice. The researchers applied a qualitative descriptive method. The subject of research was an English teacher at SMA Labschool Banda Aceh, Indonesia. The instruments used were documentation, interview, and observation. To collect the data, the researchers interviewed the teacher with an interview guide and an audio-device recording, observed the teaching-learning process with an observation sheet and a video-device recording, then finally collected the lesson plan and students' grades from the teacher. To analyse the data, the researchers applied descriptive interpretation after data coding, shorting, and thematizing. The results revealed six phases of the implementation, four characteristics of the activities description, and, eight fundamental concepts of teaching and learning during the classroom practice. This study was end-up by summarizing how the researchers answered the research questions and met the research objectives in the conclusion. The results implied that the teacher implemented the snowball-throwing technique based on teaching and learning theories and methods, activities are learner-centred and students participated actively.

Engaging Students in Shark Tank Style Business Pitch Competitions

5509

Andrea Rakushin Lee

The purpose of this presentation is to discuss a practical business English activity to promote a better understanding of business concepts while improving English language skills. The activity is a Shark Tank-style business pitch competition. Prior to participating in this activity, students will be encouraged to watch at least one episode of the television show, Shark Tank. This Shark Tank-style approach provides an engaging, fun, and challenging way for students to improve

their language and business skills, while also promoting critical thinking, creativity, and teamwork. This is also an authentic learning activity that largely mirrors the popular television show. The presentation will begin by describing the benefits of this approach, followed by practical suggestions for how to implement it in the classroom. In teams, students will develop a business idea and collaborate with team members on each step of the proposal process. The goal is to develop a solid, creative product idea that will be successful in a selected market. The final proposals will be presented to the class as a graded assignment. The class can vote on the best proposal. This presentation will conclude with a Q&A session.

The Implementation of Higher Order Thinking Skills (HOTS) in English Language Teaching: The Case of Indonesian Senior HighSchool EFL Teachers

5524

Ramadan Fitriani | Darmahusni Yahya

This research aimed to explore Indonesian EFL teachers' perceptions of the implementation of Higher Order Thinking Skills (HOTS) in English language classrooms. Specifically, it attempted to explore: (1) teachers' understanding of HOTS, (2) teachers' perceptions of the implementation of HOTS in their EFL classrooms, and (3) teachers' perceived obstacles in the implementation of HOTS. The research employed a qualitative approach with a case study design. Five English language teachers at a senior high school in Jambi Province, Indonesia participated in this research. The data were collected using semi-structured interviews and were analyzed following Miles and Huberman's (1994) qualitative data analysis procedures. The results revealed that all participants had a good understanding of the concept of HOTS, in which the definitions of HOTS given by all the participants were related to the sub-skills of Bloom's Taxonomy. All the participants also claimed that they have implemented HOTS in the English language teaching and learning process. However, the implementation has yet to be effective due to some obstacles, which include students' low English proficiency, teachers' lack of competencies, and limited supporting facilities such as internet access, learning media, and learning sources.

Profiling the Vocabulary of English Course Books Used in ELT for Non-English Majors at Manado State Institute for Islamic Studies: Corpus-based Study

5543

Asnidar | Srifani Sumbuka | A. Mukarramah Nagauleng

This study investigates the vocabulary content of English subject coursebooks used to teach the students of the state Institute for Islamic Studies in Manado. The aims are to describe the types of vocabulary in these English coursebooks based on Nation's (2001) categorization of vocabulary and to present the coverage (percentage) of each of the categories. Three English coursebooks were used as the data source are compiled into a corpus of 63,310 words. The findings show that the three investigated coursebooks have 63,310 word tokens and 5920 word types. In terms of vocabulary categories and their coverage, the examined coursebooks contained 87.6 % high-frequency words, 6.7% academic words, and 6.7 % low-frequency. the result indicated that the coverage of each of the vocabulary categories is still in the margin of "suggested coverage" of the vocabulary profile of a text according to Nation's typology.

The Appropriacy of an Imported English Language Textbook: Malaysian Teachers' Experiences

5549

Mohd Iqbal Ahamat | Utami Widiati | Muhammad Kamarul Kabilan

The adoption of the Common European Framework of References (CEFR) in the national educational blueprint has changed the overall landscape of English language education in Malaysia. After the alignment of the national English language curriculum in 2017, all locally published English language textbooks were taken over by imported ones, resulting in huge debates among the stakeholders in the country. This study examined teachers' evaluations of two essential elements of a CEFR-aligned English language textbook, authenticity and intercultural competence, by adopting a mixed-method approach using a survey on 450 respondents and semi-structured interviews with ten participants. Taking the Super Minds textbook as a subject, teacher participants rated the two elements as "moderate", where they found that the imported textbook hardly accommodates learners from lower socioeconomic status. The absence of local cultural representations could worsen the learning process as teachers have to adapt almost all contents in the textbook to meet their learners' profiles.

Implementation of English Curriculum in Common ASEAN Tourism Curriculum (CATC) in Tourism Vocational Schools in Indonesia

5551

Abdul Waris | Reza Aprianti

This study examines the implementation of the English curriculum in the Common ASEAN Tourism Curriculum (CATC) at one of the Tourism Vocational Schools in Indonesia that applies CATC in the learning and teaching process which refers to the ASEAN Common Competency Standards for Tourism Professionals (ACCTP). Common ASEAN Tourism Curriculum (CATC) is a Competency-Based Curriculum that targets the achievement of competencies at each level and there are at least two units of English competency in certificate 2 of SMK Tourism graduates so that they can be recognized internationally, especially among ASEAN countries that have agreed on CATC in the Mutual Recognition Arrangements on Tourism Professional (MRA-TP). This research is a qualitative study with a descriptive approach that describes the implementation of English by taking into account Plan-Do-Check-Act (P-D-C-A) in the ISO 9001: 2015 Quality Management System as a stage of the process of implementing the English curriculum by interviewing stakeholders involved in the implementation of this English curriculum and direct observation at the SMK concerned.

**Exploring Indonesian Nursing Students' Language Needs:
a Narrative Framed Needs Analysis**

5586

Ahmad Kailani

Curriculum design relies heavily on needs analysis. The purpose and content of the course being created are heavily influenced by needs analysis. When adopting the various techniques available to examine learners' needs, the course designer needs to consider practicality, validity, and trustworthiness. In this study, I propose an innovative application of narrative frames as a needs analysis method in the development of an ESP curriculum for Indonesian EFL nursing students. The frames would be a useful instrument to obtain information from participants, and they would give insights that would not have been feasible otherwise. Furthermore, the stories of the participants might be utilized for material design, implying that they were immersed in genuine

settings throughout their language acquisition. As a result, narrative frames would be used as a beneficial tool in the needs analysis for the new English for nursing curriculum and might be utilized more broadly in other ESP curriculum designs.

The Development of Survey Instrument to Analyse EFL Students’ Needs in Character Education: A Validity and Reliability Study

5625

Dyah Setyowati Ciptaningrum | Hilda Nur Fadhlia | Megan Jinabe

Generation Z is faced with a lot of negative influences through the media and other external sources. Lack of character education will result in various problems in adolescents. Good character is not formed automatically but is developed over time through a continuous process. One way is through formal learning at school. However, there are limitations to the teacher's pedagogical understanding in preparing learning content that includes character education. This study aims to evaluate students' learning needs in order to develop character education learning materials for generation Z. The respondents of this study were high school students and teachers in schools that have implemented the Merdeka Curriculum in the Special Region of Yogyakarta. The paper will report the validity and the reliability of the instruments developed to collect data on students' needs. Face validity, EFA and CFA tests will be used to see the validity of the factors in the quantitative instrument that has been made. In carrying out the validation test, the single sample cross validation theory will be used.

Website on Tourism through Google Sites to Improve Students’ Writing Skill

5638

Sumarsih | I Wayan Dirgeyasa

Teachers in the 21st century should assist all students in learning how to learn. Teachers are expected to inspire creativity, encourage cooperation, and educate the students how to communicate. The teachers are expected to create independent learning situation through utilizing digital media like google sites as one of free google products. As students of majoring in tourism are expected to promote tourism places globally by having English proficiency. In this digital era, writing can be an alternative to communicate everything via digital platform. Therefore, the study aimed to develop website on tourism through google sites in improving students' writing skill. The study was conducted at SMK Negeri 1 Medan. ADDIE (Analysis, Design, development, implementation and evaluation) model was used in conducting the study. XI grade students of tourism major were involved in this study. Depth interview and distributing questionnaire were administered to gain data of the study. the data analysis were conducted to determine the validity and effectiveness of product. The findings of study showed that 90% of students really needed writing skill and wanted to develop their skill in digital platform like a website. Then, 10% of students hadn't decided whether it was needed for the future after graduation or not. However, those students needed to learn and have the skill. After doing validating, website on tourism through google sites had been valid (93%) to be applied. It was also effective to improve students' writing skill after analyzing the result of English test and response of teacher and students.

Students’ Perception on the use of Case Method Learning Model in Language Teaching Subjects

5645

Masitowarni Siregar

Active learning has been promoted by the Ministry of Education and Culture in the 2020–2024 strategic plan as an alternative to traditional teaching methods. Case study is one of the add-on teaching methods offered to be used in the classroom. The aim of this study was to describe students' perceptions of the implementation of case method learning model to improve students' translation ability. A descriptive qualitative research design was used. 60 third semester students of English Education Study Program of Universitas Negeri Medan has participated. The researchers collected the data through observations, questionnaires, and documentation analysis. According to the findings, the students felt that the case method learning model was interesting and they could understand the method easily. The case method learning model also increased interaction between the students and teacher and improved students' translation skills. In conclusion, most students showed positive perception of using case method as a learning model and agreed to learn using the same method in the future.

Factors Influencing the Behavioral Intention to Apply Technology in CEFR Curriculum Implementation Among EFL Teachers: A Comparative Study Between Private and Public Schools

5662 Joko Nurkamto | Teguh Sarosa | Kristiandi | Dewi Sri Wahyuni | Hefy Sulistyowati | Lastika Ary Prihandoko

This study scrutinizes the complex interplay of factors influencing the behavioral intention of EFL teachers to apply technology in implementing the Common European Framework of Reference for Languages (CEFR) curriculum. It deploys the PLS-SEM multi-group analysis method on a sample of 300 EFL teachers from Surakarta, Central Java, Indonesia, distinguishing between private and public schools. The research hypothesizes relationships between several predictors (student influence, subjective norms, compatibility, relative advantage, and ICT motivation to learn) and three core constructs: perceived usefulness, perceived ease of use, and perceived behavioral control. These constructs, in turn, are hypothesized to affect behavioral intention. Key findings suggest that all three perceived factors significantly influence the behavioral intention to implement technology in the curriculum. However, in a multi-group comparison, the hypotheses received more support from private EFL teachers than their public school counterparts, implying variations in the perceptions and intentions between the two groups. Further exploring these divergences can provide valuable insights for tailoring interventions to enhance technology acceptance and use in language education, ultimately supporting effective CEFR curriculum implementation across different educational settings.

Content Analysis on the Compliance of the “Work In Progress” English Textbook for Grade X with the Intention of the Emancipated Curriculum

5712 Siti Nurul Azkiyah | Fahala Rahma Tanto | Zaharil Anasy | Imas Wahyu Agustina | Itje Chodijah | Desi Purnawa Kurniawati

It is widely known that textbooks play essential roles, especially in guiding the teaching and learning process in the classroom as the medium of instruction. In line with the newly launched curriculum in Indonesia, the Emancipated curriculum, the government has just published supporting English textbooks intended to cover the intention of the curriculum. For grade X, the book is titled *Work in Progress*. Since this book is new, it is crucial to analyze whether the content complies with the curriculum's intention. Therefore, this paper aims to analyze the compliance of the “Work in Progress” English textbook for Grade X regarding the level and the skills covered. Following the Common European Framework of Reference for Languages (CEFR), the level of

competence should follow the criteria of B1, while the skills should include listening, reading, viewing, speaking, writing, and presenting. Using content analysis, the findings of this study reveal that the book does cover all skills stipulated in the Emancipated curriculum. In general, the English book "Work in Progress" has some conformity regarding the level following CEFR, as suggested by the Emancipated curriculum. However, it is essential to note that in specific skills like reading, the level can be considered lower than B1 of CEFR. The implication of the findings is presented in the paper.

The Forgotten Role of Enduring Understanding in English Language Teaching: Concepts, Principles, and Practical Applications

5750

Yonathan Winardi | Wiputra Cendana | Devita

This paper aims to elaborate the concepts, principles, and practical applications of enduring understanding in English language teaching (ELT). 24 years ago, enduring understanding was introduced and has been adopted widely in international curriculum and educators with promising benefits and opportunities, yet it is lacking evidence in Indonesia as well as in the practice of ELT in Indonesia. Research result was hardly found in Indonesia's official digital database and national reputable ELT journals. There is a need to explore existing practice and reintroduce enduring understanding as a proposed solution for challenges in ELT. So, using qualitative approach, data collected from teacher educators, alumnae, and also pre-service teachers in the English language education department using Microsoft Form in one private university. The results show that enduring understanding concepts and principles are still needed to be clarified and emphasized for both English teacher educators and students. Four practical applications are strongly encouraged for students in their practicum and alumnae as novice English teachers in their reciprocation stage.

Challenges, Opportunities, and Future Directions of Teaching English at Primary Schools in Indonesia: A Systematic Literature Review

5751

Afianto Daud | Dahnilsyah

This study aims to examine the challenges, opportunities, and the future directions of teaching English at primary schools in Indonesia through a systematic literature review. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, a systematic search was conducted across multiple academic databases, including Google Scholar, ERIC, and Scindirect. The inclusion criteria encompassed peer-reviewed articles published in English between 2012 and 2022, specifically addressing English teaching at Indonesian primary schools and reporting challenges or opportunities. Two independent reviewers screened titles and abstracts, and subsequent full-text reviews were performed to confirm eligibility. Data were extracted capturing authorship, publication year, research methodology, and findings related to challenges, opportunities, and future direction. After the systematic selection process, 12 articles were finally included in this study, providing valuable insights into the challenges and opportunities associated with teaching English at primary schools in Indonesia. This study found that English teaching at primary schools in Indonesia is confronted with various challenges ranging from shortage of qualified English teachers, changes of language policy, limited learning resources, limited time allotment, to limited exposure to English. Despite the challenges, this study reveals that there are opportunities such as high demand of English learning from the community

and the new Merdeka Kuriukulum policy reopening doors for English lesson at primary schools. These findings offer insights on the need for related parties such as government as policy makers, teachers, schools administrators, as well as parents to work together to find better ways of implementing the English teaching at primary schools in Indonesia.

7 Building Blocks for Cultivating Critical Reading Skills: A Comprehensive Framework for Undergraduate Students

5752

Anealka Aziz Hussin | Tuan Sarifah Aini Binti Syed Ahmad | Roslina Binti Abd Aziz, Suryani Binti Awang | Siti Nurshafezan Ahmad | Nurul Afifah Binti Azlan

Critical reading skills are essential for undergraduates to succeed in their academic and professional endeavours. However, many students are still finding critical reading skills challenging, thus the framework for critical academic reading skills is needed to encourage learning of critical reading skills among Malaysian undergraduates. This study aims to develop a comprehensive framework for fostering critical reading skills among undergraduate students in Malaysia. A mixed-methods approach was employed, consisting of a literature review and a meta-analysis. The literature review identified 26 critical skills required for undergraduate students to acquire critical reading skills based on previous studies. Based on the combination and comparison of the literature review and meta-analysis, a proposed guideline taxonomy of seven building blocks for cultivating critical reading skills among undergraduate students in Malaysia was developed. This guideline aims to provide a comprehensive framework for enhancing students' critical reading skills in various contexts. The taxonomy includes focus on vocabulary, identifying main ideas and supporting details, topic formulation and evidence provision, inferences and implied main ideas, types of support and reasoning, evaluation of arguments and statements, and contextual analysis and assumption detection. The proposed framework is hoped to serve as a guide for developing pedagogical approaches and assessment tools that can enhance students' critical reading skills, which can positively impact their academic performance and future careers.

Developing English teaching materials using a task-generator model to enhance 7th graders' 21st century skills

5761

Ariatna

Although extensive research has been carried out on the construction of teaching materials to increase students' English skills, few studies have investigated how English teaching materials can be developed to sharpen students' 21st century skills. This paper reports a research and development study on the enhancement of English teaching materials based on a task generator model to increase students' 21st century skills.

The study, which was conducted at SMP Al-Azhar Medan, began with a needs analysis where students' views on learning needs were surveyed. The questionnaire data revealed that the majority of students were in favor of materials which can support their 21st century skills. The task-based materials were then developed and validated by experts (a lecturer and a teacher). The validation data showed that the initial product was deemed valid. There were also positive responses from both the teacher and students about the effectiveness of the task-based materials in supporting students' 21st century skills.

A Study on The Integration of Local Culture into EFL Teaching Materials for Junior High Schools in West Papua Province

5772

Sukristiningsih | Fatu Rahman | Nasmilah | M. Amir P

Teaching material is holding an important part in teaching and learning process, especially for those who are the EFL beginner learners. The teaching material presented may become harmful or useful to learners based on the appropriateness of the material to learners and the delivery. Since the Junior High Schools students are categorized as starter EFL learners especially in the West Papua Province context and on this age they are living closed to their culture, also based on the Indonesian National Curriculum 2013 which promote the integration of local culture, this study aimed to examine on the local culture integration in EFL teaching materials in West Papua Junior High Schools environment. This study employed qualitative paradigm using a purposive sampling technique and gathered 11 EFL Junior High Schools teachers' information from 5 different regions across West Papua Province. In depth interview was used to collect data on the perception of EFL teachers related to the teaching material used and the integration of local culture in EFL teaching material. The result showed that there was no West Papuan local culture included into EFL teaching materials accessible and used so far. In fact, EFL teachers worked hard to simplify and modify the teaching materials available due to increasing students' interest in learning English with the limitation of sources in most of their places. Thus, the additional EFL teaching materials with local culture of West Papua content is urgently needed to support students learning.

A Mobile Application Language Learning through Drama Texts for English Department Students in Halu Oleo University

5851

Azhariah Rachman | Muh Zulfikrie Taswin | Sitti Agustina

There has been a sense of urgency in the last decade to bring latest high technology platforms. It departed from urgent needs of ELT practitioners to uplift the teaching-learning processes make the current practices be more dynamic and effective. This study aimed at developing English teaching materials using one of the latest high technologies that is the Mobile Application Language Learning, made available via Android system. It was meant to support the teachers-students interaction, especially in enhancing students' speaking and listening skills. Drama texts were used to give more contexts for teachers and students in adsorbing the materials compared to the conventional teaching-learning practices. English students in Halu Oleo University were the target groups. The framework used Borg and Gall's (2003) development under a set procedure suggested by Dick, Carey and Carey (2005). Data were collected using available instruments such as pre-test and post-test, classroom observation, interviews, documents (i.e. curriculum, syllabus, lesson plans), as well as expert reviews and validations. A field trial was conducted to assess effectiveness of the material. The results confirmed that the product applied Dick, Carey and Carey in developing a prototype of mobile application in an Android system (MALL). This application features augmented reality and video sharing platforms through a combination of drama texts. Conclusively, the field trial suggested that the application was effective.

The Hidden Curriculum of Cultural Content in ELT Textbooks for Senior High Schools in Indonesia

5873

Sucipto Sucipto

Globalization has been influencing English education worldwide, even in non-English speaking

countries like Indonesia. It has raised critical questions about the implicit message (hidden curriculum) on English learning materials regarding cultural values inside. This research is intended to explore the hidden curriculum of cultural contents in the English Language Teaching (ELT) textbooks for Senior High Schools in Indonesia, including Bahasa Inggris for Grade X, XI, and XII. Content Analysis is employed to find cultural dimensions, cultural types, and intercultural competencies represented in the textbooks. Hence the hidden curriculum can be explored. It revealed that all cultural dimensions were covered in the textbooks, with a focus on cultural products, practices, persons, perspectives, and communities. However, the textbooks predominantly introduced surface cultures, neglecting deeper cultural aspects. Additionally, the representation of source culture and international culture was insufficient compared to the target culture, suggesting the need for more diverse cultural types. In terms of intercultural competencies, the textbooks emphasized knowledge of cultures and attitudes towards cultures, while activities promoting intercultural interactions and interpretation of cultural elements were lacking. The study discussed the presence of biases and hidden values in the cultural content of the textbooks, despite being authored, edited, and published by Indonesians for Indonesian students. The findings emphasize the necessity of developing ELT textbooks that address students' real needs, enhance intercultural competencies, and provide a balanced and inclusive English education.

Developing Islamic Content Of English Reading Materials at The Eighth-Grade of Islamic School

5886

Neneng Sunengsih

This study aims to develop English reading materials in one of Madrasah at the eighth grade. The reading materials of the book used in the madrasah has different content from the Madrasah's vision and mission. Research and Development (R&D) is used in this study with the simplified five stages of ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The data collected was evaluated by an expert review and English teachers related to content and language used in the book. The class 8.3, which consisted of 29 students was selected to conduct the field test. The results revealed that the module had a high potential effect on the students. In this case, Islamic teaching materials should provide some material containing Islamic values. "Islamic-Based Simple Present Tense and Recount Text" was developed as the student's supplementary material. The module was made based on the needs of the Madrasah following the mission and vision. The module consists of several comprehensive reading practices, such as simple present tense and recount text. Each unit of the module has several roles in grammar and vocabulary building. The module helps and provides a meaningful learning experience for students. Development of Islamic content learning packages for English subjects at Islamic schools (Madrasah) can help English teachers cultivate their strong beliefs and good moral character.

PRELIM 3 Project in Developing Extra English-language Classroom Materials for Tourism Vocational School English Teachers

5889

Dimas Pujanto | Ika Lestari Damayanti | Nur Arifah Drajadi | Maria Hidayati | Hilda Rakerda

The Partnered Remote Language Improvement 3 (PRELIM 3) project is a collaborative program between Peartree Languages (selected by the British Council) and esteemed colleagues in TEFLIN to develop extra English-language classroom materials on the topic of Tourism for teachers of vocational school students. In Indonesia, English is taught from primary to secondary schools, including vocational schools. The new curriculum established by the government called Kurikulum Merdeka, consists of more narrowed learning outcomes and incorporates two additional language

skills, namely viewing and representing, to develop students' multimodality skills. However, they are still so general for primary and secondary schools. Even though a new curriculum is formulated, the same issue remains that vocational schoolteachers do not get an appropriate guideline to tailor general materials to suit students' needs. Therefore, PRELIM 3 involves Tourism vocational schoolteachers as Curriculum Leaders (CLs) to participate in reviewing unit drafts, attending focus groups, and piloting the course materials with their students. The materials are standalone units which can be used to supplement the core curriculum. PRELIM 3 is still ongoing and is expected to develop extra materials that are communicative, interactive, functional, engaging, student-centered, and projects based that all teachers can use to disseminate in their classrooms.

Enhancing Teacher Preparation Programs to Foster Digital Literacy in Chinese EFL Preservice Teachers: A Comparative Analysis of International and Chinese Frameworks

5901

Ping De Zou | Hafriza Binti Burhanudeen

As the world becomes increasingly digital, several frameworks have emerged to address the importance of digital literacy among educators, including The European Framework for the Digital Competence of Educators (DigCompEdu), the International Society for Technology in Education (ISTE) Standards for Educators, the UNESCO ICT Competency Standard for Teachers (ICT-CST), and the recently issued Digital Literacy of Teachers (DLT) framework by the Ministry of Education of the People's Republic of China. These frameworks play a crucial role in equipping English as a Foreign Language (EFL) preservice teachers with the necessary skills and knowledge to integrate digital technology effectively into their teaching practices. In light of the globalization of education, it is imperative to compare and analyze these frameworks. Learning from international experiences holds significant value in developing the digital literacy of Chinese EFL preservice teachers. However, due to the recent introduction of the DLT framework in China, there is a lack of prior research that compares and analyzes international frameworks in conjunction with this new Chinese framework. Therefore, conducting a comparative analysis using text mining will provide valuable insights and meaningful contributions for how to optimize and refine the existing teacher preparation programs (TPPs). The optimized and refined TPPs not only can facilitate the continuous professional development of Chinese EFL preservice teachers but also ensure they are well-prepared for digital education and equipped to become digital citizens in the era of globalization.

TAGANA Thematic Based Textbook: An Innovation in Developing English Teaching Materials with HOTS-Based

6120

Syafryadin | Safnil | Noermnzah | Abdul Gafur Marzuki | Annisa Astrid | Shynta Amalia | Muhammad Iqbal Ramdhani

This research delves into the legitimacy and efficiency of the TAGANA Themed English Teaching Materials, which incorporate Higher Order Thinking Skills (HOTS) and Problem-Based Learning (PBL). This study implemented research and developmental model that consists of five stages including analyses, design, development, implementation and evaluation. An expert validation deemed the teaching materials as 'very good' in terms of content validity, while the design aspect received a 'good' rating. These teaching materials exhibit a substantial level of validity and a potential for widespread adoption. The study was executed by implementing the teaching materials in both an experimental and a control group. The former displayed significant effectiveness, while the latter was less effective. The TAGANA-Themed English Teaching Materials with HOTS and PBL have proven to be effective in enhancing English learning outcomes at the junior high school level.

Analysis utilizing independent sample t-test indicated a significant difference in effectiveness between the two groups. This implies that the TAGANA approach, along with HOTS and PBL, has the potential to improve English learning at the junior high school level. This research serves as a basis for the development of innovative teaching methods that concentrate on higher-order thinking skills and problem-based learning in the context of TAGANA.

TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

Engaging in Virtual Collaborative Research with TESOL Educators and Scholars Around the World

5286

Andrea Rakushin Lee

This presentation centers on virtual collaborative research opportunities for TESOL educators who are interested in conducting research with scholars and educators from different countries. It will include an overview of virtual collaborative research that was conducted with scholars from Saudi Arabia, South Korea, Iran, and Turkey. The presentation will also provide information on the benefits of virtual collaboration and intercultural exchange along with steps to initiate conversations with scholars and educators from other countries who are interested in collaborative research. Resources will be provided to help researchers locate potential collaborators from other countries. The presentation will conclude with key takeaways from the presenter's experiences working on virtual collaborative research projects as well as intercultural tips to be mindful of when engaging in projects across diverse cultures. Additionally, there will be a discussion of how virtual collaborative projects led to the creation of a virtual collaborative research lab. The audience will be encouraged to share additional ideas for engaging in virtual collaborative research projects.

Professional Development for English-Medium Instruction Programs

5305

Annette Bradford

English-medium instruction (EMI) has been finding its footing in higher education in Asia for well over a decade. In many cases, it has moved from an improvised layer added to existing curricula to a considered feature of internationalization strategies. Unfortunately, the increase in EMI has not always been accompanied by a parallel growth in professional development (PD) support for faculty teaching in those programs, leading many to feel overburdened and not fully committed to EMI. There are concerns about the readiness of professors to teach in English, and the willingness of English language teachers and content professors to work together.

This presentation reports on a study conducted in Japan and Korea, countries which have both seen a large increase in the number of courses and programs taught in English. Nationwide surveys were conducted in both countries to investigate the experiences and attitudes of faculty members teaching in English. Findings indicate that few faculty members have experience with pre-service PD, that EMI-related in-service PD is rare in South Korea but on the rise in Japan, and that attitudes differ across countries.

This examines these results in relation to the EMI situation in Indonesia and gives recommendations as to how PD programs may be implemented. It also draws attention to the use of online learning platforms for enabling flexible learning and creating communities of practice.

Indonesian Teacher Self- and Collective Efficacy Scale (ITSCES): A Pilot Study to Develop Efficacy Measure in Teaching EFL

5306

Raga Driyan Pratama | Fahmy Imaniar | Laila Rochmawati | Lies Amin Lestari | Syafi'ul Anam

Developing a measure of Indonesian teacher self- and collective efficacy in teaching EFL is about clueless since no previous studies provided the related information. This pilot study aimed at demonstrating how ITSCES was developed and validated to measure efficacy in teaching EFL.

Approaching quantitative analysis, results showed that five independent panelists' Content Validity Ratio (CVR) index was .5 with four panelists arguing valid with no revision. The internal consistency test revealing Cronbach's alpha (α) value resulted in .977 (N items = 30, N participants = 62), which was very highly reliable, with no negative value in Inter-Item Correlation, which indicated all items measured the same underlying characteristics. Another result showed that α values for each factor in the teacher self-efficacy (TSE) aspect were .815, .790, .865, .783, and .863 respectively, of which the values were meant to be reliable to highly reliable. Moreover, α values for each factor in collective efficacy (CTE) were .867, .927, .843, .930, and .887 respectively, categorized as slightly very highly reliable. Therefore, the final ITSCES produced by this study could be a reference for those who have sought to study TSE and CTE in Indonesia.

'We did it our way': The Case of Indonesian English Teacher Educators' Seeking Professional Development Through An Online Community

5321

Faishal Zakaria

The need to keep up with the ever-changing learning and teaching trends in today's era of technological innovations has encouraged teacher educators in various contexts to seek new professional development (PD) models that are not the traditional one-shot, one-size-fits-all or lacking in timeliness. One such model is interactive online PD communities, where participants construct and share rather than simply receive knowledge. However, questions remain. For example, we know little about what members actually do to independently take charge of their PD and sustain their community engagement. Grounded within the frameworks of Community of Practice (Lave & Wenger, 1991; Wenger, 1998, 2000; Wenger et al., 2009), informal learning (Rogers, 2014; Sackey et al., 2015), and self-directed learning (Garrison, 1997; Hiemstra & Brocket, 2012), this study focuses on a group of Indonesian English teacher educators who converged in an informal online learning community. The aims were to determine the factors that attracted teacher educators to participate in the online community and remain involved. In particular, how writing and publication expectations, including governmental external quality standards, shaped their conceptualization of and conversations about professionalism were examined. The findings demonstrated some essential factors that attracted people to join and stay in the community. Interestingly, the results further revealed that the participants responded to the government's external quality measures in a somewhat contradictory way. Overall, this inquiry further suggests the potential of community-based online PD for English teacher educators in Indonesia and beyond. Some key implications of the findings are also addressed.

Teachers' Beliefs and Practices in Teaching Reading Comprehension

5333

Oktavia Tri Sanggala Dewi

Academic subjects can benefit more from reading skills development. Starting with teachers' beliefs, teachers could help students to understand the concepts of learning better. As a result, the beliefs will have an impact on the materials and methods chosen. This study intends to examine teachers' reading beliefs and their actual instructional techniques. The qualitative data were obtained from a questionnaire and interview. The data were classified based on teachers' beliefs and practices. This study's findings demonstrated that teachers used their beliefs to guide reading instruction. This study showed that teachers had beliefs about how to teach reading comprehension as well as tactics and instructional methods. Teachers came to understand that to produce an effective outcome, their beliefs needed to be put into practice during the teaching-learning

process. However, it was discovered that teachers do not always properly implement their beliefs about reading comprehension, techniques, and directions. As a result, it is advised that teachers comprehend beliefs and incorporate them into their teaching methods. Understanding and application are essential since instructors' perspectives may guide and affect how they teach. Teachers are advised to employ a workable technique when instructing reading comprehension strategies to make learning more practical.

EFL Higher Education Teacher’s Professional Development: A literature review

5442

Hijjatul Qamariah | Maria Hercz

Research on English as a Foreign Language (EFL) teacher professional development (TPD) has been widely researched. The research mostly focused on the students’ achievement associated with the pedagogic quality of teacher. However, few studies have been conducted on teacher educator or teacher trainer PD in university level. This review therefore, discusses the EFL university teachers’ PD by synthesizing 29 studies published from 2013 to 2023 screened from five databases; Scopus, Web of Sciences, Sage, Ebsco, and some related articles from Google scholar to identify the problems addressed in the researches of English TPD in higher education, the efforts done by EFL teachers to improve their professionalism and the factors associated with the EFL teachers’ PD improvement regarding the efforts taken and the impacts of those efforts on higher education EFL TPD. Our findings showed that the problems were related to PD programs, the efforts of EFL teachers in higher education to improve their PD, including some motivation and expectations, the factors behind taking those efforts to improve their professionalism, including the enthusiasm of being expert teachers and work demands and the impacts of the TPD programs on their professionalism. Further research on each variable is needed to be done systematically.

The Influence of Teacher Ecological Agency on Teacher Professional Development: Urban and Rural School Inquiry

5776

Nur Iffah Muhallidah Isnaini | Syafi'ul Anam

Teachers’ professional development (PD) is considered as one of main contributors to enhance students’ learning achievement in many research since it is related to the teaching practice expertise. The teachers’ professional environment is also important to consider because it also affects their mindset related to awareness and willingness to develop their professional competence. Therefore, this research focuses on revealing the influence of teacher ecological agency on teachers’ professional development, with the highlight in teachers’ school location from urban and rural areas. The instruments used here are Teacher Ecological Agency (TEA) questionnaire (Ghamoushi et al., 2022) and Teacher Professional Development section questionnaire from OECD Teaching and Learning International Survey (TALIS). Descriptive statistics and Spearman’s rank correlation are applied to answer the research questions. The findings show that TEA has significant positive effect on teacher’s PD. The school policies and school stake holders play most important in affecting teacher professional development.

Teachers’ Involvement in Managerial Decision-Making Processes in Schools

5830

Tikia Wati | Muchlas Suseno

Due to the global movement of educational reforms, teachers' new empowered roles in school had been discussed and promoted. In schools, effective teacher involvement in decision making can be an approach to practicing participatory management. Thus, the author systematically searched for and synthesized evidence from certain studies related to teachers' involvement in school managerial decision-making to encourage research on diverse participation in school administration. This paper uses a systematic literature review, which is a research method for identifying and critically reviewing other related research, as well as for collecting and interpreting data from such studies. Subsequently, managerial decision-making processes, Strategies of participation in decision-making at the school level, and factors that influence teachers' involvement in the decision making will be discussed in this study. It is assumed that educational leaders should encourage ways of involvement in decision-making that improve teachers' participation in managerial decisions concerning their roles and opportunities for development and allow for further sharing on issues concerning school management. Then, the results can be used to determine whether the effects of teacher involvement constant across studies and discover whether studies conducted in one context show significantly different results from those conducted in other contexts.

A Review of the Research on New Media Literacy of English Teachers in English Teaching in China

5900

Chen Meng | Hafiza Burhanudeen

Under the background of digital transformation, the development of new media and new technology has accelerated the reform and transformation of college English education. English teaching has presented many new approaches and methods, since English teaching has begun to use a large amount of new media technology, which mainly shows that various medium in the digital environment begin to take part in the teaching, these changing embodied not only in the frequent use of online resources, but also use new technology such as virtual reality during teaching implementation. In this case, New media literacy of English teacher is particularly essential. New Media literacy includes the access and use of media information, including the mastery of new media technologies. When English teachers use teaching methods such as videos, movies, music, websites and even virtual reality technology in class, their purpose may be to stimulate students' interest in this course and build communication and critical thinking skills. However, How to select and what kind of teaching materials and technologies should be applied on class depends on the media literacy competence of college English teachers. This paper reviews the methods used by Chinese college English teachers in classroom teaching, the purpose and effects of using media technologies, summarizes the researches on English teaching method related to using new media technologies and sharing media content on class, makes recommendations for the cultivation of media literacy of college English teachers in the future.

Cultivating New media Literacy for English Teacher under the Digital Age

5347

Meng Chen

Under the background of digital transformation, the development of new media and new technology has accelerated the reform and transformation of college English education. English teaching has presented many new approaches and methods, since English teaching has begun to use a large amount of new media technology, which mainly shows that various medium in the digital

environment begin to take part in the teaching, these changing embodied not only in the frequent use of online resources, but also use new technology such as virtual reality during teaching implementation. In this case, New media literacy of English teacher is particularly important. Taking English teachers in colleges and universities as an example, this paper discusses how the improvement of new media literacy can benefit English teachers in the process of teaching implementation, and discusses from the aspects of media content selection and identify, the use of media technology, and critical understanding of media content, so as to provide reference for relevant research on media literacy cultivation of college English teachers.

“One More Hat to Wear”: Voices of English Teachers about Classroom Action Research

5348

Faizatul Husna | Tuti Hidayati

Classroom action research (CAR) is gaining popularity, particularly among teachers seeking to improve their professionalism. This study aims to examine English teachers’ competence in conducting CAR and explore their experience and perception about it. To serve this aim, a mixed method sequential explanatory design was employed. In the quantitative phase, 32 respondents completed the survey questionnaire. Meanwhile in the qualitative phase, 10 participants were invited to participate in an interview. Data analysis was conducted using descriptive statistics and content analysis. The results show that most English teachers have not felt confident in implementing CAR. Among the main reasons found to make teachers reluctant to perform this research agenda are; (1) lack of time due to the heavy teaching loads; (2) low motivation; (3) CAR was considered difficult and confusing; and (4) insufficient training.

Enlightenment for Developing Chinese Teachers’ Digital Literacy: Comparing and Analyzing International Frameworks and Chinese Framework

5353

Ping De Zou | Hafriza Binti Burhanudeen

As the world becomes increasingly digital, several frameworks have emerged to address the importance of digital literacy among educators, including *The European Framework for the Digital Competence of Educators* (DigCompEdu), *The International Society for Technology in Education (ISTE) Standards for Educators*, *The UNESCO ICT Competency Framework for Teachers* (ICT-CFT), and the recently issued *Digital Literacy of Teachers* (DLT) framework by the Ministry of Education of the People's Republic of China. These frameworks play a crucial role in equipping teachers with the necessary skills and knowledge to integrate digital technology effectively into their teaching practices. In light of the globalization of education, it is imperative to compare and analyze these frameworks. Learning from international experiences holds significant value in developing the digital literacy of Chinese teachers. However, due to the recent introduction of the DLT framework in China, there is a lack of prior research that compares and analyzes international frameworks in conjunction with this new Chinese framework. Therefore, conducting a comparative analysis using library research will provide valuable insights and meaningful contributions for how to optimize and refine the existing teacher training programs (TTPs). The optimized and refined TTPs not only can facilitate the continuous professional development of Chinese teachers but also ensure they are well-prepared for digital education and equipped to become digital citizens in the era of

globalization.

Sustainable Professional Development in ELT

5357

Gina Karlin

Professional development in ELT (English Language Teaching) can be multifaceted to include workshops, webinars, conferences, and other training modules that focus on teaching methods, curriculum design, materials development, etc. Institutions often strive to promote the importance of professional development for English language teachers as these teachers are an integral part of the language teaching and learning process (Zhang, 2015). However, some professional development programs and policies do not adequately meet teachers' needs. For professional development programs to be effective and results-driven, institutions and teacher trainers should consider developing programs that are collaborative, have reflective components, and consider the teaching contexts and teachers' backgrounds as these components can empower teachers to eventually make informed decisions to support their needs as well as the learners' needs in their context (He & Bagwell, 2022). This paper will discuss the components used to design a comprehensive professional development plan that assessed teachers' needs, had clear measurable objectives, and established meaningful activities by empowering teachers to embrace their professional development experience.

Challenges and Solutions to Obtaining Impactful Learning Outcomes in Online English Teacher Development Courses. Nusantara-Go! A Case Study

5382

Nicky Partridge

In December 2021 Peartree Languages in collaboration with Sekolah Guru Indonesia / Dompot Dhuafa won a British Council Indonesia Digital Innovation Grant with a remit to design and deliver an online teacher training course EFL and EMI teachers in eight regions of Indonesia. The project, named Nusantara-Go!, concluded in April 2023 and ultimately reached 584 teachers (260 online and 324 face to face). At the end of the course 91.5% of graduating participants reported they could analyse problems in class, find collaborative solutions and activities and communicate the key principles of critical thinking. This bespoke course combined English language training delivered by UK based senior teacher trainers with 21st Century Skills development, and involved both online course materials with live tutorials, and face to face training. The core aim of the British Council was for grantees to design scalable initiatives that could build capacity on a large scale in Indonesia beyond the lifespan of the initial courses and participants. Such partnered courses have the potential to bring about great educational transformations and promote the democratization of learning. This presentation will walk through the various challenges encountered on the Nusantara-Go! journey and how they were overcome to ensure a meaningful set of learning outcomes were achieved. Key findings will be shared that should inform future decisions around expectation setting, online course design and educational technology requirements to ensure maximum impact.

The current status of Teachers' Transfer of Learning in Indonesia: A Literature Review

5412

Nuzulul Isna | Febina Fonna

Human development investment in the workplace is paramount to an outstanding organizational

performance. Especially, in the education field, whose aim is to provide high teaching quality for future generations. The endeavors, however, will not guarantee a promising result without learning transfer takes place in the organizations. In Indonesia, in particular, The Indonesian Ministry of Education and Culture Affairs (MECA) have provided teachers with numerous activities to ensure professional teachers have the intended competencies in facilitating their teaching in the classrooms. Nonetheless, multiple taken endeavors seemed to have little impact s on teachers' teaching competencies. As matter of fact, the latest Programme for International Student assessment (PISA) survey result still indicates an unsatisfying outcome in students' reading, mathematics, and science competencies triggered by teachers' quality as one of the causes. Such inconsistency raises an inquiry of teachers' learning transfer status in Indonesia. Furthermore, limited research on teacher's learning transfer practice in Indonesia and minimal discussion of the topic in the literature have made it harder to provide explanation about the gap in teachers' professional development efforts. Thus, the purpose of this research to investigate the current status of teachers' learning transfer in Indonesia. A systematic literature review through PRISMA method application is conducted to establish the current status of teachers' learning Transfer in Indonesia. Several keywords are uses to generate relevant articles from the Google Scholar database. Findings and recommendations are further discussed in the research.

**Online In-service Teacher Professional Education:
 The Importance and Challenging of Feedback on Peer-Teaching Practice**

5418

Monika Gultom | Lalu Suhirman

This study aims to describe the quality of interaction between students and instructors and the feedback provided in peer-teaching learning activities as part of in-service teacher certification activities in developing innovative learning tools that are recognized by participants in in-service teacher professional education activities as effective in improving quality learning tools and teaching skills of a professional which is conducted online and involved teachers from different places in Indonesia. Data from 11 participants of 35 English teachers from various regions in Indonesia were divided into teachers at the high school, junior high school, and elementary school. The 19 components included in the peer-teaching rubric are apperception skills, stimulating students to recognize problems and root causes, in identifying alternative solutions and choosing one of the alternatives as the best solution (HOTS), forming effective working groups, skills using methods, models, approaches, and learning media, applying educational learning with a technological pedagogical content knowledge approach, developing a variety of interactions, time-use skills, organizing learning resources and/or teaching materials, integrating critical thinking skills, creative thinking, reflective thinking, and decision making into learning activities through inquiry-based activities, volume and intonation of voice, use of good and correct spoken and written language, use of analogies/metaphors, use of nonverbal communication, create a pleasant learning atmosphere, dress politely, carry out process assessments and learning outcomes , provide reinforcement and punishment; and close the lesson. The results of this study provided information and knowledge for in-service teacher professional education participants which almost all participants admitted as really facilitating worthwhile.

EFL Novice Teacher's Reflective Practice in Teaching Young Learners

5440

Dhiana Silvy

There are still few studies exploring reflective practice in the context of an EFL novice teacher

teaching young learners. In order to address the gap, this study looks at how an EFL novice teacher uses reflective practice, particularly while teaching young learners. For this narrative study, a semi-structured interview was conducted. In this study, a female EFL novice teacher was the participant. The data was then analyzed using thematic analysis. This study shed light on the implementation of reflection-in-action, reflection-on-action, and reflection-for-action that the participant had in her teaching practice. This study reveals that when teaching young learners, EFL novice teacher engage in continual reflection. Therefore, it is anticipated that the findings will help other EFL novice teachers reflect when teaching young learners. The reflective practice from a wider range of both students' and teachers' backgrounds in the context of teaching young learners may also be considered to be the future research topics.

Challenges Experienced by English Teacher Professional Education Students at Universitas Cenderawasih in 2022 in Formulating the Problem Orientation for Implementing of PBL Model

5450 Yulini Rinantanti | Lalu Suhirman | Tri Apniani Sunarsih | Muzdalifah Tukuboya

The obligation to design learning devices by applying the PBL learning model for English Teacher Professional Education students is not an easy act. Especially in formulating the orientation of the problem. This study aims to describe the obstacles experienced by the English teachers who joined the Teacher Professional Education program at universitas Cenderawasih in 2022 in formulating PBL problem orientations and their solutions. This qualitative descriptive study that involved PPG students as the object of this study, used in-depth interviews, participatory observation and documentation as the instruments for collecting data. Data were analyzed using Miles and Huberman (2007) model. The results of the study show that teachers: (1) do not understand PBL learning models well, (2) are not sensitive to problems that exist or occur in their environment, (3) have not been able to relate problems that exist or occur in their environment to learning English in their schools, and (4) the teachers' assumption that students are unable to solve problems. To overcome these obstacles, it is necessary to cultivate a deep understanding of the PBL learning model and practice formulating problem orientations intensively and design learning activities for the implementation of the PBL learning model both individually and in groups. Instilling a deep understanding of the application of PBL in learning English, practicing to formulate problem orientation, and designing learning activities, should be carried out at MGMP English activities at both the junior and senior high school levels in collaboration with the LPTK.

EFL Teachers' Challenges in Adopting Teacher-Researcher Identity

5466 Carla Sih Prabandari

With the growing emphasis on evidence-based practices in education, Classroom Action Research (CAR) has become a popular approach for EFL teachers to reflect on and improve their teaching practices. However, conducting CAR requires certain competencies and skills that may not be familiar to all EFL teachers. The objective of this paper is to investigate the challenges of Indonesian EFL teachers in conducting CAR. Designed as a content analysis, the study seeks to examine the extent of teachers' understanding and skills in carrying out CAR by analyzing their CAR reports and their conversations in the discussion forum in the learning management system of professional education. The results of the study show that teachers' knowledge of CAR varies, with most teachers perceiving an improvement in students' scores as the primary indicator of CAR success. However, this narrow understanding of CAR indicates that teachers need to deepen their

understanding of the research process and the potential impact of their research beyond improving test scores. This finding suggests that teacher education programs must support teachers in improving their CAR competencies by providing more in-depth training and mentoring on research methodologies, data analysis, and writing research reports.

Narratives of Experiences in International Teaching Practicum: Lessons from an EFL Pre-Service Teacher

5496

Fika Megawati | Shanina Sharatol Ahmad Shah | Mirjam Anugerahwati | M. Faruq Ubaidillah | Mutmainnah Mustofa | Sheila Agustina

Contrary to popular belief regarding the fact that field experience should be held in local settings, teacher education programs currently initiate networking with other countries through the international teaching practicum (ITP) program. Taking into account the magnitude of the platform, this paper aims at exploring the pre-service English teacher's experiences during ITP to build professional development of EFL potential teacher from various activities abroad. In this present study, a narrative inquiry was implemented and supplemented with data obtained from Tina (pseudonym), an EFL pre-service teacher in one of the Indonesian universities who joined a four-month ITP program abroad, particularly in Thailand. In collecting the data, semi-structured in-depth interviews that emphasized five eligibility aspects was used. The findings reveal that the pre-service teacher reaped plenty of meaningful experience from ITP in terms of the classroom situation, the implementation of basic teaching skills, the period of success or failure in teaching, values for EFL teacher candidates in ITP, critical incidents, and students' general English competence after ITP. This study provides evidence as well as feedback for the institution for better planning and organization in implementing practicum. Further, it implies equipping student-teachers with sufficient skill and competence related to adaptability, cultural identity, fear, and emotions in facing challenging English instruction in the future through multiple exposures to teaching instruments and supporting situated environment facilities.

Peer Assessment of Collaborative Lesson Planning (CLP) in a University-Based EFL Teacher Education Course

5510

Toshinobu Nagamine

Collaborative lesson planning (CLP) and peer assessment are effective strategies to enhance student teachers' learning outcomes. Through CLP, student teachers can share their expertise and experience to create more effective lesson plans. By collaborating, they can identify and develop strategies to address gaps in their students' learning. CLP also helps student teachers build supportive relationships and foster a sense of teamwork. Peer assessment, on the other hand, can enhance their subject-matter knowledge and critical thinking skills. Additionally, it encourages them to take ownership of their learning and develop their ability to evaluate their own work. Proper implementation of peer assessment can promote a culture of constructive feedback and self-reflection, which is valuable for their future careers. Despite their benefits, CLP and peer assessment can pose challenges, for instance, conflicts caused by student teachers' differing opinions on teaching methods. To investigate student teachers' perspectives regarding peer assessment of CLP, we conducted a qualitative study on an EFL teacher education course at a private university in Japan. Nineteen student teachers participated in the study, and we collected their written peer assessments. A content analysis using data mining techniques revealed the unique characteristics of evaluation standards and their underlying justifications. We discuss the major research findings and

pedagogical implications for EFL teacher educators.

English Teachers' Perceptions of Interactive Learning Multimedia and Differentiated Learning

5519

Arif Bulan | Ija Srirahmawati | Hasan

English teachers' perceptions of interactive learning multimedia and differentiated learning are important to know, considering that they are part of the independent curriculum. This study aims to find out English teachers' perceptions of interactive learning multimedia and to find out English teachers' perceptions of differentiated learning. The method used in this research is qualitative research. The respondents of this research were 22 English teachers. The data analysis in this study used descriptive analysis. The result of this study shows that (1) there are still many teachers who have not made interactive learning media multimedia, (2) there are still many teachers who have not participated in training or workshops on making interactive learning multimedia, (3) there are still many teachers who have not made learning materials based on differentiated learning principles, (4) and there are still many teachers who have not participated in training on making differentiated learning materials. Thus, the recommendation from this study is that there is a need for training or workshops on making interactive learning multimedia and differentiated learning for English teachers in Dompu district organized by the local education office, the English subject teachers' meeting (MGMP), or higher education institutions (campus/university).

Adapting to Change: The Experiences of EFL Teachers with Curriculum Reform

5526

Benni Ichsanda Rahman Hz

It is a necessary practice in the field of education to reform the curriculum, as the knowledge landscape and educational requirements are continually evolving, this include and not limited to the field of EFL. Nonetheless, changing the curriculum presents a range of challenges for all stakeholders, particularly for teachers who are the primary implementers of the curriculum. This study is aimed to investigate the challenges faced by the EFL teachers regarding the implementation of Indonesia Kurikulum Merdeka Belajar Kampus Merdeka (MBKM). Utilizing Focused Group Discussion and in-depth-interview, 14 EFL teachers in North Sumatera provinces were expressing their perspectives and experiences of implementing this new curriculum to their teaching practices. Despite intrinsic obstacles and predicaments such as the availability of ICT media and take home compensation, the resulting points of view highlight the need for teachers to be creative and adaptable in their teaching methods, and to have a deep understanding of the subject matter and the concept of 21st-century skills. Moreover, various points of view are elaborated, which bring new insights on facing the development and practice of EFL in various levels and various types of schools.

The Performance of the Lecturer and the Practitioner in Teaching of Curriculum Material Development in the "Praktisi Mengajar" Program

5534

Nenni Triana Sinaga

This research aimed to describe and analyze the performance and collaboration of the lecturer and the practitioner in the teaching of the curriculum material development subject in the "Praktisi Mengajar" program. The research method applied the qualitative paradigm with an

anthropolinguistics approach. The descriptive methodology with an interactive model was used in this research. There were three methods for data collection, namely: direct-participatory observation, deep-open-ended interview, and recording by Zoom application. In analyzing data, there were three steps used in this research, namely: data condensation, data display, and concluding/verifying. The result of this research showed that the lecturer and the practitioner were given the best contribution to the teaching of curriculum material development subject event online class. The lecturer and students were in the classroom while continuing to join in the Zoom. It is done so that the lecturer can control the students' seriousness in learning while the practitioner explains the teaching material. Good collaboration has a positive impact on students. It is seen from their responses when they're asked some questions. Then, the lecturer also gave reinforcement to the explanation of the practitioner. Thus, students obtained various materials based on the practitioner's experience and knowledge. The teaching performance and collaboration of the lecturer and the practitioner in the curriculum material development subject gave a positive impact on developing education quality in this country, especially at Universitas HKBP Nommensen.

Revisiting Teacher Professional Development Model Through Online Coaching: Insights from Indonesia

5547

Nur Arifah Drajadi | Hilda Rakerda | Ma'rifatul Ilmi

Coaching has been an essential tool for teacher professional development since it encourages teachers to be inspiring, have goals, provide feedback, stimulate engagement, and transform knowledge into skills in order to create transformative learning. Thus, this case study aims to investigate the implementation of Gilmore's (2021) six-step coaching model in online Teacher Professional Development (oTPD) about teaching with technology based on TPACK framework to English as foreign language (EFL) teacher. The data was gathered from online observation, artifacts, and in-depth interviews with 50 Indonesian EFL teachers and 5 volunteer coaches across the country who participated in the seven-week oTPD program. Through thematic analysis, we reveal three key findings: (1) the coaching model involved in the oTPD helped EFL teachers develop their technological pedagogical knowledge and skills, (2) the coaching process built up EFL teachers' motivation in learning and implementing new teaching strategies, and (3) EFL teachers get more ready to execute online teaching and learning practice. Discussion and implications are further discussed.

Towards Inclusive and Equitable Professional Learning for All Teachers: Addressing an Under-Researched National Challenge

5553

Sari Hidayati | Kim Davies

High quality professional learning for English language teachers is centrally important, directly to their professionalism and professional identity, and indirectly to students through the provision of high-quality teaching and enhanced learning outcomes. However, recent research (Hidayati, 2022) indicates that not all teachers have equitable access to such high-quality professional learning. Issues like work role, works load, school type, school location, gender (as it connects with home caring and other non-work responsibilities) and a one-size fits all approach that is unresponsive to the specific learning needs of individual teachers, emerge as significant obstacles to accessing high quality professional learning for Indonesian English language teachers. There is very limited current research addressing this issue, despite its centrality to Indonesia's Teacher Competences and improving student learning outcomes. This paper will investigate this complex issue through a

recent case study of English language teachers in Yogyakarta reporting upon their experiences of professional learning. Despite their considerable professional experience and metropolitan location, these teachers still reported concerns about their accessibility to high quality professional learning. This paper will unpack this data in detail and offer insight into ways to make professional learning accessible to all Indonesian English language teachers.

The Images of Indonesian English Teachers on Twitter: Pedagogical Implications for Professional Development

5554

Mateus Yumarnamto | Maria Josephine K.S.

The images of English teachers as perceived by the public are important to understand what they expect from English teachers and what they think about English teachers. During the pandemic, most teaching in Indonesia was conducted online and this had brought about changes in public images of English teachers. The perceptions of various actors on Tweepsters can reflect the cultural images—the widely shared images of English teachers in the society. Gee (2014, p. 176) defines *figured world* as “a picture of a simplified world that captures what is taken to be typical or normal.” In this article, we report our findings on investigating Indonesian English teachers’ cultural images on twitter during the pandemic in 2020. The guiding question for our investigation is: how English teachers during the pandemic were perceived by the public as reflected on Tweepster posts in Indonesia? What were the underlying public expectations on English teachers? The data were collected from various actors posting their tweets related to English teachers. The key words we used to collect the data were *English teacher*, *guru Bahasa Inggris*, and *guru Inggris*. In total we collected 1,146 relevant Tweepster posts. The data were analyzed in terms of positive images, neutral images, and negative images. Strong images of teacher during the pandemic were related to online learning, in which various actors depict English teachers from different perspectives. The underlying expectations from the various images indicate the importance of competence, caring, and fairness. Pedagogical implications for teacher professional development are discussed in this article.

Challenges and Solutions: English Language Teachers' Research and Professional Development in ELT

5578

Sri Gustiani | Risnawati | Zakaria

This research study delves into the challenges faced by English language teachers at a polytechnic in Indonesia regarding conducting research on English language teaching (ELT) and how it impacts their professional development. The aim of the study is to gain a comprehensive understanding of the barriers and enablers of ELT research from the perspective of the English language teachers involved. Employing a case study approach, ten English language teachers were selected as participants for this investigation. Data was collected through individual and focus group interviews utilizing semi-structured interview questions, and a thematic analysis was conducted. The findings shed light on the challenges experienced by English language teachers in relation to their ELT research, encompassing internal factors such as beliefs, interest, knowledge, and time, as well as external factors including funding, institutional support, workload, and research team dynamics. Despite these challenges, the study also identifies potential solutions that teachers can adopt to address these issues and enhance both the quality and quantity of their ELT research output.

A Stimulated Recall: Unpacking Teacher’s Knowledge of Barrett’s Taxonomy in Developing Reading

Comprehension Questions

5610

Yetti Zainil

Although teachers' competence in developing HOTS reading comprehension questions has received a great deal of focus in recent research, its investigation from stimulated recall interviews is rather limited. Taking as a basic premise that Barrett's taxonomy is a guide of questions to help the teacher to assess the level of reading comprehension of students, as the main focus is to cater to students' understanding of comprehension questions in the reading part, however, little is known about the level of teachers' knowledge and skills on Barrett's Taxonomy. This paper presents the results of a study on actual teachers' practices in developing reading comprehension questions based on Barrett's Taxonomy in senior high schools in Padang, West Sumatra. Classroom observations were conducted to validate the teachers' responses regarding the frequencies and types of questions asked during teaching and learning sessions. The stimulated recall interview was used to collect data on teachers' knowledge and understanding of Barrett's Taxonomy. The findings revealed that the teachers failed to explain clearly the concept of thinking processes in Barrett's Taxonomy. Data on teachers' questioning skills revealed that they were not familiar with questioning based on Barrett's Taxonomy. In this study, literal comprehension and reorganization questions were predominant. While not indicative of a cause-effect relationship, teachers might wish to consider using Barrett's Taxonomy in developing reading comprehension questions.

I Know This Is Good, But I Am Confused: English Teachers' Self-Efficacy in Implementing *Kurikulum Merdeka*

5635

Zuliaty Rohmah | Hamamah | Esti Junining

In an effort to restore learning that was disrupted by the pandemic, the Minister of Education's administration has devised and launched the Kurikulum Merdeka. A number of studies have been conducted to find out the implementation of the new curriculum. However, the existing studies have not identified English teachers' self-efficacy in implementing the curriculum. To address these challenges, this research is aimed to investigate the English teachers' self-efficacy in applying the Kurikulum Merdeka in secondary schools in Indonesia. The current research collected data from English teachers in the Ministry of Education and Culture and the Ministry of Religious Affairs by applying a mixed method using a questionnaire and focus group discussions (FGDs) with teachers in teacher support groups (MGMPs). The results show that most of the English teachers have a good understanding of the freedom offered by the government to schools and teachers through the Merdeka Curriculum. However, they have low self-efficacy in implementing the curriculum in the teaching-learning process. They get confused about how to translate the learning objectives specified by the government into materials and teaching-learning processes. They do not have adequate understanding and ability to do a needs analysis and syllabus design required to implement the Merdeka Curriculum. They need further support from the government and teacher trainers to enable them to apply the Merdeka curriculum to the teaching-learning process more effectively.

Breaking the Block: Exploring the Factors Behind Writer's Block of EFL University Students Using PLS-SEM Analysis

5652

Joko Nurkamto

Writer's block has been a crucial issue in academic writing and publication, particularly in higher education. Specifically in Indonesia, as English as a Foreign Language (EFL) learners, many students consider academic writing a high-level skill they are "afraid" of. This condition potentially leads to bringing writer's block for the students. Furthermore, prior studies noted that students' beliefs and other factors potentially influence writer's block. However, in what ways these factors influence writer's block left a big question for researchers and educational practitioners. This exploratory research examines the interplay of factors affecting writer's block: students' reading attitude, academic pressure, mental toughness, writing self-efficacy, and academic writing competence. A questionnaire of 37 items was delivered to 280 respondents to explore this issue. A Partial Least Square-Structural Equation Modelling (PLS-SEM) model analysis was then employed to analyze the data. The results show a significant relationship among the variables. Students' reading attitude, academic pressure, mental toughness, writing self-efficacy, and academic writing competence are significant predictors of writer's block. Governments and educational practitioners may use the results of this study as a consideration to avoid writer's block, particularly for higher education students. Pedagogical implications and recommendations for further studies are further discussed.

Applying Reflective Practice in Principal Training and Professional Development Programme

5667

Endah Yanuarti

This paper focuses on the development of a reflective practice as a trend in teacher training and professional development activities. This related also to the new context of teacher and principals' competence standard in Indonesia. The research used a qualitative interpretive approach to examine the training participants' perspectives or expressions towards self-reflection as the main data source in applying reflective practice especially in the new era of curriculum after the pandemic. The habit of doing reflection both after the training activities and on the job training for school principals during the programs were having significant differentiation particularly in the perspectives of developing their professional development in managerial area as long as their competences. They could practice the components of the school leadership competencies model and the expectation they would keep referring this model in the future in improving their competences.

An Ethnographic Case Study of the Lecturer's Beliefs and Practices in Written Corrective Feedback

5682

lis Sujarwati | Dwi Bayu Saputra | Eko Saputra | Nurul Puspita | Dian Reftya Wati | Nur Syamsiah

Written feedback is recognized as an effective way to assist students in understanding and correcting their mistakes in writing. In providing feedback, lecturers are strongly influenced by the beliefs they have. Sometimes, however, their practices do not align with their beliefs. There are two main objectives of this study: (1) to investigate the in/congruence between beliefs and practices,

and (2) to analyze the extraneous variables that might influence them. The research was conducted in an ethnographic case study method. The participants were three novice writing lecturers from the English Department at a State Islamic University in Indonesia. Data collection was carried out using multiple instruments such as interviews, classroom observations, think-aloud protocols, feedback analysis, and site-document review. Data were coded and classified into themes. The results of the data analysis show the concordance and discrepancy between the beliefs and practices. In addition, several extraneous variables were found that influenced the practices of lecturers in enacting their beliefs. The discrepancies found in this study, thus, can be used as meaningful reflection and discussion between lecturers in deliberating their professional development.

The Perception on Misbehavior Students and the Practices of Restitution in Handling Misbehavior of Primary Sudents in Sekolah Dasar Madania Makassar

5700

Musdalifah | Abdullah | Besse Dwi Wahyunita

Creating a ready, attentive, and productive behavior or mindset during teaching in a classroom is not easy. Teacher applies various strategies of teaching to achieve the learning objectives. However not all strategies they have applied can solve the problems. One of the problems of the teacher in the classroom is managing the students. Some students may misbehave during the lesson for some reasons. In Madania School, teachers are encouraged and trained to manage students during and out of period of the lessons. This study is aimed to find out the teacher's perceptions on misbehavior students, how the teachers handle the misbehavior in the class, and how the teachers practice the restitution in the class. The study used descriptive qualitative research applying interview and survey with teachers of SD Madania School as participants in the research. As the result, the teachers' perception on the misbehavior students analyzed with depth of knowledge understanding by discussing with other teachers and find solution for the better performance for the students. Besides, there are several methods applied by the teacher in managing the students, such as giving reward, punishment, and doing restitution. The teachers who use restitution to manage the students' misbehavior mostly the ones who have become teachers for longer period than the one who has not applied. The researcher found that the restitution brings the students more awareness to mistakes done and find the solution to repair the mistakes they have done and result better performance and environment in the class.

Professional Dialogue: Connecting Researcher-Teacher in a Participatory Action Research

5734

Pipit Prihartanti Suharto | Ika Lestari Damayanti | Nenden Sri Lengkanawati

Professional dialogue is essential to teachers' professional learning. It assists teachers in constructing and developing their professional competence and knowledge and thus enhancing their teaching practices. Unfortunately, research on professional dialogue in Indonesian EFL contexts is limited. This qualitative study examined the professional dialogue between an academic researcher and a primary English teacher collaborating on participatory action research in Indonesia. Based on the analysis of documentation and interview, the study indicated that professional dialogues were effective and fruitful when maintained through informal social interaction and when both parties shared the same objectives. The professional dialogues in the study encompassed knowledge about language as well as pedagogical knowledge and skills such as planning, implementing, and reflecting on the teaching. The findings further confirmed that establishing rapport between the academic researcher and the teacher is crucial to the efficacy of

the professional dialogue. This study suggests that additional research involving a more significant number of teachers and investigating the professional dialogue among teachers is necessary.

Teacher Professional Education Students' Competence in Developing English Module through Culturally Responsive Teaching Principles to Build Students' English Competence in the *Merdeka* Curriculum

5753

Teguh Sarosa

A module is one of the planning documents for learning activities. This document has an essential role in the success of the teaching and learning process. In the Independent Curriculum, the preparation of modules is based on a new learning paradigm, namely learner-centered learning. The learning objectives in the module are prepared based on the analysis of learning outcomes and the principles of Teaching at the Right Level (TARL) and Culturally Responsive Teaching. This study focuses on the preparation of phase E English modules with the following general learning outcomes: students are able to 1) use English to communicate with other people in various situations and purposes; 2) understand and respond to various kinds of texts; 3) write various types of fiction and non-fiction texts by paying attention to the target audience. This research is descriptive qualitative research. The participants in this study were students of the 1st Batch of the 2022 Pre-service Teacher Professional Program. The research data was obtained through questionnaires, interviews, and document analysis. This study uses Spradley's theory in data analysis methods consisting of domain analysis, taxonomic analysis, component analysis, and cultural theme analysis.

The Significance Of Metacognitive Strategies For Foreign Language Argumentative Writing

5823

Kaukabilla Alya Parangu

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

The Influence of Mandatory National Curriculum Teaching Philosophy on The Development of Language

5832

Kristiandi

Language teacher teaching philosophy is language teachers' ability to articulate their basic views and values concerning language teachers' professional practices to develop and critique their

professional practices. With the implementation of the mandatory national curriculum teaching philosophy, language teachers are challenged to do their professional practices by aligning their teaching philosophy with the teaching philosophy enacted in the national curriculum. In many instances, however, they are in situations in which values, beliefs, cultures, or philosophies may disagree. Language teachers who have access to immediate assistance are supposedly to be able to respond accordingly and those who have firm teaching philosophy may take a stance. Built on an explanatory case study on these possibilities, this article explores language teachers' teaching philosophy in implementing the teaching philosophy enacted in the national curriculum in their professional practices. The discussion is based on the findings resulted from document analysis, classroom observation, and focus group discussion. This article highlights the influence of the national curriculum teaching philosophy on the language teachers' professional practices and provides language teachers' school context-based insights on the mandatory national curriculum teaching philosophy.

The Depiction of Promoted Autonomous Learning Activity in Tertiary Level: Shared Practices from EFL teacher educators

5836

Khulaifiah | Miranti Eka Putri | Andi Idayani

Over the years, articles regarding autonomous learning and its practices have been published. Some researchers albeit positive tenets on autonomous learning from their study but less inform of autonomous learning activities in the class. The study is to explore current phenomena about autonomous language learning activities created by EFL teachers in higher education levels and how they are actualized to raises learners' awareness of their efforts and strategies to sustained language learning. A qualitative approach was utilized in the study with data obtained from EFL teachers in regional university of Riau. The result of the interview showed some variation activities of autonomous learning and how they were actualized in the class. Here are the activities reported; course platform revision, motivation, study time/ looking for info, questions and answer, assignments work, regular assessment, teachers' consultancy and reward. Some aspects were considered to promote autonomous learning such as institution vision and mission, learners' profile, and syllabus. With this in mind, this study concludes that there is a pressing need to develop a set of useful activities to foster learner autonomy which potentially used as a better predictor of academic performance especially in the Indonesian EFL setting.

The Contribution of Pre-Service Teacher Professionalism Program (PPG Prajabatan) Program to The Designing of Lesson Plans in Indonesia's New National Curriculum: Pre-Service EFL Teachers' Perspectives

5864

Hefy Sulistyawati

Teacher professional development (TPD) is generally defined as "the process and activities designed to enhance the professional knowledge, skills, and attitude of educators so that they might, in turn, improve the learning of students." (Guskey, 2000). In light of the mandatory implementation of Indonesia's new curriculum, the Merdeka Curriculum, the government provides professional development programs and activities to instill the new philosophy and parameters of the new curriculum, which will be implemented in practice, including the designing of lesson plans. One of the TPD programs held by the Indonesian government is the Pre-service Teacher Professionalism Program (Program Profesionalisme Guru Prajabatan – PPG Prajabatan) for selected undergraduate

bachelors. Whether these programs are effective, however, is still in question. This article aims to investigate the contribution of the PPG Prajabatan to the lesson planning phase of EFL learning perceived by pre-service EFL teachers and to find out how these programs' results are reflected in their English lesson plans. The research will use a case study design to take pre-service secondary EFL teachers as participants. Data are collected through questionnaires, focus group discussions, and document analysis, which will be analyzed using the interactive model of analysis (Miles, Huberman & Saldana, 2014). The research will give insight into what works well for pre-service EFL teachers to design lesson plans for the new curriculum.

Teacher Belief in Promoting Self-regulated Learning in Online Environment

5883

Margaretha Dharmayanti Harmanto | Yashinta Farahsani

This study investigates English teachers' belief in promoting Self-regulated Learning (SRL) in online collaborative language learning in Indonesia. This qualitative study used semi-structured interviews with English lecturers in higher education in Indonesia. The data gained from the interviews were then coded and analysed using Atlas.ti software. The interviews with 12 lecturers revealed that they believed promoting SRL was essential for their students, particularly when working in an online environment. They believed that promoting motivation regulation is the most crucial aspect of Self-regulated learning. Moreover, this study disclosed that the teachers had not explicitly promoted SRL strategies, particularly for cognitive and metacognitive strategies. The teachers had indirectly provided self-regulation through classroom context in a collaborative learning environment but did not teach about the SRL strategies in their classes. The findings also disclosed that the teachers spent little time monitoring the students' progress when they worked in online collaborative learning, and the teacher conducted the evaluation.

Developing Spiritual Growth Journal For Pre-Service English Teachers

5898

Yonathan Winardi | Dhama Gustiar Baskoro | Dedy Panggabean

This paper aims to elaborate the steps of developing a printed spiritual growth journal for pre-service English teachers in University of Pelita Harapan Teachers College. As a Christian university with solid vision and mission applying holistic education, it is urgently needed to nurture and develop students' spirituality and to redeem learning lost due to covid 19. The first part of Borg&Gall research and development model is employed to produce a printed spiritual growth journal that begins with a needs analysis as initial research and information collection with lecturers from the Faculty and Christian religion education study program participated in it. The printed journal is designed to be used in nine week with four points to be filled and reflected in order to help the pre-service English teachers evaluate and understand self, express thoughts and feelings to the Lord, remember God's work in their life, and record their progress in all spiritual disciplines. This journal is recommended to be used not only for the new students, but also to the existing ones, with feedbacks from the lecturer. For future research, it is suggested to replicate and modify it for 1st year novice English teachers in their reciprocation as a means for professional development.

ENGLISH AS A GLOBAL LANGUAGE/LINGUA FRANCA/WORLD ENGLISH (EGL)

Students' perception on the issue of native-speakerism in English language teaching

5430

Valisneria Utami

It has been believed that native English teachers (NETs) have many advantages than non-native English teachers (NNETs) and it is favorable for English language learners. Whereas, referring to Kachru's theory and reality of English users, English is mostly used among non-native speakers where they develop their unique linguistic features. This study aimed to explore students' perception of native and non-native English teachers in a higher education context. This research employed a qualitative study. The data gathered by close-ended questionnaire and semi-structured interview. The participants were students in English education study program in one of public university in Bengkulu. The result revealed that having native speaker's accent still becomes a target for university students. On the other hand, they also showed uncertainty about who makes best English teachers. It is believed that nonnative English teachers might teach them incorrect pronunciation of English while native English teachers could also show lack of capabilities in teaching despite their remarkable ability in using the language.

Highlighting Spoken Discourse: Indonesian EFL Learners Phonological Errors in Concern of Vowel and Consonant

5527

Giovanni Oktavinanda | Firman Parlindungan | Endah Anisa Rahma | Ya-Li Wu

Errors are tools of learning, both in the form of written and spoken discourse. This study aimed at finding out phonological errors in spoken discourse made by EFL (English as a Foreign Language) learners at a public university in Indonesia. There were 37 learners who volunteered as the subject of this qualitative study; while the objects were the learners recording. The data were collected by asking learners to read aloud a text about climate and then analyzed using interactive analysis. The results showed that there were two types of phonological errors produced by the learners in their spoken discourse: vocal phonemes errors and consonant phoneme errors. The findings of this study indicated that the majority of learners mispronounced English consonants that they did not find in their native language, such as /θ/ sound. Second, vowel errors were more frequent compared to consonant errors because English has monophthongs such as /i:/, /ɪ/, /e/, /æ/, /ɜ:/, /ə/, /ʌ/, /ɑ:/, /u:/, /ɔ:/, /ʊ/, and /ɒ/ instead of straight vowels as found in the Indonesian language. The results of this study make a contribution to English lecturers and instructors at the university level by increasing their awareness of pronunciation errors that Indonesian learners make and enhancing their teaching techniques to assist Indonesian learners in pronouncing new sounds found in the target language.

Intercultural Language Learning Through See the World Series Program

5567

Sari Wulandari | Elly Rosalina Susanti | Mirriam Anugerahwati

Experiencing communication in a real setting is essential for language learners. Through *See the World Series 2023 program*, Junior High Schools and Senior High Schools students in Indonesia exchange language and culture with students of Hokkaido University of Education (HUE), Japan.

This project aimed to: (1) reveal how intercultural language learning improve students' motivation to communicate in English, and (2) describe participants' response toward the intercultural exposure during the program Those students who participate in *See the World Series 2023* supposed to enroll to be able to join this program. The research instruments employed to gather the data were questionnaires and messages from the participants.

This program was intended to equip the students with not only the grammar and vocabulary of English, but also opportunities to learn interculturalism. See the world series was conducted via zoom for 90 minutes. The interaction became intensive when the volunteers from HUE and the students went to breakout rooms for QA and mini-Japanese lessons. After the session the students filled questionnaire and exchanged messages through *Padlet & Google Sheet*. Through the messages, it was found that the program brought positive impact to the students in improving their intercultural knowledge of other countries and real use of English as an international language. All in all, this program is worth trying as a different way from the traditional language approach. In the future, improvement is needed to make this program more beneficial in wider scope.

The Effect of Covid 19 On Learning Loss in EFL Classroom

5648

Obay Jambari | Tatu Zakiyatun Nufus

This study looked into the effects of COVID-19 on learning loss in EFL classrooms. In this study, a case study was used as the method and an interview served as the instrument. Five junior high school Students of MTS Bani Karim took part in the study. The results indicated that the aspects that were lost were English knowledge, attitude, and skill. Additionally, facility and time were the main contributors to English learning loss throughout COVID-19. Additionally, the students used YouTube on their mobile devices to make up for the EFL learning lost during COVID-19. In light of the results, it is advised that EFL teachers and students take into account the causes of learning loss as seen by the students themselves and design an effective EFL teaching and learning process to prevent learning loss. It was implied that in order for the pupils to acquire English, they needed to be more self-reliant and independent.

Metacognitive Knowledge in EFL Academic Writing: Indonesian Final-Year Master's Student Context

5675

Raniah Mardiant

To become stronger and more independent writers, metacognitive awareness is necessary to bridge the divide between cognitive and emotional factors that make it difficult for university students to complete academic writing. However, a few university EFL learners are unfamiliar with or have never used metacognitive strategies in their academic writing learning environments. Therefore, it will be simple for them to lose interest in improving their academic writing abilities, resulting in an earlier cessation of academic writing instruction. Thus, this study aims to investigate three master students' metacognitive awareness, including metacognitive knowledge in EFL academic writing, specifically in writing research proposals. Further, this qualitative case study will use interviews and document analysis as the research instrument. The data will be analyzed using the framework of metacognitive knowledge proposed by Flavell (1979), Hacker et al., (2009) and Railean et al., (2017). It is expected that the findings of this study will fill the gap in the literature related to metacognitive awareness in EFL academic writing in final-year master's students' contexts.

The Impact of English Language towards Bilingual English Educators' Identity

5782

Suzulaikha binti Mohamed | Nurdiana binti Mohamad Yusof | Bahri bin Bahar | Nurrul Huwaina binti Ridzuan Lotfi

This study is aimed to investigate the impact of the English language towards Malay bilingual English educators' self-identity as well as their perceptions and attitudes towards English language. This study adopted a quantitative approach where questionnaires were used as means of data collection. Purposive sampling method was used in this study as demographic variables were controlled according to respondents' race, teaching experience, and their first and second spoken languages. The data were analyzed statistically using SPSS and tabulated into percentage and mean scores where each mean was interpreted into three main indicators which are positive, neutral, and negative. The findings unfolded the proposition that the respondents encountered a slight self-identity change, but it did not entirely change their self-identity as Malays as well as their perceptions of Bahasa Malaysia as their mother tongue. Their perceptions and attitudes towards English depict that even though they are exposed to English in most of their domains, it does not cause them to disregard their culture and mother tongue.

Training Programs for English as a Medium of Instruction (EMI) Lectures in Indonesia

5792

Harumi Manik Ayu Yamin

Despite the growing popularity of English as a Medium of Instruction (EMI) particularly in tertiary education in Indonesia, there is relatively little attention given to the professional development of EMI lecturers. Since lecturers play a critical role to determine the success of an EMI program, they need to be prepared by their universities so that they are able to perform well and make informed decisions as they teach their course content in English. This paper examined training programs provided for EMI lecturers in five universities in Indonesia. Using data collected from online surveys, reports, and observations, this research identified four different models of EMI training programs for lecturers. In addition, the lecturers' perceptions regarding the training programs that they participated in were investigated. The research findings showed that the majority of the lecturers had positive perceptions of their training programs and strongly believed the training programs should be offered to more lecturers and universities. Suggestions for future consideration in designing training programs for EMI lecturers were also provided.

Exploring the Phatic Expressions in Speaking English

5800

Elisa Ratih

English has become a global language that transcends national and cultural boundaries, and in the process, it has undergone significant variation and development worldwide. However, some people feel not confident in speaking English. Sometimes, they also ask a forgive if they speak English with Indonesian accent, not as a native speaker. Meanwhile, the concept of World English refers to the usage and variation of English that occurs in different countries and language communities around the world, for instance, Singlish (Singapore English), Spain English (Spanglish), Chinese English (China English), and Taglish (Tagalog English). Therefore, initially speaking as a native speaker is not a main reference. Furthermore, our specific objectives include observing the production of English variation in the English datasets of storytelling. The study is set out to conduct a corpus exploitation with the learning corpora itself – we use CBLING (Corpus of Bilingual Learners' Languages), in this

case – containing 154.496 word-tokens from around 1,016 English short essays (Zen et al, 2017). Our initial findings indicate that the students produce more about phatic expressions. Taken together, our findings are essential to show that someday we can have our variation, like Indoglish (Indonesian English) or Javlish (Javanese English).

The Diffusion of English-medium Instruction at Higher Education Institutions: Looking at Students' Attitudes and Behavioral Intention

5870

Syariful Muttaqin

The increasing trend in the implementation of English-medium instruction (EMI) at higher education institutions in Indonesia has been in a dilemma, due to language policy, pedagogic, and linguistic factors. As an innovation in content teaching, it is therefore very important to explore the EMI perceived attributes in relation to attitudes and behavioral intention to EMI of university students in the Indonesian context. Using Diffusion of Innovation (DOI) theory, this paper aimed at exploring the EMI perceived attributes, regarding its relative advantages, compatibility, complexity, trialability, and observability and to examine the relationships between the EMI perceived attributes and the attitudes and behavioral intention towards EMI of the university students in Indonesia. The quantitative data were taken using Likert-scale questionnaires from 125 students at two reputable universities applying EMI. The data were statistically analyzed descriptively and inferentially using SmartPLS software to address the research problems. It was found that EMI is considered very highly advantageous and compatible, highly observable and trialable, and surprisingly not complex to teach content courses. In addition, perceived relative advantages and compatibility of EMI were predictive to the students' attitudes toward EMI. Finally, perceived relative advantages, trialability, and observability of EMI were predictive to the students' behavioral intention to take EMI. EMI is therefore worth applying at higher education institutions in Indonesia as an approach to enhance both students' content understanding and English competence and to support Indonesian universities' internationalization vision.

Communicative English and International Skills for Driver Guides in Tebing Breksi Area: A Need Analysis

5882

Dewi Cahya Ambarwati

This paper intends to undertake an analytical investigation on the needs of English communication and international skills for driver guides in Tebing Breksi area. The guides perform two duties, both as jeep drivers and tour guides who have to explain and share information on tourist destinations with the tourists. This research will employ a descriptive qualitative study which raises the issue on how they communicate in English as they have various understandings on the language. The research may involve 20 guides that serve short routes and apply three instruments to acquire the data. Should there be needed observation sheets, questions list for interview, and questionnaires. The findings will then be explained descriptively. Preliminary observation demonstrates that as they represent touristic sites, they need to explain not only about the conventional exposures of tourist destinations as in buildings and historical aspects, but also vegetations and environmental issues as the primary potentials. However, to the extent of speaking English and how to deal with international circumstances during the guiding process, they have quite limited skills so the communication between them runs inadequately. In fact, guides shall speak as much as they can while keeping the well hospitality. By discovering the needs, it may draw the lines of communication strategies to performing their guiding jobs in a more professional direction.

The Implementation of YouTube Videos as a Medium of Learning for Enhancing Students’ Speaking Skill

5924

Safrini | Siti Sarah Fitriani | Dohra Fitrisia

The 21st-century teachers must be able to utilize the latest various technology platforms to improve their students' speaking skills which are often considered difficult. This study examines the implementation of YouTube videos as one of the easily accessible technology media to enhance students’ speaking skills. Classroom Action Research (CAR) adapting Kemmis and Taggart’s design, which covers planning, implementing, observing, and reflecting, was conducted in X IPA Senior High School 1 Samatiga, consisting of sixteen (16) students; 8 females and 8 males. The research was carried out in two cycles with three meetings in each cycle. Furthermore, the data were collected through the observation sheet, the field notes, and the test. The qualitative data from the observation sheets and field notes were analyzed by assembling, coding, comparing, building interpretations, and reporting the outcomes (Burn’s theory). While, the quantitative data, were analyzed by calculating the mean of the post-test cycle 1 and post-test cycle 2. The result of the research proved that the use of YouTube videos as a medium can enhance students speaking skills and interest in learning English making them more confident and fluent in speaking practices.

ENGLISH LITERACY DEVELOPMENT

The Impact on IDLE Activities on High TOEFL-ITP Score: The case of a year-7 student from eastern Indonesia

5386

Mukrim | Zarkiani Hasyim | Namirah Nurul Ilmu Achmad

Although there has been research regarding the impact of engaging in informal digital learning of English (IDLE) activities on EFL learners' score in standardized English test, very few studies explore their relation with high ITP TOEFL score gain. This study attempt to address this gap by investigating the impact of IDLE activities (watching YouTube videos) on a young EFL learner's listening section of ITP TOEFL score. The aim of this research is two folds: to find out (1) how the subject engaged in IDLE activities before sitting in the ITP-TOEFL, (2) why these activities impacted on high gain of listening section (59 with 560 overall score). A 13-year old secondary student who exposed to YouTube videos was invited to be an informant of this study. A qualitative single case study was conducted to explore this issue by gathering data through interview, observation, and secondary data from YouTube videos. Thematic and content analysis was used to find out the emergence themes from data obtained. The results of the study show that the subject were exposed to a large quantity of story time animation videos from 6 different YouTubers, and one podcast channel from 3 animators, with 1-hour duration each video, and one non-animator channel. In addition, she engaged with this IDLE practice for a long-period (3 years) and had a frequent engagement. These practice ultimately enhanced her listening comprehension ability and developed her academic vocabulary which in turn helped her to gain a high TOEFL score of listening section.

The Language Assessment Literacy (LAL) in Higher Education EFL Lecturers, A Survey: Muhammadiyah University of Makassar and Samarkand State Institute

5397

Uyunnasirah Hambali | Erwin Akib | Ratu Yulianti Natsir

Language assessment literacy aims to the knowledge and skills associated with the assessment of language ability that lecturers related to assessment activities are required to experience to perform assessment tasks. The main goal of this study was to obtain lecturers in higher education who will be considered literate about language assessment literacy when they clearly understand the purposes of assessment, methods of assessment, and procedures of assessment at their teaching subject. The study used a quantitative method, and the participants of this research were five lecturers in higher education from the Muhammadiyah University of Makassar and five lecturers from Samarkand State Institute a filled-out questionnaires and participated in interviews. For this study, a set of a questionnaire from Cheng, Rogers, & Hu (2004) was employed to collect data and interviews. The findings showed that lecturers in higher education were literate in assessment purposes, methods, and procedures because they were involved in aspects of three assessments, namely purposes, methods, and procedures. Besides, the result shows they understand assessment purposes, methods, and procedures because the lecturer was less involved in some other aspects of purposes, methods and procedures of assessment. It is due to lecturers' need to understand language assessment literacy.

The Utilisation of Drama Activities for Improving Student's Digital Literacy in Indonesia: A case study

5483	Tatu Zakiyatun Nufus
<p>Digital literacy plays an important role for students in teaching and learning process, it is used to identify and use technology confidently and creatively. But there are still many digital literacy gaps among school due to maintaining the traditional culture of school, The present study is carried out to examine the way how to improve the student' digital literacy in Indonesia through drama, analyze the use of drama in improving students' digital literacy and find out challenge of using drama in improving student's literacy in Indonesia. The study used a qualitative design with descriptive analysis which analyzed digital literacy by drama that employed semi-structured interview and classroom observation to 20 students in Indonesia. Due to the research, the results explain that Drama has effectivity about 70% students in improving students' digital literacy, finding authenticity material, creating good script, deciding setting which students improve through drama. In spite of these, the researcher found some challenges to improve student's literacy in classroom including the readiness of teacher in providing the media. To sum up, the process of improving student's digital literacy needs the interesting strategy.</p>	

Writing Essay Smoothly by Using IELTS Strategies	
5485	Morada Tetty Fauziah Khairani Lubis and Johannes Jefria Gultom
<p>The ability to write English essay in the level of university must be referred to international standard criteria markings, as one of them is IELTS (International English Language Testing System). It becomes one requirement needed for those who want to continue their study or to seek a job abroad. But to the fact, the students' writing essays seem do not fit to the criteria. This research aims at initiating and proposing solution to enhance students' writing essay smoothly that fit to the standard writing criteria by using IELTS strategies. This research is conducted to one class at the second semester, academic year 2022-2023 of English Department, Universitas Negeri Medan in their intermediate English writing class. The methodology used is R & D Research Design with the preliminary data obtained are by using interview, observation and data exam instruments. The methods were started by interviewing the class in order to find out the problems they faced in writing essays, followed by observations during the process of their spontaneous essay writings and finally performing the IELTS strategies to see the improvements before and after having exposed to the strategies. The primary data are all students' essay writings either spontaneous (controlled) writings i.e essay writings which are monitored and done in class, or free (uncotrolled) ones which are taken home. The results showed there were steady significances to the students' essay writings when they were performed with IELTS strategies frequently especially for the taken home essays. These strategies led to the ability to write essays smoothly and easier.</p>	

Utilizing Augmented Reality (AR) Technology to Enhance Medical English Multimodal Literacy	
5494	Erikson Saragih Mahriyuni
<p>Previous studies have proved that augmented reality (AR) technology can effectively improve conventional literacy in general language learning since the paradigm for teaching reading has changed from the use of one mode of literacy to multimodal literacy. Although some research on literacy has been carried out before, specific research exploring the application of AR to enhance multimodal literacy in ESP learning, especially in English for Nurse courses has never been conducted. This study investigated how nursing students interact with others utilizing AR technology using several multimodal modes to increase their medical English multimodal literacy</p>	

and the effect of AR on their multimodal literacy in ESP learning. With this multimodal ESP learning survey, fifty nursing students taking English for nursing courses participated in the study to reveal their experiences to enhance their medical English literacy through Augmented Reality Technology. The findings showed that nursing students used 3 modes in AR (visual, imaging, and animations). The three modes were used to help viewers comprehend complex material, give them specific ideas, and encourage participation. Moreover, nursing students also utilized musical backgrounds and sound effects to elicit strong emotions and improve immersive experiences. The outcomes also showed a significant improvement in nursing students' multimodal English literacy skills when the material was created for a location-based augmented reality application using a variety of multimodal media.

An Investigation of Teachers' Attempts in Raising Phonemic Awareness to Support EYL Students' Early Literacy Development

5512

Arina Shofiya | Nanik Sri Rahayu

In the development of early literacy skills, phonemic awareness should receive serious concern. Phonemic awareness is defined as the ability to identify and manipulate phoneme (individual sounds) in spoken or written words. Such kind of ability is critical to comprehension and literacy. Therefore, teachers of English for Young Learners (EYL) should realize these needs and provide some activities to facilitate students' learning. The present study is intended to explore the EYL teachers' attempts in developing the students' phonemic awareness to provide the basis for literacy. Employing descriptive research design, the present study portraits the practices done by elementary school teachers inside and outside classroom. The participants of the present study are five EYL teachers in five elementary schools in Tulungagung regency, East Java, Indonesia. The data collection techniques include interview and observation. The result shows that the attempts to raise phonemic awareness mostly include common strategies in teaching reading such as introducing English letters and the corresponding sounds, reading aloud, imitating the teachers' pronunciation, and introducing vocabularies. The position of English in elementary school as a local content becomes the factor for not focusing on the students' phonemic awareness because the time allotment is limited and the targeted materials are overwhelming. It is recommended that the status of English as local content be improved as a compulsory subject to give the EYL teachers more opportunity to promote students' literacy skills.

Change Over Time of College Students' Reading Behavior in Reading Different Text Formats

5514

Firman Parlindungan | Refanja Rahmatillah

The way college students read has been changing rapidly in recent years, with the proliferation of digital technologies and the increasing availability of alternative formats for reading. This study aims to investigate how college students' reading behavior has changed over time, particularly in relation to different text formats, such as print and digital. Using a case-study design, the study followed a cohort of college students over two semesters, collecting data through observations and interviews to examine changes in reading behavior. 70 Indonesian college students taking an English course were involved in this study. They were divided into two groups. 35 of them were asked to read a novel in digital format and the rest were asked to read a novel in print format. The data were analyzed qualitatively. The findings uncover differences in reading behavior between students who read in digital format versus those who read in print format. The average reading times for those who read in digital format was 4 hours a week and for those who read in print

format was 2.5 hours a week. Students who read in digital format took longer breaks, engaged in more multitasking, or experienced more distractions than those who read in print format. The findings of this research will provide valuable insights into the changing nature of college students' reading behaviors, which can inform educational practice and policy related to reading instruction and materials selection.

EFL Students' Reading Habits in Higher Education

5532 Endah Anisa Rahma | Firman Parlindungan | Ana Elvia Jakfar | Giovanni Oktavinanda

This study aims to investigate Indonesian college students' reading habits. 60 non-English major students who took Extensive Reading course involved in this study in the sixth semester. Data were collected from questionnaire about reading habit activity adapted from Mikulecky and Jeffries (1996). The results indicated that all of students agreed that reading aloud helps them to improve their reading (95%). 96% of them also agree that reading English slowly makes more understand. Besides, most of them (95%) agreed that learning grammar help them to understand more in reading English and 98% of them also agreed that learning vocabulary supported them to understand more English. Majority of them (95%) need to know every word in order to understand English material. 95% of them also agreed that pronouncing every word helps them to read well in English. It can be concluded that Reading slowly and learning vocabulary support them to understand more in reading.

Insights into the Reading Attitudes of Primary School Pupils in a Malaysian Fisherman Village

5643 Astri Yulia | R. Malatesha Joshi | Nor Azilah Husin | Norhamidah Yusuf | Na~Thinamalar Magiswary Nadarajan | Cheli Nadarajan |Norhayati Mohd Zin⁷

This study aimed to investigate the relationship between children's attitudes toward recreational and academic reading, as well as the impact of the Reading Bus Program, an intensive six-week reading intervention designed to foster the joy of reading among children in grades 4 and 5. A total of 120 children participated in the program, which comprised six biweekly sessions over two months. The Elementary Reading Attitude Survey was administered to 74 children who completed the program, yielding a response rate of 62%. The study employed a two-model approach using the Partial Least Squares Structural Equation Model (PLS-SEM) to analyze the relationship between children's attitudes toward recreational and academic reading and the role of reading contexts and activities in shaping these attitudes. Consistent with previous research, the findings revealed that children exhibited more positive attitudes toward recreational reading than academic reading. Moreover, the study found a significant correlation between children's attitudes toward recreational and academic reading. The positive influence of reading partners and the supportive environment created by the Reading Bus Program likely contributed to the observed attitudes. Additionally, the study underscored the importance of children's attitudes toward the context of reading, with children who felt positively about having books around them being more likely to engage in reading activities. However, the study did not examine the relationship between demographic variables, such as socio-economic status, and the effectiveness of the reading program. As the participants were from a single community, further research is recommended to investigate the connection between children's characteristics and school experiences across different cultures in determining the effectiveness of reading programs. Overall, the study emphasizes the importance of after-school programs that support academic activities in enhancing children's academic performance and encourages collaboration among schools, universities, communities, and non-

government organizations to create engaging environments for children's academic growth.

The Implementation of Metacognitive Strategies to Improve EFL Students' Reading Comprehension at Islamic Boarding School

5685

Siti Musfirah | Dohra Fitrisia | Siti Sarah Fitriani

Reading comprehension is a challenging task for ESL/EFL students. Metacognitive strategies have been considered as an effective technique which can assist students in overcoming reading difficulties. The study aimed to find out whether the metacognitive strategies instruction have any significant effect on EFL students' reading comprehension at Islamic Boarding school. It was employed a quantitative research method with the quasi-experimental design. The population of the study was the second grade students of senior high school students at Madrasah 'Ulumul Qur'an (MUQ) Islamic Boarding School, Banda Aceh. By using a simple random sampling technique, two classes were chosen as the sample of this study; XI IPA III as a representative of experimental group (EG), consisted of 30 students, and XI IPA II as a representative of control group (CG), consisted of 22 students. The instrument used was reading comprehension test adopted from TOEFL Junior, a standardized test from ETS, specifically design for students in middle-school or lower-level high school to whom English as a foreign language. The result showed that the instruction of metacognitive reading strategy had given a significant effect to the EFL students at Islamic boarding school on their reading comprehension. Therefore, H_0 is rejected and H_a is accepted which means there is a significant differences of the mean scores of the EG and CG.

L2 University Lecturers' Academic Literacy in Writing for International Publication

5743

Bayu Andika Prasatyo | Ade Windiana Argina | Yanuarius Yanu Dharmawan

Regardless of its challenges in terms of writing for international publication, many Indonesian lecturers confront myriad dynamic issues-particularly in academic contexts, one of which is literacy. The academic literacy practices, which are the primary instrument in writing for international publication, might be challenging for university lecturers to become proficient in. Therefore, this current paper reports on a mixed-method case study employing a national survey and an indepth interview with 12 selected lecturers in five different universities in Indonesia such as Trisakti University, Bandar Lampung University, Sumatera Institute of Technology, The College of Health Sciences of Griya Husada Sumbawa and Syekh-Yusuf Islamic University, Tangerang. The aim is to scrutinize the academic literacy practices of non-English university lecturers in engaging themselves in writing for international publication. The researchers scrutinized the data in search of academic literacy practices, from academic literacy knowledge, and writing for international publication to research problem-solving skills, which are, the points at which university lecturers acquired or reshaped their literacy practices according to their respective disciplines. The study revealed that most of the lecturers access English-language literacy to support their research publications. University lecturers found it more challenging to read and access English-language articles on academic literacy than Indonesian-language reading articles as their references. This occurs due to they quite seldom have English exposure as their daily basis environment. The study also uncovered that lecturers lack attending academic workshops/seminars related to the procedures for writing and publishing publications in international journals.

Moment by Moment Emotions in Reading Literary Text: A Case study

5880

Yayu Heryatun

This study aims to investigate the process moment by moment emotion experienced by EFL students in reading literary text. The reading material used is various depending on EFL students' choices in order to maintaining their reading interest. Three EFL students - high, middle, and low achieving students - involve in this study. Emotions response changing occurs during reading literary texts, ranges from negative to positive interplay during reading literary text. The result reveals that EFL students experienced in voyeuristic response, vicarious response, and visceral response. In terms of voyeuristic response, EFL students convey their comprehension on information relates of characters. EFL students' empathy come up when connecting characters' feel to events that characters' experiences are stated in vicarious response. Meanwhile instant emotion as a result of experiencing something in characters is delivered in visceral response, specifically what EFL students' emotion experience are in line with what characters see, touch, hear or smell happens.

Investigating L2 Motivation and Self-Regulated learning strategies in online EFL Reading among Indonesian EFL Students

5881

Radina Anggun Nurisma

Plenty of reading resources both printed and digital are available to support students' literacy skills. Yet, low literacy rate still continues to be a major issue among the students. Studies about students' reflection on motivational aspects and self-regulated learning strategy in online EFL reading had not received adequate attention. This research aims at examining the level of students' L2 Motivational Self System (L2MSS), including the ideal L2 self, ought-to L2 self, and L2 learning experience, and their correlation with self-regulated learning strategies in online EFL reading. We use explanatory mix-method with 70 Indonesian undergraduate students who are involved in EFL online reading class that comes with the use of self-regulated learning strategies. Close-ended questionnaires measuring L2 motivation and self-regulated learning strategies are distributed online to the students. Data on L2 learners' motivation and self-regulated learning strategies are gathered and analyzed quantitatively to reveal statistical correlation. Then, follow up questions in open-ended questionnaires exploring the elaboration on the level of motivational aspects and its relationship to self-regulated learning strategies in online EFL reading are administered to the students.

Literacy in the National System of Education

5903

Ali Saukah

Literacy has been considered as the foundation of all the subjects in the curriculum. With a strong literacy foundation, students will find it easier to master the competencies developed in every subject in the curriculum. That is why literacy will become the central issue in the national system of education. It will affect the delivery of learning of all the subjects in the curriculum. The new policy about literacy in the curriculum will lead to the modification of the national system of education by putting the role of literacy in the achievement of the national goals of education in Indonesia. Competencies of the subjects in the curriculum can be considered as the short-term

learning outcomes. Literacy of the students can be considered as the long-term learning outcomes, learning outcomes which will contribute to the success of the graduates in the wider community. Therefore, literacy is considered to be the foundation of every subject. Literacy must be developed based on the principle of "language across the curriculum". Every teacher must take care of the language of the students in the class.

ENGLISH FOR ACADEMIC, BUSINESS, AND SPECIFIC PURPOSES

Needs Analysis of English for Medical Purposes (EMP) Teaching: Implications and Recommendations	
5295	Diah Royani Meisani Laely Hidayati
<p>English for Specific Purposes (ESP) has long been required in the field of English Language Teaching. To identify the learners' key requirements or needs and determine the skill areas in which they are lacking, needs analysis can be a vital asset for teachers of ESP. Given the condition, the present study was undertaken to find out the ESP language needs of students at the Faculty of Medicine at Universitas Brawijaya, East Java, Indonesia. Concerning students' future professional careers in the field of medicine, the current research looked into medical students' English demands while studying for their medical degrees. Survey-based research was administered to explore the English language needs of students at both the academic and professional levels. The study which involved 347 medical, midwifery, and pharmacy students revealed that most of the participants gave positive responses towards the relevance of English for Medical Purposes (EMP) subject offered during their study in the medical faculty. Besides equipping the students with the capacity to use English in their field by providing medical discourse, the subject should also provide them with English learning in academic contexts to build their fundamental knowledge for mastering the language. The results suggest that an EMP course should begin with subskills such as medical terminology and grammar and then advance to medical discourse and communicative English in accordance with students' English-learning goals. Considering the findings, the current study concluded with implications for course designers of EMP and recommendations for future research.</p>	

On Expert Academic Writing: Accounts for the IMRAD and its Synthesis to Encourage a World Platform of Discussion	
5334	Jumanto Jumanto
<p>This paper proposes an interpretive model for the IMRAD and its synthesis within the Discussion part to encourage a world platform of discussion and to be considered for writing manuscripts for internationally reputable journals. The data-sources for this research were obtained from 25 Quartile-1 Scopus-Journal articles of different subject areas or categories or disciplines of the 2022 and 2023 publications. Within online searching, observation, and interpretive techniques, the author observed the patterns of IMRAD and its synthesis as important devices for a manuscript to be a platform of world discussion. Upon systematically observing and interpreting, the author highlighted the data-sources observation results in form of three aspects: the IMRAD pattern, the synthesis, and the hedging or cautious language. Authors or readers worldwide may benefit from the results of this research for writing manuscripts to be submitted to internationally reputable journals, meanwhile academic writing teachers may use the proposed interpretive results of the IMRAD and its synthesis to teach expert academic writing to their students to leverage the quality of their student academic writing into expert academic writing, and thus publishing their eligible papers in internationally reputable journals.</p>	

Exploring Potentials and Challenges of Micro-learning in ESP Material Design: A systematic review

5358

Stephani Fahra Caroline | Sri Sumarni | Darmahusni

in the field of English for Specific Purposes (ESP). This study aims to investigate the extent to how micro-learning has been employed in ESP materials design, focusing on its potentials and challenges. Systematic research of the literature is conducted to identify studies that reported the use of micro-learning in ESP materials. The findings suggest that micro-learning has been increasingly employed in the design of ESP materials, especially in recent years. The review highlights that micro-learning has the potential to enhance language learning by promoting active engagement, providing personalized learning experiences, and facilitating learning transfer. However, the implementation of micro-learning in ESP materials design faces various challenges; the need for appropriate technology and infrastructure, limited opportunities for social interaction and communication, and the lack of systematic evaluation of its effectiveness. Overall, the study underscores the potential benefits of micro-learning in ESP materials design and highlights the challenges that need to be addressed for its effective implementation.

The Proportions of Grammatical and Ungrammatical Clauses Based on Subject-verb Agreement on IELTS Writing Simulation by LPDP Affirmation Scholarship Awardees

5396

Muhammad Adi Pratama | Aris Munandar

Writing skills are essential for individuals who want to study at English-speaking universities. However, developing these skills is a challenge for English learners in Indonesia. The present study focuses on the proportions of grammatical and ungrammatical clauses in IELTS writing performances by LPDP Affirmation Scholarship awardees during their language acquisition classes. Additionally, it determined whether these ratios could impact the assessed scores using a statistical analysis called one-way ANOVA. It employed a descriptive-correlation approach that involved identifying grammatical and ungrammatical clauses in each writing performance. It analyzed these clauses concerning variations in the scores. The results revealed a correlation between the number of grammatical clauses and higher scores, while an increase in ungrammatical clauses corresponded to lower scores. This information adds quantitative descriptions to the existing official writing skill test descriptors, which currently provide only textual explanations, thereby facilitating score predictions. Furthermore, these findings can offer valuable insights for self-assessment among learners, enabling them to engage in more effective practice. Teachers can also benefit from this research by efficiently evaluating their learners' writing performances and enhancing their teaching methods comprehensively.

Nominalizations in English Social Science Research Articles by Native and Indonesian Speakers

5407

Ida Bagus Widya Udayana | Aris Munandar

Academic writing can be challenging for second-language learners who need a linguistic sense of a particular language. Moreover, Academic writing has a unique structure that makes it different from other texts, i.e., it contains clauses modified to convey more compact information. This paper investigates English Native Speakers (ENSs) and Indonesian Native Speakers (INSs) in producing nominalizations in English Social Sciences Research Articles (ESSRAs). 50 corpora of ESSRAs become the data source of this paper, precisely 25 articles both authored by ENSs and INSs. The authors'

affiliation classifies their nativeness. This paper employs the Sketch Engine application to identify nominalization types and characteristics generated by both authors when conveying ideas in ESSRAs. A chi-square test and Pearson correlation were employed quantitatively to determine the significance and correlation of the two authors' nominalizations. The results indicate a significant difference between the English nominalization in ESSRAs of the two authors and a strong correlation between them. Three categories of nominalizations and characteristics were discovered from the two authors' ESSRAs, indicating how the first language background has influenced the development of second-language English academic writings.

Interpretation The Transformation of Students' Motivation on Learning ESP

5456

Muhammad Farhan | Ashadi | Dyah Ciptaningrum

English specific purpose (ESP) is designed for specific learners based on academic and learning need. The study utilized a systematic review approach following the PRISMA 2020 Protocol to examine students' motivation in learning English for Specific Purposes (ESP). The study aimed to identify and analyze the various factors that impact student motivation in this context. Fifteen peer-reviewed articles published between 2014 and 2023 involved identifying, screening, and summarizing. The study's findings provide valuable insights into the motivational factors influencing students' engagement and success in ESP. Overall, the study contributes to a better understanding of how to support and enhance students' motivation in this crucial area of language learning. The study results showed that transforming students' motivation to learn ESP can be enhanced by providing relevant, authentic, and autonomous learning opportunities, regular feedback, and a supportive learning environment. Therefore, it provides valuable insights into the factors that influence students' motivation in learning ESP and highlights the need for further research to explore the dynamic nature of motivation in the ESP context.

Neuro-Linguistic Programming: Its Application and Permeation in Online and Offline Classes

5495

Putu Lirishati Soethama | I Komang Sumaryana

Neuro-Linguistic Programming (NLP), proposed by Richard Bandler and John Grinder in the 1970s, is one of the most effective and useful methodologies to help us communicate effectively in various areas of life such as corporate environment, college life, education, marketing, health, and various other areas. This method is indispensable in the teaching and learning process that can accommodate the very fast and sudden changes that occurred due to the pandemic situation. In this study, the NLP effective techniques: creating rapport, mirroring, creating positive states and anchoring, maintaining flow, pacing and leading, perceptual positioning, and modeling good practice were used in online and offline lecturing. These techniques were applied to strengthen the three-learning styles visual, auditory, and kinesthetic. The data were collected through observation and field research methods. Forty (40) students from two (2) online classes and two (2) offline classes, namely Debating on Recent Issues and Theory of Literature and Literary Criticism Class participated in this study. A survey has been given by the end of each lecture to measure the success of the NLP techniques applied by the lecturer. Results showed differences between online and offline classes. Its success decreased in online classes. Therefore, the development of material delivery techniques is needed to be more developed in online classes, especially in visual presentation models to patch up the missing kinesthetic models in online classes.

Developing Digital Resource for English for Tourism Course in Vocational High Schools in South Kalimantan

5520

Raisa Fadilla

Tourism is a popular major in many Vocational High Schools in Indonesia, particularly in South Kalimantan. The growth of the tourism industry in South Kalimantan has been on the rise, and graduates are expected to become leaders in tourism development at both the regional and national levels. To achieve this, students require English skills, especially in English for Tourism. However, there is a lack of interesting and authentic learning materials for this subject in South Kalimantan's vocational high schools, posing a challenge for both teachers and students. Therefore, this study aimed to create a digital learning resource, in the form of a website, that contains English for Tourism materials based on local wisdom for vocational students. The study used Research and Development design, starting with a needs analysis, followed by creating a website, formative assessment design and execution, revision of the website, and summative evaluation. The findings showed that the website is suitable and practical for vocational high schools that specialize in Tourism in South Kalimantan.

INQUIRY-BASED LEARNING (IBL) FOR ENGLISH VISUALLY IMPAIRED STUDENTS IN WRITING ESSAY: AFFORDANCES AND CONSTRAINTS

5546

Siiti Maryam Hamid

An inquiry-based learning approach encourages students to think critically and systematically. This is due to the fact that the process of implementation consists of five phases: orientation, conceptualization, research, conclusion, and discussion. These five phases will assist English visually impaired students in organizing their ideas in the form of an essay. This study used case study of qualitative descriptive research. The researcher used observation and interviews in the present study. As the subject, one student is blind and another has low vision. Moreover, the aims of this study: (1) to describe the affordance faced by visually impaired students in learning English by using Inquiry-Based Learning. (2) to find out the constraints faced by visually impaired students in learning English by using Inquiry-Based Learning. The result of this study found that (1) affordance: English visually impaired students are able to organize their ideas in an organized way based on the phases of Inquiry-Based Learning in writing also able to maximize the use of their written study time with the support of assistive technology. (2) The obstacle faced by English visually impaired students is that require more time to complete their essays, English visually impaired students being notably reliant on JAWS for essay completion. In the future, it will be expected that inquiry-based learning will be accessible to the huge majority of students with disabilities by adapting not only writing but also other English skills to their needs.

Promoting Tourism in the Course English for Specific Purposes

5561

Mirjam Anugerahwati

This paper aims at describing the activities in the second half of the semester in the course English for Specific Purposes in the Department of English, Universitas Negeri Malang. In the even semester of academic year 2022-2023 the ESP Course offers new materials for the students, i.e. the inclusion of English for Tourist Guides. In this second part of the semester students have to work in groups, in a project-based learning activity to produce a promotional video of a tourist destination of their

own choice. Prior to producing the video, students learn the expressions and other materials for tourism, and at the end of the semester, they have to upload the promotional video to a social media, in this case TikTok. The whole process from the start of deciding on the tourism spot, researching about the place, collecting information about the things that will be included in the video, up to the actual production of the videos, and uploading it to social media are described in detail. Assessment is based on the process, the team-work, the language, and the product, using a scoring rubric. It is hoped that the experience will provide plus points for the students for their future career.

A Genre Analysis of Abstract Writing in English as Medium of Instructions (EMI) Social and Science Programs

5583

Wulan Fauzanna

An abstract is one of the required components of a thesis in undergraduate programs at a university. One of the topics covered in English for Academic / Specific Purposes (EAP/ESP) is abstract writing. However, the production of abstracts still has some variations in English as a Medium of Instruction (EMI) Programs that resulted in the demand for a framework that can be applied to the EAP/EAP classes. This study applied the Genre Analysis study of Bhatia (2024) Multidimensional and multiperspective frameworks. However, this study only focused on the textual and Socio-cognitive analysis. The Move structure of the abstract of the EMI programs will apply Introduction, Method, research, and Discussion (IMRD) Framework (Swales, 1990). The data was collected from the thesis written in English from the EMI program in social and science programs that involve; Economics, Management, Accountancy, and English Program (Social) and Biology, Mechanical engineering, Industrial engineering, and Chemistry Program (Science) . The abstract was sorted from the last 5 years (2019-2023). In addition, the Metadiscourse markers (Hyland,2005) are applied to understand the specific markers that are used commonly for each move. The results show that 84 abstracts written in English, show some variation from the IMRD framework. The new move such as, the conclusion is found. The study concluded that the IMRD framework can be offered for EMI classes to provide a structure for abstract writing in EAP/ESP classes. In addition, specific markers can be introduced that can assist the students to write an abstract effectively.

An Analysis of English Borrowing Words in Indonesian Language Used by Graduate Students in Seminar Presentations

5604

Siti Sarah Fitriani | Dohra Fitrisia | Dina Haqqini

This research aimed to identify the types of borrowing words in English used by graduate students of the Disaster Science Study Program in their seminar presentations. This is a qualitative study where the data were collected through observations. There were three students as the participants and they were observed when they conducted presentations using Bahasa Indonesia. This study applied a main theory for the analysis of the types of borrowing words proposed by Hockett (2019). The research findings showed that there were four types of borrowing words used by the students: loanwords, loan-shift, loan-translation and loan-blend. Loan-blend was found to be the type that dominated the borrowing words used by the students. In conclusion, this research showed that English borrowing words have become part of the standard Indonesian vocabulary so the speakers of Indonesian are definitely bound by the use of borrowing words.

Interference in Academic Texts: Three Additional Discoursal Samples

5634

Yazid Basthommi

The religious milieu wherein the Indonesian academics live and work can be hypothetically believed to play about in the linguistic behaviors manifest in academic texts. As Indonesian bilingual or multilingual speakers use English, they are bound to simultaneously operate the language and their language counterpart(s), be it/they mother tongue or other language(s). This is probably evident in the experiences of translators or interpreters as they search for equivalents across different languages, ranging from lexical to discoursal level. This presentation discusses three points of exemplification supporting this hypothetical stance. Two points of the exemplification are taken from corpus projects I have been involved, which have to do with the expressions of expectations and terms of address. Whilst the expressions of expectations seem to decode the religious practice of praying, the use of full-fledged terms of address show the socio-religious practice of showing respect. The third point is, however, taken from a project by a researcher working on linguistic analysis of the Qur'an by focusing on issues around the notion of "iltifat" (shift, e.g., subject shift). Since a great number of Indonesian academics grow in a milieu accustomed to the use of iltifat, they are likely to be tolerant towards iltifat resulting in writing practice manifesting iltifat in English texts, which may be at odds with English norms of the native speakers.

Students' Perception on the Use of EMI in Cost Accounting Class

5639

Marwanto | Dedy Irawan | Amiril Aziza | Rahmawati Fitriana | Sektalonir Oscarini Wati Bhakti

Investigating the students' perception on the use of English as a Medium of Instruction (EMI) at Cost Accounting Class of Managerial Accounting Study Program of Politeknik Negeri Samarinda was the objective of this research. There were 75 participants involved in this research as the population of the research. The instruments used to collect the data were adapted questionnaire as well as interview to 10 students. The content of the research showed that most of the participants gave positive statements to the three dimensions of the questionnaire. In short, EMI program introduced in Cost Accounting class gotten the positive responses from the satisfied participants. Yet, even though they still had a lack of confidence to communicate in English in the learning process in the Cost Accounting class, they still enjoyed learning Cost Accounting and interacting with their friends and lecturer in the class because their goal was to improve their academic performance in Cost accounting subject while learning English.

MOOC-based EMI professional development need analysis: A critical review on ESP approach in Indonesia

5691

Nurmala Elnim Simbolon | Nizamuddin Sadiq

English medium instruction (EMI) practice and the internationalization of higher education are closely interconnected issues in contemporary education across various global contexts. Despite the increasing number of EMI implementations, studies showed that both students and teachers faced challenges when adopting it in Indonesian higher education. This article was part of a project funded by the British Council Indonesia in order to develop Massive Open Online Course (MOOC) as professional development resource for EMI and English for Specific Purpose (ESP) lecturers. Furthermore, the article presented analysis findings regarding the need of lecturers (143 survey respondents and 6 focus groups) for MOOC-based EMI training. A mixed-method approach was

employed in the project by using SPSS version 23 to analyze survey responses and conduct a thematic analysis for the FGD data. The findings showed that faculty members require assistance in materials design and EMI pedagogy, particularly in effectively engaging students with varying levels of English proficiency. The reported project supported the call for cross-fertilization between the two practices, emphasizing the importance of collaboration among the practitioners. This article concluded with a critical review of the current practice employed by ESP specialists in Indonesian vocational higher education.

Learning through Drawing: English for History in Primary School

5701

Musdalifah

Drawing is one of creative art. Most children like and feel fun when drawing. In Makassar Independent School, students are encouraged to be able to draw through the art class. As the students capable to draw, the teachers use the skill of the students as approach to understand the topics learnt. Some subjects at school such as History, Science, English, PSHE (Physical Science and Health Education), and Bahasa Indonesia exploit the drawing skill of students. According to Goodwin (2004) that arts might be used to have the children express their understanding towards their learning. As collaboration school (SPK/Satuan Pendidikan Kerjasama), Makassar Independent School should present the learning with English since most students understand English well. Math, Science, English, History, and Computing curriculum uses UK curriculum. MIS collaborates with Pearson Edexcel to support the curriculum. The UK curriculum for History mostly learns about the world history. To get the students easily catch the lesson, the teacher should find suitable method for the students to engage them learning the subjects. This study is aimed to describe the roles of creative art particularly drawing in teaching History in English. The researcher conducted research using qualitative method that involved the students in History classes in year 2, year 4 and year 5 to find out how drawing can improve students' understanding towards the lesson learnt. As the result, the researcher found that the students applied multiple methods such as inquiry-based learning, discussion, interactive learning, etc and finally expressed their understanding in their creative drawing.

The Employment of Metadiscourse Markers in Research Articles: A Comparative Analysis

5702

Ashadi Ashadi | Margana Margana | Amrih Bektu Utami | Aulia Shahnaz Pratiwi

The use of metadiscourse markers in academic writing is important when authors attempt to connect their ideas to relevant theories and literature they synthesize. The current research aims to identify the types of metadiscourse used by English native and non-native authors in their work. Employing a qualitative content analysis to create legitimate and renewable inferences from texts framed in Hyland's (2006) taxonomy of metadiscourse markers, our analysis discovered several interesting findings from a purposively selected corpus of 12 results and discussion (RAD) sections of research articles written by native authors (33.968 words) and 14 others by non-native authors (34.079 words) from various disciplines. Our findings suggest that the native authors overall tend to be far more coherent and engaging as they utilize more the interactive and interactional metadiscourse in the RAD sections of research articles than then non-native group. Transitions and evidentials become the frequently used devices by both groups of authors, and the native group also tend to frequently employ self-mentions that may suggest higher confidence. Significant differences of the utilization dominantly emerge in the interactional devices, in which the native group employed greater frequencies. The further theoretical implications would be how non-native

learners can learn evaluative and critical language more effectively to improve their academic writing.

Arguments in the Methods of High Impact Journal Articles by Expert Writers in English Language Education

5706

Safnil Arsyad

Discourse studies on the method section of research articles have been mainly conducted on the macrostructure (i.e., Moves and Steps) of the section while none searched further on how authors justify the research methods/design. This is crucial because if the method is not convincing, readers may not accept the research findings and will not use them for their studies. The purposes of this research are to know what research method/design are often used by the expert authors in English language Education publishing articles in high-impact journals, what elements of research methods are often presented in the methods part of their journal articles and how they justify the choice of their research method in the methods section of their journal articles. Sixty articles published in six different reputable international journals were chosen to be included in this study. The results show that qualitative design/method is the most frequently used by the authors in their study while quantitative and mixed-methods are equally frequently used. The most frequent elements presented in the methods section of the articles are participants, data analysis procedures, data collection procedures, and research instruments. Finally, the majority of the authors do not explicitly state the research method/design they use in their study but the method/design can be inferred from the elements presented in the methods section, such as form research instrument, data analysis procedure, data collection procedure and research participants. It can be concluded that the features of the methods section in the journal articles vary widely from one journal to the others and from one method/design to the others.

Pharmacy Students' Vocabulary Acquisition: Review on Conventional- based and Technology-based Teaching Strategies

5785

Ardiana Sari | Dery Singkawati Rahmim | Utami Widiati

For pharmacy students, acquiring English-for-specific-purpose (ESP) vocabulary is very crucial. They must use the right terminology because mistakes in the medical field can easily be harmful. ESP teachers, therefore, have a role in strengthening students' vocabulary acquisition, which can be done by selecting and adapting teaching strategies which are both motivating and suitable for pharmacy students. Such significance of selecting suitable strategies has prompted us to question what kinds of teaching strategies have been employed thus far and how effective the strategies are in facilitating the acquisition of pharmacy students' vocabulary. We employed a systematic literature review to address these two questions. We had identified 200 articles from database searching. Then, fifteen articles met the selection criteria. The articles were selected by initial identification, screening, eligibility, and final inclusion. The inclusion and exclusion criteria focus on the articles published within the 2018-2023 timeframe in Web of Science, Scopus, and Google Scholar. The quality of the articles was analyzed through Effective Public Health Practice Project tool and Critical Appraisal Skills Program checklist. The data from the fifteen selected articles were analyzed by reviewing and coding based on seven codes: the publication year, the kinds of strategies (conventional-based (CB) and technology-based (TB) strategies), aims, methodology, result, and implication of the articles. The analysis uncovers that CB strategy is the most frequently used in the last five years. Both CB and TB give a positive impact positive implication on pharmacy

students' vocabulary acquisition. In addition, both strategies proved their effectiveness in improving pharmacy students' vocabulary acquisition

Juggling to Become Innovative Lecturers in Teaching English for Academic Purposes: Learnings from an Indonesia-UK Collaboration

5805

Ika Lestari Damayanti | Pelin Derinalp | Safrina

As EAP is taught in Indonesian universities at both undergraduate and postgraduate levels, there is clearly a need for lecturers to develop the necessary EAP skills and the confidence to deliver in English effectively. This presentation reports on a joint project between the Language Centre, Universitas Pendidikan Indonesia and the University of York, funded by the UK-ID Digital Innovation Grant, British Council. The project aimed to support educators to stay abreast of recent advancements in teaching EAP. In order to achieve this goal, the project unfolded in stages: needs analysis, material development, program delivery and programme evaluation. The needs analysis results suggested that Indonesian EAP lecturers mostly needed to improve themselves in developing digital skills and ways to engage learners in EAP, differentiating effectively in EAP classes with varied levels, and helping learners to develop productive skills as well as critical thinking. Hence, a two-week blended programme was designed and delivered to enhance the participants' digital and EAP skills. At the end of the programme, feedback from the participants showed that the program impacted on them on two main levels: the theoretical and practical level. On the theoretical level, the participants' feedback suggested that they improved their technological and pedagogical content knowledge. As for the practical level, the participants expressed how they would transfer the skills that they acquired to their teaching contexts and professional life.

Students' Perspectives on Undergraduate EAP Policy in an Indonesian Islamic Public University

5850

Fira Khasanah Ardiana

Many universities in Indonesia use the TOEFL minimum score for college graduation requirements to indicate students' competency in English. Therefore, instead of offering EAP and ESP courses, the universities commonly teach their students TOEFL preparation courses. The present receptive study investigates students' perspectives on such an undergraduate English language teaching (ELT) policy in an Indonesian Islamic Public University. The policy documents were collected and analyzed to examine the implemented ELT policy. The online questionnaires were distributed to the participants to collect the data about their perspectives of the ELT policy. The data was analyzed by employing data immersion and thematic analysis. The findings reveal that ELT policy in the Indonesian Islamic Public University is administered by the language center. The ELT program is conducted in three phases: placement test, English course, and the exit test. Students' perspectives on each phase is elaborated and discussed. This study implies that the ELT policy in the Indonesian Islamic Public University needs a high level of concern in order to meet the students' needs and wants as well as the main objectives of the government educational curriculum. A thorough needs analysis and a comprehensive alignment of the curricular objectives are suggested.

Integrating Case-Based Learning for Communication Skills and Critical Thinking in English for Nursing Students

6216

Siti Mutia Cayarani | Asnawi | Dohra Fitrisia

Effective communication is a vital competency in nursing, demanding proficient English language skills. This study investigates the potential of case-based learning (CBL) integration within English education to enhance nurse communication. Recognizing English for Specific Purposes (ESP) courses' relevance to nursing, this research explores the application of CBL as a bridge between theoretical knowledge and practical communication skills. Qualitative research methods focus on one lecturer, a class, and fifteen students. Data collection includes observations and document analysis to comprehend CBL implementation and outcomes. Preliminary findings indicate CBL alignment with established frameworks, involving case introduction, source analysis, group discussions, role-play, feedback, and reflection. This study contributes insights into a practical methodology for enhancing nurse communication and English language skills. By adopting case-based learning, nursing education can equip future professionals with language mastery essential for impactful patient interactions and collaborative care.

INTERPRETING AND TRANSLATION

Cohesion and Coherence Realized on Indonesian EFL Teacher's Metacognitive Regulations in Post-Editing Machine Translation Output

5293

Bambang Ruby Sugiarto | Bahren Umar Siregar

The ability to translate is often essential in promoting mutual understanding across nations. It paves the way for global links and collaboration and enables efficient global communication. English language teaching (ELT) also depends on translation. Nonetheless, given that it has not yet been explained how English Foreign Language (EFL) teachers apply translation strategies in a translation class. Thus, this study investigates the actualization of metacognitive regulations by an Indonesian EFL teacher in post-editing English-Indonesian and Indonesian-English machine-translation output. An Indonesian EFL teacher participated in this study. The participant engaged in post-editing of texts within Translogs, with the entirety of the text being presented on the screen. The Zoom platform was utilized to capture both the visual and auditory output of the participant's performance during the task. The entirety of the tasks was completed online. Prior to editing each text, the participant was instructed to read a brief explanation of each task. Throughout the task, the participant was granted permission to access various sources to aid in the post-editing process. Discussion of the results draws on Siregar's work on metacognitive regulations, and Baker's work on translation equivalences. The findings conclude that the participant's metacognitive regulations were well-prepared using grammatical and textual equivalences. The participant evaluates the machine translation output based on text coherence and cohesion. It can be inferred that metacognitive cognitions facilitate efficient translation strategy.

A Need or a Fad? The Computer-Assisted Interpreting (CAI) Tool as rated by Indonesian Interpreters

5354

Susi Septaviana Rakhmawati

With rapid technological advancement in the translation and interpreting industry, there is a pressing need for interpreters, especially those reliant on traditional technology, to acquire critical technological skills. Technology has evolved from a means to support interpreters' work to a necessity that may ultimately shift from face-to-face to remote interpreter-mediated communication. The evidence that new technologies, such as computer-assisted interpreting (CAI) tools, can enhance or hinder interpreters' performance remains insufficient. Additionally, more provisional support is needed to meet interpreters' physical and psychological needs. Despite technological innovations, some interpreters still use traditional tools to support their interpreting work (e.g., Ortiz & Cavallo, 2018). The study aims to investigate how Indonesian simultaneous interpreters rate the CAI tool use in simulated interpreting tasks. With two independent variables – CAI tool use & nonuse and easy & difficult level of speech texts, 18 professional interpreters self-rated their CAI tool experiences concerning their cognitive load after completing each of the four diplomatic speech texts. Results indicated a significant main effect for speech difficulty and CAI tool use based on their retrospective verbal self-rating. The rated effect of the CAI tool did not differ on the level of text difficulty. The interpreters found the simulated SI tasks to be cognitively more challenging with the CAI Tool than without. Therefore, their cognitive load was rated higher. Nevertheless, most participants were interested in using the CAI tool in their interpreting works. Thus, recommendations for dedicated CAI tool training for interpreters are warranted.

Translation of '...(be)gitu...,' '...gitu kan' and '...gitu lah' in podcast transcript: The students' method and procedure selections	
5362	Engliana Ria Saraswati
<p>Treating and translating sentence-final particles in Indonesian informal conversational style settings often becomes an interesting debate in the Indonesian research context. The present study aims to expose the students' translation methods and procedures of the Indonesian discourse particles "lah" and "kan," together with their cooccurrences "gitu" and "begitu," in an informal conversation context. The skopos framework helps focus on the interactional dynamics and pragmatic aspects of the translation. A qualitative methodology with a text analysis approach to the translation and its source text is used to acquire the data and conduct the analysis. The Indonesian discourse particles "lah" and "kan" with their cooccurrences with '(be-)gitu' and their translation from the students' recorded podcast interview transcript are the corpus data. A follow-up interview with the student participants is considered secondary data. Findings show that the "lah" and "kan" particles with their cooccurrence "be-gitu" are neglected in performing translation practice for spoken language. The reasons often derive from the ignorance of the existence of particles, which functioned as the emphasis and implicit meaning conveyed by the speaker. The translation analysis of this research offers dynamics and renewal perspectives on understanding how students perceive the particles and re-formulate them into a foreign language.</p>	

Language and Business: The Translation of Annual Report of Public Companies in Indonesia	
5395	Emma Natasha Ocotoveria Aris Munandar
<p>The economic benefits of English proficiency and the pervasive use of English in business communications have increased the demand for translation of business texts. As a part of business text genre, an annual report is translated into English as a form of information disclosure for foreign investors of a public company in Indonesia. This study aims to define the translation patterns of annual reports of public companies in Indonesia by analyzing Catford's (1965) classification of translation shifts. The research data was obtained from the annual reports of Indonesian public companies in three sectors: banking, consumer non-cyclical, and energy. By applying qualitative as well as quantitative approaches, the analysis reveals patterns of annual report translation. The findings of this study indicate that there are significant differences between annual reports in various sectors, as shown by the results of the Chi-square test ($X^2(4, N = 138) = 22.40, p = .000168$), and variations in how translation shifts are implemented. Nevertheless, the patterns of translating annual reports of Indonesian public companies from Indonesian to English are identified, which are implicatures and explicatures in interactional, cohesive, and denotational manners. The results of this study suggest that the features of annual report translations allow for shifts involving the change in syntactic structure and the choice of information to be added, omitted, or substituted.</p>	

Acquisition of Interpreting Strategies by Student Interpreter in Simultaneous Interpretation	
5415	Maya Rizki Fauzia Atiqah Nurul Asri
<p>Simultaneous interpreting is a sophisticated and demanding activity as this mode of interpretation</p>	

requires interpreters to understand and process information, reformulate it from source to target language, and produce its rendition in target language. in a short time. Cognitive overload is a situation that occurs when interpreters receive too many information at once or too many simultaneous tasks, resulting in inability to process the information effectively. The solution to overcome or prevent cognitive overload is through implementation of interpreting strategies. Through pivotal, interpreting strategies have yet to be discussed in simultaneous interpreting class in Politeknik Negeri Malang. This descriptive qualitative study aimed to describe acquisition of interpreting strategies by student interpreter and problems they encountered in implementing the strategies. 23 students taking simultaneous interpreting class became the object of this study. The class was conducted for 6 hours/ week. At the first-half of the study, students were introduced with various types of interpreting strategies, while on the second half, they were asked to practice. The instruments were simultaneous interpreting tasks, post interpreting questionnaire, and another questionnaire of which objective was to probe the students' perspective of the learning process in the interpreting class. It is expected that the findings of the study contributes to interpreting training, more particularly simultaneous interpreting training.

Translator Competence in the Revolution Era 4.0

5420

Rudy Sofyan | T. Thyrhaya Zein | Rohani Ganie | Rusdi Noor Rosa

The development of technology affects all life aspects, including translation. The involvement of technology in translation practices undoubtedly requires translators to develop their competencies. In addition, the issue of translator's role as a post-editor voiced by several translation scholars also requires translators to have certain competencies. This study aimed to find out competencies needed by translators in the Revolution Era 4.0. This descriptive study was conducted using a survey method. Professional translators and translation scholars were taken as the respondents. A close-ended questionnaire was used as the data collection method. The data were analyzed using a 4-Point Likert Scale. Based on the results of data analysis, it was found that the competencies needed by translators in the Revolution Era 4.0 were linguistic competence, editing competence, and technology competence. Each of these competencies were divided into several sub-competencies. It is concluded that translators in the Revolution Era 4.0 should be literate in using technological tools for translation purposes.

Is Google Translate Addiction Harmful or Beneficial?

5528

Farida Repelita Waty Br. Kembaren | Rizqia Fitri Siregar

As one of the impacts of technological advances, google translate has become an inseparable part of students who need translation services to complete assignments in a second language. But unfortunately, students tend to use google translate without re-checking the accuracy or accuracy of the translation results. This study aims to determine the tendency of using google translate to positively or negatively impact students. This study used a case study research design, and data were obtained using interviews and documents. Participants in this study were final-semester students. In this study, students were asked to translate abstracts using Google Translate and then re-checked the translation results individually. The translation results from Google Translate or personally are then analyzed for accuracy or accuracy. The analysis found that translating abstracts using Google Translate was very helpful for students in finding sources and doing assignments. However, it would be better if students checked the translation results again. Google translate will continue to improve, and this technology will greatly influence language learning. This research

proposes that be creative and innovative user of Google Translate will be possible to be a positive thing for both students and educators.

Challenges of Assessment in an On-line Translation Class of EFL Context: a Reflection

5627

Issy Yuliasri

Assessment has become very challenging in EFL Translation class, especially when the class is online. This is due to the fact that machine translators and other writing assisting tools are easily accessible and asking students to translate may result in some students make the full use of machine translators, and other tools, instead of using them just as the helping tools. In an offline class, the teacher can restrict the use of translation assisting tools to avoid students' full dependence on them, so that students' real performance in translation and their progress are revealed for assessment and follow up feedback by the teacher. In an online class, however, it is hard to make sure that all students really do the translating practice on their own as expected. Some students may potentially just use machine translators to do it. This paper is a reflection of how assessment may be done in a Translation Class in an undergraduate EFL context, taking into consideration the need for enhancing the students' critical thinking skills.

Eco-translatology: A study on the English Translation of Gayo's Narrative "The Legend of the Origin of Depik"

5735

Susidamaiyanti

Eco-Translatology, an emerging field focusing on ecological-themed texts and sustainable translation practices, was explored in the English translation of the Gayo narrative 'The Legend of the Origin of *Depik*.' The narrative was chosen for its strong ecological themes and its portrayal of the connection between the Gayo community and their environment. Qualitative content analysis was used to investigate the strategies employed in the translation process. The study found that strategies such as 'emptying,' 'compensating,' and 'leaning on' were utilized. However, the translation faced challenges in achieving linguistic accuracy, capturing cultural connotations, and ensuring effective communication. It emphasized the importance of prioritizing these aspects to achieve a faithful rendition in the target language, aligning with the three-dimensional adaptation and selection theory of eco-translatology. This research highlights the significance of environmental awareness in translation and emphasizes the need for further attention to ensure successful ecological and culturally sensitive translations. It contributes to the understanding of eco-translatology and its implications for sustainable translation practices. The findings underscore the importance of considering ecological and cultural factors in translation to promote effective communication of ecological-themed texts.

A need analysis of Speaking Skills for Translation Study: A case study in the study program of Bispro, Politeknik Negeri Jakarta

5754

Septina Indrayani | Tantri Sari Safitry | Ina Sukaesih

Speaking ability is one of the skills that should be mastered in translation study as it can accurately and effectively communicate the intended meaning of the source of language to the target language. This study addresses the speaking proficiency required for translation competence. It

identifies the students' views on the importance of oral communication competence and its challenges. It is also referring to Indonesian National Framework Competency Standards for Interpreters. 159 students of English for Business and Professional Program Study, Politeknik Negeri Jakarta (PNJ) were purposely selected to determine their speaking ability specifically in interpreting. The data were gathered through questionnaires and descriptively analyzed using Likert Scale. Moreover, FGD was used to get deep understanding on students' challenges in speaking proficiency. The finding of this study is that oral competence is crucial since it demonstrates better interpretive and communicative competencies in translation. However, students' competence in speaking skills should be improved.

The Diction Misuse on the "Boru Saroding" Folklore Translation from the Toba Batak Language to English

5760 Hotnida I. Simanjuntak | Syahron Lubis | Eddy Setia | Umar Mono

The purpose of this study is to describe and explain (1) how diction misuse in translating the Toba Batak folklore "Boru Saroding" into English affects the quality of the translation. This study is conducted using a qualitative descriptive technique that focuses on the abuse of dictionary choice in the translation of the folklore 'Boru Saroding'. The data in this study are the text of the folklore "Boru Saroding" translated from Toba Batak into English. The results of this study explore how dictionary misuse in the translation of the folklore "Boru Saroding" affects the quality of the translation and readers' understanding of the translation of the folklore "Boru Saroding" into English. will reveal. The misuse of dictionaries in folklore translation shows that there is a difference in meaning between the target language, Toba Batak, and the target language, English. Improper use of dictionaries affects the quality of translation results. There are many expressions and ways of speaking in Toba Batak that are difficult to translate into English, so readers cannot understand the ideas and concepts that the author of the folktale "Boru Saroding" wants to convey.

Developing Translation Accuracy Parameters in the Lexical Structure of the Entertainment Hospitality Sector at PT. MNC Sky Vision Tbk. through Corpus Linguistic

5786 Mochamad Nuruz Zaman | Lenny Brida | Mawarta Onida Sinaga | Lintang Dyah Ramandhani

MNC, as an entertainment hospitality service provider, holds a national audience share of nearly 50% and operates three satellite and fixed broadband pay TV networks with over 10 million subscribers, as reported in the 2021 Annual and Sustainability Report. In this global industry, translation plays a crucial role in overseas broadcasting. Specifically, the sector contributes to corpus linguistic analysis, which provides official data on appropriate word choices based on content, target audience age, destination country, and the company's annual achievements. This research focuses on designing an entertainment hospitality lexicon and assessing translation accuracy in the annual report of PT. MNC Sky Vision Tbk. The evaluation employs a mixed methods approach, combining quantitative and qualitative methods. The quantitative method utilizes SketchEngine to extract lexical meanings through concordance in the data sets. The annual report is converted into plain text and processed to generate a lexicon list based on word frequency. The resulting list is filtered to isolate words related to entertainment hospitality. These words are then classified into a glossary according to their functions in the context of the global creative industry, aligning with the source language. This step provides quantitative data. The quantitative lexicon data is analyzed qualitatively to identify linguistic features and their translations within each lexicon. The accuracy of these translations is evaluated and categorized as accurate, less accurate, or

inaccurate. This analysis yields qualitative data. Ultimately, the quantitative method presents the linguistic glossary, while the qualitative method assesses the development of translation accuracy.

Reading Skills in Translation Studies: Research Needs

5859

Tantri Sari Safitry | Ina Sukaesih | Septina Indrayani

This study investigated the problems and needs faced by the translation students in their reading skills. One hundred fifty-six questionnaires were employed as measuring tools and the students were taken from all students in English for Business and Professional Communication study program in Politeknik Negeri Jakarta. This qualitative descriptive research used survey and interview as the data collection techniques. It also applied Miles and Huberman theory for data analysis technique that consists of data reduction, data display and drawing conclusions. Based on the research findings, it shows that students have difficulty in identifying patterns of paragraph organization and mastering reading strategies. Both problems become the skills that need to be improved by the students. The findings of this research are also expected to provide valuable information for curriculum designers in developing learning materials in reading skills. Thus, the reading skills provided can focus on translation subjects with the materials related to the student's needs in the translation market.

LINGUISTIC STUDIES

Corpus Linguistic-Based Lexical Investigation of English Synonymous Verbs: Find and Discover

5300

Yenny Karlina

English synonyms often cause considerable confusion for EFL learners. A presurvey distributed to the learners of the English Study Program of Baturaja University revealed that confusing synonym words were "find" and "discover". This research aims to clarify the differences between "find" and "discover". Using corpus linguistic-based analysis confirmed the semantic preferences and prosody of those verbs. This research used the British Academic Written English Corpus (BAWE) through Sketch Engine to see each verb's collocation and concordance. Semantic preference analysis showed that "find" strongly collocated with solution, value, information, result, item, problem, and number; meanwhile, "discover" was associated with pathway, absorbance, particle, history, and nature. The Semantic prosody results indicated that the verb "find" and "discover" were used differently. The verb "find" indicated a lost object or people and conditions, while "discover" was preferably used to express original and history-related matters. In short, these findings are likely helpful for EFL learners to distinguish synonymous English words.

Syntactic Analysis of ESL (English as a Second Language) Students' Written Texts: Focus on Sentence and Clause

5361

Sabarniati | Naria Fitriani | Hijjatul Qamariah

In measuring EFL learners' adeptness in English syntax, it is necessary to analyze their writing texts. The significant grammatical features to be studied throughout this enquiry are whether they could construct comprehensible, meaningful sentences and write sentences with consistent tenses and aspects. This research analyzed two written English texts by ESL learners with different geographical backgrounds. The learners were classified into different stages of English proficiency: S2 (Stage 2) and S4 (Stage 4). The research went through both quantitative and qualitative syntactic analysis. The quantitative analysis focused on the types of sentences and clauses used by both learners and the favorable tenses and aspects that appeared in the texts. The qualitative one concerned with how well both texts could be comprehended. It was predicted that the S2 ESL learner used more simple sentences with inconsistent tenses and aspects, whilst the S4 learners used more complex sentences with consistent tenses and aspects. The results showed that the S2 learner preferred writing short, simple and compound sentences, but the S4 ESL learner favored long complex sentences. Interestingly, the short sentences of the S2 learner often gave clearer meanings than long ones. Moreover, neither the S2 nor the S4 learner had consistently used tenses and aspects. Thus, in an ESL classroom, it is necessary to highlight that good sentences are the most understandable, whether long or short, because the readers will only comprehend sentences with clear meanings.

The Sociolinguistic Situation of Aceh's Post-Conflict Society

5365

Teuku Muhammad Ridha Al-Auwal | Robert Amery | Ian Green

Aceh is a special autonomous province of Indonesia, located on the northwest tip of Sumatra Island. Aceh had been in conflict with the Indonesian government for more than three decades

before officially declaring peace in 2005. This study aims to shed some light on the sociolinguistic situation in Aceh during the conflict and following the 2005 peace accord, as well as to provide a deeper understanding of the roots of Aceh's rapid language shift. Based on focus groups with young people and young parents, as well as follow-up interviews with members of an earlier generation, the study reveals that the prolonged conflict between Aceh and Indonesia failed to show any resistance to Indonesian. Instead of being considered a colonial language, Indonesian is regarded as an integral part of the national identity. Even though there is still a stated pride and high level of ideological identification with Acehnese, the gradual shift away from Acehnese had begun even during the conflict. Since the 1970s and 1980s, there has been an emerging phenomenon of Indonesian intergenerational transmission. This linguistic phenomenon then became more and more common among Acehnese families in the 2000s and reached a peak after the 2005 peace agreement. Prestige/modernity, education, and socioeconomic factors seem to be the primary drivers of the Acehnese-to-Indonesian language shift.

Variations of Conflicts in Personal Recount written by EFL Undergraduate Students

5380

Betharia Sembiring Pandia | Berlin Sibarani

The way someone writes is indivisible from their culture. In Indonesia, EFL students also have certain way of thinking that possibly interferes the way they express themselves in writing. The objective of this study is to delineate the variations of conflicts that the students showed in their personal recount writing. This study used descriptive qualitative method. This study revealed that the four types of conflict were presented in their personal recount writing. But it was only **conflict within a person's own mind** that largely took part in their writing. The subjects also mentioned that the reason for presenting such type of conflict because they prefer to avoid conflicts with other people on the situations of their story. This finding was in line with the theory of Samovar et.al (2015) about communication pattern of Asians. Although this study presented the common types of conflict in EFL personal recount, it only revealed the cause was from the writers' culture in general, as being Asian. Linguistics skills, motivation and other factors may need further research on similar genre of writing.

Conversational Analysis in A Sharing Experience: What Comes to Your Mind?

5400

Herman Khunaivi

Over the last two decades, research on pragmatics had paid great attention among the experts as well as practitioners in conversational analysis, but exploring how conversational analysis in a sharing experience remains unexplored. Pragmatics required conversation analysis since the conversation was the most basic language. Pragmatics should study how the two interact. Although the conversation is the paradigmatic language used. In this study, the researchers listened in on a selection of regular talks. Six Indonesian students in a post-graduate program were voice-recorded to have a conversation about their experiences. The conversations lasted for about seventy minutes. The researcher employed a technique that involved recording conversations among a group of individuals as they discussed a sharing experience. The researcher took the recording and transcribed it word for word to create the conversational frameworks. The results showed that turn-taking was as many (27), Preference Organisations (9), adjacency pairs (9), Inserted Sequence (9), and Topic Change (7). Conversational analysis showed how nonverbal communication conveyed meaning and emotion. Finally, the conversational analysis could reveal how individuals gave and received experience feedback. This could help everyone feel heard and valued and make sharing a

joyful experience.

Students' Speech Performance in Teaching-Learning English in Seminar on ELT Course (Anthropolinguistic Approach)

5419

Yessy Octaviana | Robert Sibarani

Speech performance is a speaking activity that requires creativity, improvisation, and innovation. Speech performance is the process and activity of using language to express thoughts and feelings. The purpose of this paper is to describe (1) how students' speech performance is in teaching-learning English in seminars on ELT courses and (2) the objectives and benefits of seminars on ELT courses to improve students' speech performance skills. This study was observed using an anthropolinguistic approach using analytical parameters, namely interconnection, valuability, and sustainability. A qualitative paradigm with an ethnographic model is used in this study. It was found that the objectives and benefits of the seminar on ELT course in improving student speech performance are to (1) improve the ability to identify, formulate, and solve problems in writing and orally, (2) improve scientific language skills in public, (3) students learn how to express their own ideas, and (4) to deepen knowledge and express opinions orally. Speech performance is a language process and activity in conveying the speaker's thoughts and feelings. The Seminar on ELT course is very useful for increasing students' ability to speak English. Students' language performance in teaching English in the seminar course shows how students speak creatively, improvisational, and innovatively.

Attitudes Perspective of Online Newspaper Articles on the U20 World Cup Cancellation in Indonesia

5486

Fikry Prastya Syahputra | Rohani Ganie | Muhammad Rasyid Ridlo | Bayu Febbrilliandika

In March 2023, Indonesia was confronted with a situation that was also a worldwide concern. The hosting of the U20 World Cup in Indonesia has been cancelled. This study, however, will not address the reasons why this could happen but rather the attitudes of the world's newspapers in reporting on the subject. It is significant because, as a nation which constantly seeking global recognition, Indonesia should be introspective by understanding the global community's perspectives on the problems that exist in Indonesia, which can be illustrated by news about Indonesia that exists in foreign newspapers. Furthermore, attitude analysis can be done using Appraisal Theory. This study sampled three articles from online news: BBC, CNA, and The Straits Times. The data were analyzed by adopting a mix-method. The results obtained that the three news articles had negative attitudes perspective. Furthermore, the findings of this study's analysis can be used as teaching material for language and communication students interested in becoming journalists or writing articles for print and online publications.

The Visibility and Saliency of Language on Shop Names in Banda Aceh through the Linguistic Landscape Theory

5503

Tgk Maya Silviyanti | Yunisrina Qismullah Yusuf | Nur Humaira

The study of displayed language in a specific environment or space, typically through examining advertisements, billboards, and other signs, is known as linguistic landscape studies. It is a sociolinguistic concept where linguists look at how languages are used visually in multilingual

communities. Consequently, this qualitative research aims to analyze shop names in Banda Aceh, Indonesia, through the lens of the linguistic landscape theory. The data were taken from 100 shop names situated on the five main roads in Banda Aceh, they are Jalan Teuku Umar, Jalan Teuku Daud Beureuh, Jalan Teuku Hasan Dek, Jalan Hasan Saleh, and Jalan Iskandar. The names of shops along these main roads will be captured and analyzed based on the theory of Gorter's (2006) linguistic landscape markers, which are categorized into (1) revitalization, (2) globalization, and (3) identity. The result reveal that in Marking category, the marker of globalization was dominantly found, it means that most English words were used as names. The marker of revitalization was the second marker followed by the identity marker. For composition, most of names used single language, English, followed by the combination of English and Indonesian or vice versa. The least composition found was the combination of a merk of a product and a language. Thus, the finding emphasizes the effort of shop owners to make the shop become attracting to customers.

The Use of Religious Language in Karen Armstrong's *Buddha*

5529

Harkiman Racheman | Vivi Novalia Sitinjak

Generally speaking, unlike ordinary language (OL), religious language (RL), which is normally used for communicating one's religious faith and experience, is deemed more appropriate for the dissemination of religious wisdom. The two languages, according to scholars, are distinguishable. For one thing, RL, which is primarily used to serve both a religious purpose and a religious context, is necessarily in possession of something that OL is not. This paper attempts to show that, due to its close association with the use of metaphors, RL can better convey the Buddhist teachings. To do that, it proposes to explore the notion of linguistic relativity in Buddhist theology using conceptual metaphor. It shall propose to display Armstrong's relative success in displaying some salient aspects of Gotama Buddha's wisdom teaching in her biography of the religious founder entitled *Buddha* (2004). The findings show that, with the use of RL (as opposed to OL), certain aspects of Buddhist transcendental teachings can be better illuminated. It is expected that these findings can help to enhance the important role of RL as a means for imparting religious content, particularly Gotama Buddha's (or GB's) wisdom which is the focus of the present study. It recommends reader understand someone's meaning through conceptual metaphor in communication. The authors suggest further research to investigate religious language by applying another approach.

Study of Hijri Calendar Identity through Linguistic Landscape Analysis

5556

Mochamad Nuruz Zaman | Reza Sukma Nugraha

This study explores the identity of the Hijri calendar through linguistic landscape analysis to understand its significance in the relationship between language, culture, and identity. The study uses a qualitative approach and analyzes data collected from public spaces in Jakarta, Indonesia, and Kuala Lumpur, Malaysia, two cities with significant Muslim populations. The data were analyzed based on language use, language choice, and language attitude themes to explore the representation of the Hijri calendar in the linguistic landscape. The study finds that the representation of the Hijri calendar in the linguistic landscape is closely related to language attitudes and identity formation. In Jakarta, the representation of the Hijri calendar is dominated by the use of the Indonesian language and Islamic symbols. In Kuala Lumpur, the use of the Malay language and traditional Islamic motifs is more prevalent. Additionally, the study highlights the importance of the Hijri calendar as a cultural calendar that reflects the linguistic and cultural traditions of the Islamic world. This study recommends further research to investigate the

representation of the Hijri calendar in other Muslim-majority countries and the role of the Hijri calendar in the formation of national and transnational identities. The study also proposes that policymakers and language planners should consider the linguistic landscape as an essential aspect of language planning and policy. Overall, this study contributes to understanding the Hijri calendar as a crucial aspect of Islamic identity and its representation in the linguistic landscape.

A Critical Discourse Analysis on Representation of Rohingya Refugees in Local and National Indonesian News Media

5558 Imam Munandar | Yunie Amalia Rakhmyta | Sungkawati Kardi Wahyuningsih | Rahmanita Zakaria

This research is the first empirical investigation into the representation of Rohingya refugees stranded in Aceh province by the local and national Indonesian news media. It examines the depiction of Rohingya refugees in two mainstream news outlets during the three years of the Rohingya refugee crisis between 2020 and 2023. The study was motivated by the following research question: How did local and national Indonesian news media represent Rohingya refugees during the Rohingya refugee? The study is governed by the theory of Critical Discourse Analysis (CDA) (Van Dijk, 1993) and approached by the analytical category of Argumentation of Discourse Historical Approach (DHA) outlined by Wodak (Wodak, 2009). This approach function to identify the dominant argumentation strategies utilized by both newspapers. A textual analysis was conducted to analyze the data of 217 news headlines published in two mainstream Indonesian publications, the local Serambi Indonesia and the national Jakarta Post, between June 24, 2020, and March 27, 2023. The analysis uncovered five argumentative strategies used by the publications to discuss the refugee crisis. The results indicated that both the Serambi Indonesia and the Jakarta Post utilized the Humanitarianism and Administration argumentation the most, concentrating on precarious conditions and efforts to handle the influx of refugees. Nevertheless, the local daily Serambi Indonesia utilized some degree of the threat/ danger argumentation portraying refugees as dangers and threats to local safety. The study is valuable because it reveals how the media's alignment with the government agenda becomes a decisive point for the media to construct public narratives. The narrative is hoped to influent people's attitudes and behaviors toward newly arrived individuals in the underdeveloped province of Aceh.

Minimal Contractions of Delateralization in Mewati: Evidence from the Optimality Theoretical Principles

5573 Dedy Suhery | Mohd Hamid Raza | Zahratul Idami | Shafrida Wati

This paper makes an attempt to represent the process of the minimal contractions using the alveolar lateral sound between the two vowels that alternated into alveolar tap/flap in Mewati. The main objective of this paper is to find out the process of the phonological alteration of the alveolar lateral into alveolar tap/flap in Mewati within the application of Optimality Theory (OT). Data were collected through field methods, interviews and recordings. The field studies were conducted in District Mewat of Haryana. A total of fifty informants from three age groups, namely among the youth, adults and the elderly, were involved in this research. Mewati is a language spoken in the district Mewat (formally known as district Nuh) of Haryana. In this language, it is determined that the native speakers did not maintain the alveolar lateral sound status in the vowels' mid position. It is also mentioned that the Mewati speakers only lost the identity of the alveolar lateral sound if it did not occur between the two vowels.

These constraints are applied to the output candidates to match the ranking features of the input candidates for the exploration of the best candidate in Mewati.

The researcher collected the data from the district Mewat and determined that there is a process of phonological alteration in the speech segments of the words. It is generalized that the data represented the Mewati speakers who did not protect the identity of the alveolar lateral sound that appeared between the two vowels in any location of the words.

Semantic Meaning of Raw and Stirred Acehese Food

5594 Dohra Fitriasia | Mulyadi | Robert Sibarani | Mara Untung Ritonga | Siti Sarah Fitriani

Depending on the type of processing, there are many culinary names in Aceh. One involves stirring and eating raw food, such as *boh kaye*, *sambai*, and *cicah*, which make up 26 of the 164 Acehese names for foods. This study explores the meaning of the stir and raw cook procedure through the concept's cultural logic that links with Acehese cultural practices and ways of thinking by using a tool Natural Semantic Metalanguage (NSM) (Wierzbicka, 2015, 2007) theory of Semantic, conceptual analysis and semantic molecule of artefact (Goddard, 2011, 2012). The ethnographic method of Spradley's research flow is applied. The data was collected from seven participants in six villages in Aceh Besar, which was collected using in-depth interviews and observation. The result shows that NSM is a tool to paraphrase universal meanings cross-linguistically based on one's culture. The analysis meaning of Acehese stirring and raw food Semantic explication, appears that names of human artefacts such as *sambai bungong kala*, *cicah kareng* and *ie boh putek* of Acehese food interpreted by complex interpretations of meaning that use molecular semantics [M]. The schema of conceptual meaning developed in this study to describe Acehese stirred and raw food in this semantic template order; functional category, ingredients, procedure and appearance.

What changes in Acehese? An Analysis of Phonological Adaptation of Arabic-Derived Names

5633 Kismullah Abdul Muthalib | Intan Zuhra | Tasnim Lubis | Saifuddin Duhri | Septhia Irnanda | Dewi Surya

The phonological inventory of the Acehese language is unique compared to other languages in the archipelago. Phonological processes occur when the language borrows lexical items derived from languages that are in contact with Acehese. One of the languages that have become sources of borrowing in Acehese language is Arabic through the spread of religion since the first half of the second millenium. This paper examines the phonological adaptations that occurs in the Arabic-derived names in Acehese. Ninety-eight Arabic-derived names with their paired correspondences in Acehese were collected from 5 elderly women from the District of Bireuen (formerly North Aceh). Using Auditory Phonetics Approach and phoneme-to-phoneme mapping, the pairs were analyzed for their phonological processes. The results of the analysis show adaptation into Acehese include glottalization, devoicing, deletion, assimilation and dissimilation processes. Faithful and unfaithful adaptation were also identified in the pairs analyzed in this study. The implication of this study provides more informed consideration in the standarization of the Acehese language orthography which has been long discussed but has not been translated into policy.

Exploring Nominalization and Lexical Density Deployed within Research Article Abstracts: A Grammatical Metaphor Analysis

5642	Faizatul Istiqomah
<p>In research articles published for international reputable journals, the crucial role of abstracts to attract readers, especially reviewers or editors, is not in doubt. The article is expected to not experience direct desk rejection due to non-impressive and persuasive lexical choices in the abstract for further reading. This paper proposes a corpus study to scrutinize ideational grammatical metaphor (IGM) from the abstracts of successfully published articles in four applied linguistic quality indexed Scopus journals (Q1 and Q2) managed by Asian countries. The data were analyzed based on Halliday's SFL framework focused on the realization of IGM in nominalization and lexical density. The pattern of IGM examined was on the transference of process and quality nominalization through morphological derivations. The findings show that the shift from process to thing dominates the other with many variations of suffixes within the words. In addition, the abstracts' lexical density results ranged from 45 to 72 percent. Thus, it is suggested to English teachers consider raising students' awareness of nominalization to produce lexically dense but informative texts in their academic writing classes.</p>	

Improving Disciplinary Literacy Practices with A Multimodal Semiotic Approach in an EMI Context	
5654	Wawan Gunawan Yanty Wirza
<p>The teaching of disciplinary literacy underscores that the process of meaning making does not rely only on linguistic but also other semiotic elements. Studies have shown that teachers' competencies to optimally utilize rich semiotic elements in the teaching and learning resources could improve disciplinary learning. However, previous research indicated a low level of teachers' utilization of semiotic sources in their teaching delivery and teaching learning process, compromising learners' optimal disciplinary knowledge mastery. This study seeks to investigate teachers' ability to use semiotic sources to improve disciplinary literacy teaching practices in an English Medium Instruction (EMI) context. This study uses qualitative design that involves observation, interviews, and document analysis in the form of teaching resources, teaching preparation tasks, Learning Implementation Design, and learning videos. Participants in this study consisted of prospective science teachers and science course teachers. The collected data were analyzed using the concept of multimodal semiosis, in particular, Systemic Functional Multimodal Discourse Analysis (SF-MDA) to reveal the process of meaning in science teaching practices oriented towards increasing disciplinary multimodal literacy. The findings showed that teachers have to some extent the competencies in utilizing multimodal and other semiotic elements in the teaching resources such as textual, visual, and auditory modes and compositional representations driven by the disciplinary knowledge and pedagogy. However, the considerations for choosing and utilizing these elements were not fully realized as pedagogically-informed. Some implications were drawn and discussed further on the utilization of multimodal semiotic resources in EMI programs as it is recently getting more popular in the country.</p>	

A Corpus-based Study of Necessity/Obligation Modal Verbs in Indonesian EFL Learner's Academic Writing	
5683	Ikmi Nur Oktavianti
<p>Modal verbs are the most common features to express stance in academic writing, including the expression of necessity and obligation. This research aims to explore necessity/obligation modal</p>	

verbs in Indonesian EFL learners' academic essays and compare the results to a native corpus (academic subcorpus of Corpus of Contemporary American English). The data were collected from the students' argumentative essays compiled as a learner corpus with 87.393 tokens. The modal verbs under study are three core modals (i.e., shall, must, should) and nine quasi-modals (need, need to, have to, be to, have got to, ought to, be supposed to, be bound to, had better) conveying the necessity/obligation meaning (Collins, 2014). This study utilized a corpus tool, LancsBox, to conduct the search queries in the learner corpus. The results showed some mismatches found regarding necessity/obligation modal verbs in academic writing between EFL learners and native writers. Indonesian EFL learners tend to overuse must in their academic essays, which differs from the result in the native corpus showing that should is the most frequent modal verb. Indonesian learners of English also underuse a core modal, shall, and some quasi-modals, e.g., have got to, which are used in academic context by native writers. This study provides some insights into the use of necessity/obligation modal verbs by Indonesian learners of English and thus informs the teaching of modal verbs in the English classroom and contributes to the academic writing curricula design.

An Analysis of English Conversations in the Interaction between Lecturers and Students at the IPIEF UMY: A Qualitative Study on Conversation Analysis and Interaction Patterns

5689 *Sri Ani Puji Setiawati | Yashinta Farahsani | Chyndy Febrindasari | Kyla Alifiya S. | Sri Ima Azwita S. | Beryl Raditya F.*

This research paper will investigate the phenomenon of communicativeness, which refers to an individual's willingness and capacity to engage in speech and provide information to others. The study explores how this concept applies to the context of communication activities and dialogues, specifically within the realm of classroom teaching and learning. The focus of the investigation is on the clarity and effectiveness of conversations between lecturers and students, with the aim of facilitating comprehension and assimilation of information by the students. The research objective is to analyze English conversations that transpire during the interaction between lecturers and students at the International Program for Islamic Economics and Finance (IPIEF) of Universitas Muhammadiyah Yogyakarta (UMY). The data for this study consist of recorded conversation sessions conducted during instructional activities at IPIEF UMY, specifically in the even semester of the 2022/2023 academic year. A qualitative descriptive research design is employed to examine the collected data. The analysis conducted using two primary theoretical frameworks: Conversational Analysis and the theory of conversation interaction patterns. The results of this study show that the interaction pattern includes greeting, question, and closing stages always exist in the class of IPIEF UMY's interaction between the lecturers and the students. The repair frequently conducted after the hearer's initiation.

Politeness Variations in the Acehese Language

5690 *Rostina Taib | Teuku Alamsyah | Muhammad Iqbal | Muhammad Kiki Wardana | Maya Safhida*

This study aimed to examine language politeness in Acehese. This research employed the descriptive qualitative method, including field research using listening and speaking methods. The data collection techniques were observation and interviews with native speakers of the Acehese language, aged between 30 and 60. This research obtained oral data from nine people who met the criteria as informants. The data were from four domains: family, daily social, buying and selling transactions, and work domain. The data were identified, classified, analyzed, and concluded in

descriptive form. The data were analyzed using a distributional and contextual method. The results show that in the Acehnese language, the politeness and grammaticality of an utterance are highly dependent on the region of use or dialect of the Acehnese language. In Acehnese, language is generally considered polite if the utterance uses proclitics that correspond to the actor in a sentence. However, in the Aceh Barat-Selatan dialect, this rule does not apply. In this dialect, language politeness does not lie in the regularity of using proclitics. Proclitics are usually not used in speech. The proclitic substitute that should be attached to the verb is given the repetition of the subject as the doer of the action. In addition, politeness in this language is highly dependent on greeting words. In contrast, the rules for using greeting words in other dialects are not a measure of politeness and grammaticality. The politeness of Acehnese in the South West dialect is unique.

Analyzing The Language Markers And Compositions Used in Shop Names in Aceh (An approach to linguistic landscape study)

5715

Tgk Maya Silviyanti, Yunisrina Qismullah Yusuf, Nur Humaira Humaira

The study of displayed language in a specific environment or space, typically through examining advertisements, billboards, and other signs, is known as linguistic landscape studies. It is a sociolinguistic concept where linguists look at how languages are used visually in multilingual communities. Consequently, this qualitative research aims to analyze shop names in Banda Aceh, Indonesia, through the lens of the linguistic landscape theory. The data were taken from 100 shop names situated on the five main roads in Banda Aceh, they are Jalan Teuku Umar, Jalan Teuku Daud Beureuh, Jalan Teuku Hasan Dek, Jalan Hasan Saleh, and Jalan Iskandar. The names of shops along these main roads will be captured and analyzed based on the theory of Gorter's (2006) linguistic landscape markers, which are categorized into (1) revitalization, (2) globalization, and (3) identity. The results of this research can further illustrate the meaning-making and identity constructions in the public space of the people in Banda Aceh through the languages used in naming their shops. Language use and culture are inevitably interwoven in a society, whether in closed or open spaces. Naming shops by the owners' chosen language(s) are among the many important entities of their ethnolinguistic vitality in a society.

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

5732

Sinta Muchlis

This study focuses on analyzing the turn-taking strategies employed in a specific portion of the Mata Najwa podcast episode titled "Susahnya jadi Perempuan Part II." The episode features Anang Hermansyah, Denny Sumargo, Onadio Reonaldo, and Rocky Gerung. Data for the analysis was collected by downloading the episode from YouTube, with a duration of one hour, one minute, and fifty-five seconds. Stenstrom's framework, which categorizes turn-taking strategies into taking-turn strategy, holding the turn, and yielding the turn, was employed for data analysis. The qualitative method outlined by Marying (2010) was specifically applied, which involved streaming the Mata Najwa podcast episode, transcribing the conversation, classifying the data, and interpreting it based on the turn-taking strategy. The findings reveal that a significant proportion of turns were stolen, indicating a relatively disorganized interview. Interruptions primarily occurred to seek clarification or confirmation of controversial or ambiguous remarks, with Anang receiving the highest number of interruptions. Overlaps were frequent, particularly between Najwa and Anang, mainly due to Anang's controversial and ambiguous statements. These findings shed light on the

complex nature of turn-taking in the interview setting and highlight the role of interruptions and overlaps in shaping conversation dynamics.

An acoustic Measurements of the Acehese Monophthong Vowels by Young Male and Female Pidienese Speakers

5738

Fajar Fitriani | Yunisrina Qismullah Yusuf | Faisal Mustafa

This acoustic study aims to describe the characteristics of the Acehese oral monophthong vowels produced by male and female Pidienese speakers of Acehese in the Pidie dialect. It employs a purposive sampling technique to select ten respondents, consisting five male and five female Pidienese speakers, to generate ten target words, which are dit, peut, cut, pét, tet, pô, cèt, göt, top, and pat. The data are elicited from the speakers by recording target words containing ten monophthong vowels, which are /i/, /u/, /e/, /ə/, /o/, /ɛ/, /ɔ/, /ɐ/, and /a/. From each vowel, its F1 and F2 were analyzed using PRAAT version 6.0.37 to determine its qualities. Through Excel, the Hertz measurements were converted to Bark scales, and vowel positions in the vowel space were generated. The vowel space indicates that male speakers produce their monophthong vowels higher and further back, whereas female speakers produce their vowels lower and less spread in the vowel space. This is due to the gender differences, which leads to tract differences between male and female speakers. This research has described the monophthong vowels as produced by the Pidienese speakers in which this documentation can be beneficial for future studies in dialectology and linguistics.

Conversational Implicatures of Short Story in the Newspaper

5764

Wiwien Pratiwi Harsa

Humans communicate by using language that can be understood by each other in a conversation. It occurred when people communicated and interacted with one another. In conversation, sometimes people expressed their meaning by indirect communication which is investigated into pragmatics concepts. Descriptive qualitative methods were adopted in this research. By applying Grice's implicature theory and the cooperative principle, focusing on observing and analyzing the types of maxim conversation and the types of conversational implicature in conversation that appeared in the story, this study aims to find out and describe what kind of conversational implicatures and how they were used in The Jakarta Post newspaper's short story. The results showed that the maxim of relevance appeared the most at around 43% followed by the maxim of quality which amounted to around 33%, the maxim of manner amounted to 19% and finally the maxim of quantity only appeared at around 5%. Also, particularized conversational implicature accounted for around 57.5%, and generalized implicature accounted for only 42.5%. It is hoped that this research can be a reference for future researchers who studies about linguistics, especially Grice's implicature theory of conversational implicature.

Collocation Of Adjective Nouns in Batak Toba Language: Cognitive Semantic Study

5794

Beslina Afriani Siagian

This study discusses the collocation of adjective nouns in the Batak Toba language. Collocation is still a language phenomenon because it is related to its semantic characteristics in forming

meaning relationships. For example, the adjectives timbo 'high' and ginjang 'high' in bBT have the same meaning but are collocated to different nouns. For this reason, it is necessary to study the patterns, components of meaning, and differences in the semantic types of adjectives in collocations of bBT. All three are explored using the cognitive semantics approach through frame theory and conceptual integration theory. Frame analysis was carried out to find out the differences in the frames of collocations and at the same time became the basis for the formation of collocations using conceptual integration theory to explain the formation of collocations. This research uses qualitative methods and utilizes data from various sources, such as spoken data of daily conversations, written data of song lyrics, folklore, and a book entitled "hata do parsimboraan". Based on the research conducted, it appears that collocation patterns tend to be inserted by particles such as na 'which', negation so 'no', and the adverb ra 'may'. Research related to the meaning component found that bBT adjectives consist of concrete (physical) and abstract (mental) semantic features. Finally, it was also found that the semantic adjective types tend to be in dimensions, physical property, value, volition, qualification, and human property.

Connecting One to Another Idea in Writing Compare and Contrast Essay: An Analysis of English Discourse Markers

5825 Elisa Ratih | Khilda Husnia Abidah | Evynurul Laily Zen | Ira Maria Fran Lumbanbatu

Effective writing entails the seamless connection of ideas, particularly in compare and contrast essays, where the ability to establish clear relationships between concepts is paramount. This article presents a comprehensive analysis of English discourse markers and their role in connecting ideas within the context of compare and contrast essays. Through an examination of a corpus of academic texts written by twenty-nine university students and relevant literature, this study aims to shed light on the various discourse markers employed by them to establish logical transitions between ideas, facilitate coherence, and enhance the overall quality of writing. The analysis includes an exploration of both comparing markers, such as "similarly", "both", as well as contrast markers, such as "in contrast," and "on the other hand". By examining the frequency of these discourse markers, this research offers valuable insights into the strategies employed by proficient English writers in connecting ideas in compare and contrast essays. The findings contribute to the understanding of discourse marker usage in academic writing and provide practical implications for educators and learners seeking to improve their writing skills. Ultimately, this study underscores the importance of mastering discourse markers as a means to achieve coherence, cohesion, and clarity in writing, particularly in the context of compare and contrast essays.

The Relationship between Vocabulary Learning Strategy and Reading Ability for Indonesian Junior High School Students

5838 Zakiyyatul M Hamidah Assagung | Lies Amin Lestari | Ahmad Munir | Syafi'ul Anam

Vocabulary acquisition is one of the most difficult stages of acquisition for many language learners. One of the reasons is learners find many unfamiliar words while reading texts. This is especially true for Indonesian Junior High School Students who have a limited access to use English in daily communication. This study aims to investigate the students' vocabulary learning strategy (VLS) and its relation with reading ability of 58 Indonesian junior high school students who are in their last year of school. It used two instruments: a test given to measure students ability in reading and a VLS questionnaire to get the vocabulary learning strategy used by the students. The collected data were analyzed by SPSS 25.0 program. The One-way ANOVA was used for analyzing the data. Finally,

the study found no relationship between low-moderate-high vocabulary learning strategy and students reading ability. It is suggested that for further validate the general conclusions of the current study, more specific qualitative research needs to be done in future studies.

Turn Taking Organization in the Examination of Witnesses in Courtroom

5845

Ernawati Tampubolon | Robert Sibarani

Turn taking organization is an aspect of conversation analysis that is really fundamental to conversation as well as other type of talk in interaction such as witness examination in courtroom. The aim of this research is to analyze how turn taking organization realized during the examination of witnesses in courtroom. This research will use turn taking organization theory proposed by Sacks at al. 1974. This study applies descriptive qualitative approach. The data for this research will be taken from an audio recording of witness examination during courtroom proceeding. The audio recording is a naturally occurring conversation that was recorded during the examination of the witnesses. The result shows that participants involved such as lawyers, juries, judges, and witnesses have different distribution in taking turns, holding turns and yielding turns during the examination in the courtroom. There are some aspects of turn taking organization that affect the distribution of the turns.

The Use of Euphemism in News Headlines as Media Framing

5852

Erna Andriyanti | Titik Sudartinah | Susana Widyastuti

A headline is an important element of news for its power to attract readers with a glance at the content, to frame their perceptions, and to deliver information in a desirable perspective. One way of writing a headline is through euphemism, which is commonly used to deal with sensitive objects or contents that might disturb readers. This study investigates the language features and functions of euphemism found in headlines in The Bali Times, an online English newspaper containing mainly local news in Bali Island. This qualitative study has collected the data from January to May 2023 issues, and will have its complete data up to June issues. Data analysis is based on Allan and Burrige (2006) for language features and Burrige (2012) for functions. Preliminary findings show that omission/censor, figurative language, circumlocution, and jargon are used in the euphemistic headlines, most of which deal with tourism topics. Euphemism in this newspaper tend to be used to disguise inconvenient facts or reality to minimize readers' feelings of worry or fright. This indicates that The Bali Times in reporting crucial events and happenings is careful in choosing the vocabulary and structure in its headlines. So doing, it frames the news to maintain the good image of Bali as a tourist destination.

Meaning and Function of *Sakit Tajam* Mantras as English Teaching Materials

5858

Mohd. Fauzi | Iik Idayanti | Laila Selvia | Kurniawan

This study aims to discuss the meaning and function of the *Sakit Tajam* spell as the English teaching materials of the English course for the Malay Literature Department, Faculty of Humanities, University of Lancang Kuning. This type of treatment is found in Rambaian Village, Gaung Anak Serka District, Indragiri Hilir Regency. This type of research is descriptive qualitative using semantic theory. The results of the research show that the healing of *Sakit Tajam* is an oral literature that is still used by the people of Rambaian Village, Gaung Anak Serka District, Indragiri Hilir Regency. One

of these healing is the Sakit Tajam treatment. The people of this area usually refer to healing with the terms Tawar, readings of healing, or tambe. The Sakit Tajam Spell has a very important meaning and function because the mantra consists of interrelated elements. The meanings studied are social, cultural, and religious meanings. Its function is as treatment, friendship, exorcism, and prayer. This local wisdom is an important part used as English teaching material for the English course of the Malay Literature Department, University of Lancang Kuning.

Creation de Novo: Branding Indonesian English Coinages?

5866

Aswir

English nowadays, as a global language, becomes special in the Indonesian context. Blending, as a part of the morphological phenomenon of contributing new English, in the Indonesian sense, contributes new English words. This de novo creation becomes a new system for the productivity of informal English in Indonesian. A descriptive linguistics approach is employed for the data findings and analysis. This research meets some related findings of Indonesian English word formations, such as: (1) some new coinages have succeeded in branding the global English in Indonesian style; (2) sociolinguistically, the words crafted a new community of language; (3) anthropologically, the language evolutions in Indonesian English present semiotic practice in maintaining large and small communication; and (4) finally, the debate of language dynamics became a new trend in the Indonesian context of foreign language users. Future research is suggested to explore the comparative studies among Globish in the features of styles, pragmatic patterns, and corpus linguistics.

Psycholinguistic Perspective of Speech Production Errors in English as a Second Language Class

5885

Desi Nahartini | Zainal Rafli | Endry Boeriswati

Using Clark and Clark's (1977) theory, this research was intended to find university students' errors in producing English speech. English was seen as the second language in this Indonesian context and taught at the university level of education. Data were collected from 32 videoed English-speaking tests given to the students. The results revealed that there are seven types of speech errors, namely; silent breaks, filled pauses, repetitions, corrections, stutters, unretraced false starts, and retraced false starts and two types of grammatical errors, they are morphological and syntactical errors. Another conclusion to this study is from the perspective of psycholinguistics, there are two causes of second language speech production errors, they are cognitive and psychological reasons.

Assessing Complexity in the Narrative Texts for Junior High School: A Systemic Functional Linguistic Framework

5894

Wida – Mulyanti | Setyo Wati

Adopting systemic functional linguistics as the main theoretical framework, this study as part of a larger research project, aimed to assess the complexity of narrative texts for Junior High School. The method used in the study is descriptive qualitative. The data were clauses from narrative texts written in two consecutive textbooks (grade VIII and IX) issued by the Ministry of Education. The data were analyzed in terms of lexical density, lexical variation and grammatical intricacy. The steps passed in the analysis process are collecting the data, identifying the clauses and concluding the

analysis. The findings show that the lexical density and lexical variation is fluctuating as the level progresses. It means that the lexical density and lexical variation throughout the textbooks have been found to have an inconsistent development from lower to higher grade. While the findings in grammatical intricacy indicate that the complexity of texts decreases as the level progresses. Thus, it can be concluded that the texts in the textbooks need to be reviewed since the language used in the texts does not correspond to the stages of students' intellectual development.

The use of Discourse Makers in Article Abstract: E-Journal Universitas Riau

5899

Suhardi | Jismulatif

This study attempted to compare the use of discourse markers in article abstract in three different journals. The main objective was to investigate the types and overall frequency of discourse markers in articles abstract. Sixty abstracts, consisting of 20 articles abstract of Law Journal Volume 11 No 1 and No 2 (2021), 20 articles abstract of Asian Journal of Aquatic Sciences Volume 5 No 2 (2022), and 20 articles abstract of Journal Pajar Vol 6 No 1 (2022) which taken from E-Journal Universitas Riau were selected as the primary data. The data were analyzed based on Fraser's taxonomy (1999). The result showed that 95 discourse markers distributed in three types, namely constrictive marker, elaborative marker, and inferential marker. The most frequently used discourse markers was Law Journal, F=46 with the most widely used type was constrictive marker, F=22. From the result, it can be concluded that the writers of Law Journal prefer to use discourse markers than two other journals.

Stylistic Analysis of Expressions of Congratulations and Condolences in Written Texts

5925

Zulfadli A. Aziz | Tgk Maya Silviyanti

This study focuses on the style in language which examines how language is used in written communication contexts. It analyzes various linguistic elements, such as vocabulary, syntax, and discourse structure, to uncover the underlying principles and patterns that contribute to style. To collect the data, this study conducted observation and document analysis from messages sent by members of several active WhatsApp Groups. The collected data were then analyzed by using the formula as proposed by Mile, Huberman, Saldana (2014): data reduction, display, and verification. The messages consist of situations and contexts related to happy and sad news. Results of this study provide insights into the choices made by writers and help uncover the underlying stylistic features that contribute to the overall impact and interpretation of the texts.

Exploring Dominant Naming Patterns in West Aceh and Nagan Raya: A Linguistic and Geographical Analysis

6135

Said Miftahul Fahmi | Zulfadli A. Aziz | Yunisrina Q. Yusuf

This comprehensive study investigates into the dominant naming patterns in the West Aceh and Nagan Raya regions, with the primary aim of identifying the most dominant naming pattern within both locations. Drawing upon the foundational theory of Nash's toponymy rules, this research utilizes a multidisciplinary approach to uncover the intricacies of place names. The data for this investigation was precisely collected through an extensive literature review and document analysis, encompassing both primary and secondary sources. The results of this study showed the variety of naming pattern, with a remarkable discovery of nine dominant patterns that have intertwined

themselves into the fabric of these regions' toponymy. These patterns are often characterized by a fusion of various elements, including the repeated pattern of "Alue," "/blang/," "pasi," "suak," "cot," and more, combined with nouns or adjectives. The complex interplay of these elements sheds light on the linguistic and geographical narratives enshrined within the village names, showcasing the unique tendencies and cultural nuances that define the art of place-naming in West Aceh and Nagan Raya.

LITERATURE STUDIES (LIT)

Racial Conflict and Identity Crisis in Capernaum Film by Nadine Labaki

5585

Reza Sukma Nugraha | Eva Farhah

This research investigates the portrayal of racial conflict and identity crisis in the film Capernaum by Nadine Labaki. The study employs the method of content analysis, focusing on the interpretation of the film's elements such as narration, dialogue, and visual scenes. The theoretical framework utilized is Homi Baba's postcolonial theory, which emphasizes that racial conflicts contribute to individuals experiencing identity crises. The findings of the research reveal that Capernaum presents a depiction of Lebanese society still plagued by social conflicts, including racial issues such as illegal immigration. From a postcolonial perspective, the characters undergoing socio-cultural dynamics in the film experience identity crises due to the confusion caused by societal rejection rooted in racism.

Comparison between Indonesian and Acehese Proverb Metaphors with the Same Meaning

5611

Denni Iskandar | Yusri Yusuf | Mohd. Harun | Nurrahmah Nurrahmah

Proverbs are real examples representing the relationship between culture, language, and the human mind which are implicitly expressed by using certain diction or metaphors. The use of metaphors in proverbs is related to the culture of the speakers. The difference in the language of a proverb results in the use of different metaphors. This study aims to compare the use of metaphors in Indonesian proverbs (PI) and Acehese proverbs (PA) with the same message based on Ullman's metaphor theory. This qualitative descriptive study used PI and PA data obtained from informants. The results showed that both PI and PA used three types of metaphors, namely anthropomorphic metaphors, animal metaphors, and concrete to abstract metaphors. This study did not find any synesthesia metaphor. PI and PA with the same message use the same type of metaphor and some others are expressed with different metaphors. The comparison between the PI and PA can be grouped into (1) PI and PA using the same type of metaphor; (2) PI using concrete to abstract metaphors and PA using anthropomorphic metaphors; (3) PI using concrete to abstract metaphors and PA using animal metaphors; (4) PI using anthropomorphic metaphors and PA using concrete to abstract metaphors; and (5) PI using animal metaphor and PA using concrete to abstract metaphor. Besides, PI and PA are oral traditions representing both humans as individuals and as groups of people.

Teaching Moral Values through EYL Literature: How?

5739

Husnaini

Nowadays, teaching moral values is an obligation for every teacher in Indonesia. One of the ways to promote the moral values to young learners is through literature. As one of the literacy skills, reading skill must be prioritized as early as possible. English teacher as the agent of change can teach the moral values at the same time with teaching English, especially in teaching reading. Applying appropriate strategies and using relevant EYL literatures are assumed as the most

effective methods to teach English and core moral values in the classroom. This paper will highlight theoretically the concept of moral value, the concept of good character, and the various strategies and activities to promote the core moral values through EYL literature.

Analysis of the Novel Titik Nol by Agustinus Wibowo as a Colonial Travel Writing

5773

Fardan Rezkiawan Faida | La Ode Nggawu | Sitti Agustina

This study aimed to analyze the novel by Agustinus Wibowo entitled Titik Nol. The analysis of this study was about postcolonial study which could be one of the scientific references in literary studies. This study used textual analysis method to look for pattern in reporting the world and strategies in representing the other as well as comparison method to compare existing data with certain data related to social, political, and cultural phenomena. The results of this study indicated that the traveler tended to provide subjective descriptions when meeting a new world, which often described this based on the opinions, interests, and personal attitudes. However, sometimes traveler also provided an objective description, such as giving a detailed explanation regarding the new place that was visited based on eye-witness. Then, in representing others, traveler sometimes used colonial strategy such as assuming the culture of own country was better by dissolving the culture of other countries that was visited. In addition, traveler also used postcolonial strategy which provided positive descriptions of differences in attitudes and cultures from other countries.

Women and Patriarchy: When will it end?

5781

Hiqma Nur Agustina

This study aims to show the characterization of women in three short stories by Saut Situmorang: Barbara, Incest, and Bah. These three short stories are in a short story collection titled Khotbah Hari Minggu, published in 2021. The women characters in these three short stories represent women trapped in stigma, powerless against patriarchal culture, and becoming the victims of male rulers. This study uses the approach of sociology of literature, gender relations, and feminism as an analytical tool. The writer strengthens the woman's stigma as the weak gender and becomes the Victim of patriarchal culture. Moreover, these short stories could reveal and reinforce women's powerlessness due to negative stigma and patriarchal culture, which often represses them. As a result, the women characters in the three short stories suffer because of their social status as single women, sex workers, and perpetrators of incest. Two women characters end tragically and die because they cannot withstand the burden of stigma and patriarchal culture. In contrast, a woman character has an unclear fate because of the forbidden relationship with her elder brother and son. The three female characters in this collection of short stories present women as victims, helpless, and trapped in a thick stigma associated with patriarchal culture.

ROMANCE IN TOROMPPIO; The Pamona Community's Expression of Love in Poso

5860

Yunidar | Amelia | Akbar

Five cultures in Central Sulawesi have been designated as National Cultural Heritage. The five cultures are Lalove traditional musical instruments, Guma traditional weapons, Novakia Ada Balia, Torompio dance, and Vaino. One of these national cultural heritages is the torompio dance which is still growing. The uniqueness of the torompio dance is that the dancers are in pairs accompanied

by song verses and then sung by the dancers with the expression "gelora love" which is interpreted as a pair of lovers drunk in love. The expression of love is not only in the form of romance but also towards love for the homeland, love for fellow believers, and love for guests. But what is more prominent is the love between teenagers so that this dance is better known as the dance of young people. As a hereditary heritage, torompio is a regional youth dance that has meanings and messages conveyed by male and female dancers who aim to entertain the community. There are also musical instruments used to accompany torompio dance including; ganda (drum), nonggi (gong), karatu (sitting drum), and guitar. Viewed from a sociopragmatic perspective, this paper will explore the expression of love in torompio dance which is the cultural soul of the local community.

LANGUAGE TESTING AND EVALUATION

The Correlation Between Students' Habit in Listening to English Songs and Listening Comprehension Achievement at Senior High School Palembang	
5277	Nazhif Alfaqih Ahmad Husnaini
<p>This research is aimed to describe the correlation between students' habit in listening to English song and their listening comprehension achievement at senior high school Palembang. The method which was used in this research was correlational research. The population of the research was 142 students. The sample was taken by using cluster random sampling which consisted of 60 students. Furthermore there were two variables in this research, students' habit in listening to English songs and students' listening comprehension achievement. Questionnaire was used to get the score of students' listening habit, meanwhile listening test was used to get the score of students' listening comprehension achievement. Based on the data analysis, it was found that the r-obtained (0.729) was higher than r-table (0.254) with the level of probability (p) significance (sig.2-tailed) was 0.00. It means that null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. From the research finding, it can be concluded that there was significant correlation between students' habit in listening to English song and their listening comprehension achievement. Next, to find out the significant influence, regression analysis was conducted. It revealed from the analysis that R—square which was .531. It means that the students' habit in listening to English songs gave significant effect with 53.1% contribution towards listening comprehension achievement, and 46,9% contribution was from other factors.</p>	

Web-based Self-Reflection Assessment for EFL Students' Self-Development	
5310	Dewinta Mandalika Siti Drivoka Sulistyningrum
<p>Web-based self-reflection assessments are tools to reflect on learning experiences and monitor personal development. It helps to identify strengths and weaknesses in learning process, set goals for improvement, and track progress over time. This study focuses on the use of self-reflection assessment in English language learning, as well as numerous benefits that students can obtained. A systematic review was employed in this study to investigate the potential of web-based self-reflection assessment for EFL students' self-development by analyzing publication from Google Scholar & ERIC using specific keywords related to the research topic. The search criteria included studies published in English between 2021 to 2022. In total, 10 relevant selected articles, Preferred Reporting Items for Systematic review, and Meta-Analyses (PRISMA) 2020 guidelines were utilized. An inclusion and exclusion criteria selection process was conveyed prior to the start of the review to assure the focus of the study. Based on the findings, the articles reviewed claimed that self-reflection assessment can help to improve students' language skills, enhancing engagement, boosting confidence, promoting critical thinking, facilitating meaningful learning, reflect on performance & learn from mistakes, motivating individual learning and development, and develop strategies to reach good learning goals. The study concludes that the tool is a useful resource for EFL students seeking to enhance their personal growth and could potentially benefit other institutions looking to integrate self-reflection assessment into their programs. The tool's accessibility and immediate feedback, make it a powerful tool for promoting personal growth and academic success.</p>	

From Testing to Playing: Developing a Gamified Task-based Approach to Continuous Assessment in Language Learning Using Genially

5388

Rahma Sinta

Over the last two years, gamification has emerged as a prominent tool to enhance learners' engagement and motivation in the context of online and blended learning. Despite the numerous advances in integrating gamification into language learning, the assessment remains a formidable challenge and is often perceived as a source of anxiety and stress for teachers and learners alike. In the process of preparing and taking assessments, both parties face immense pressure to perform well. Teachers encounter the challenge of designing assessments that are both valid and reliable without overwhelming their students. This paper presents an innovative approach that integrates Information and Communication Technology (ICT) tools, such as learningapps.org and Genial.ly, with task-based learning to develop a gamified continuous assessment model. The goal is to promote more cohesive and integrated teaching, learning, and assessment (TLA) practices that prioritize language use. The paper delineates the key principles of gamification integration, highlights best practices, and showcases examples of gamified tasks for assessing the four language skills. By integrating interactive and multimodal gamification techniques into TLA activities, this approach fosters learners' engagement and motivation, creating an enjoyable and less stressful environment in which to demonstrate their language skills. Ultimately, this paper contributes to the ongoing discourse on integrating ICT tools and gamification in language teaching and assessment, demonstrating the potential of gamification to transform language assessment into a more engaging and meaningful experience for learners.

Narrative Inquiry into EFL Teachers' Feedback Literacy in Assessment Practice and Knowledge

5408

Ima Fitriyah

This study aims to investigate the feedback literacy of two EFL (English as a foreign language) writing teachers in assessment practice and knowledge. The research focuses on understanding how EFL writing teachers interpret and provide feedback to their students and how this relates to their overall assessment practices and knowledge. A narrative inquiry of two EFL writing teachers in one of Islamic University in Kediri, Indonesia, Cita and Tria (pseudonym), is used to investigate teachers' feedback literacy in this article. Accounts involving their students are presented here. This paper follows the three lines of investigation proposed by Connelly and Clandinin (2006) and examines the consequences of teachers' knowledge construction of assessment via the lens of three structural factors of teacher knowledge: period, sociality, and place. The research found that while EFL teachers have limited knowledge of recent developments in feedback literacy, they are able to apply their knowledge effectively in practice. The teachers consider their students' abilities when providing feedback, tailoring their approach to the needs of individual learners. The study also found that contextual factors, such as social and environmental conditions, influence the way in which the teachers provide feedback in writing assessments: power relationships in teachers' workplaces greatly influence their assessment decision-making (sociality), teachers' prior assessment experience affect their current practices (temporality) and students' condition (place). Overall, the research highlights the importance of feedback literacy in EFL teaching and the need for ongoing professional development to enhance teachers' knowledge and practice.

Investigating EFL Writing Teachers' Assessment Practice and Knowledge through Narrative Inquiry

5410

Ima Fitriyah

This study aims to investigate the feedback literacy of two EFL (English as a foreign language) writing teachers in assessment practice and knowledge. The research focuses on understanding how EFL writing teachers interpret and provide feedback to their students and how this relates to their overall assessment practices and knowledge. A narrative inquiry of two EFL writing teachers in one of Islamic University in Kediri, Indonesia, Cita and Tria (pseudonym), is used to investigate teachers' feedback literacy in this article. Accounts involving their students are presented here. This paper follows the three lines of investigation proposed by Connelly and Clandinin (2006) and examines the consequences of teachers' knowledge construction of assessment via the lens of three structural factors of teacher knowledge: period, sociality, and place. The research found that while EFL teachers have limited knowledge of recent developments in feedback literacy, they are able to apply their knowledge effectively in practice. The teachers consider their students' abilities when providing feedback, tailoring their approach to the needs of individual learners. The study also found that contextual factors, such as social and environmental conditions, influence the way in which the teachers provide feedback in writing assessments: power relationships in teachers' workplaces greatly influence their assessment decision-making (sociality), teachers' prior assessment experience affect their current practices (temporality) and students' condition (place). Overall, the research highlights the importance of feedback literacy in EFL teaching and the need for ongoing professional development to enhance teachers' knowledge and practice.

Employing Multimodal Dialogic Feedback on EFL Tertiary Students' Writing: Formative Assessment Framework

5416

Nur Sehang Thamrin | Suwarsih Madya | Nur Hidayanto Pancoro Setyo Putro

Feedback is essential for improving EFL students' writing skills, despite the fact that it is still underutilized. Yet, only some studies examine multimodal dialogic feedback (MDF) on students' writing. To address the gap, this study, which employed an exploratory mixed-method, investigated the impact of MDF mediated by utilizing Google Docs and Zoom conferences as convenience platforms in a writing class among some Indonesian university learners and the impact of this MDF on the revision quality of the student texts. Furthermore, the study explored the students' perceptions of MDF from the formative assessment framework. While the quantitative method through classroom action research (CAR) with 39 students recruited purposively, examined the impact of MDF on students' writing skills, the qualitative approach using semi-structured in-person interviews with eleven students recruited conveniently, addressed the student's perceptions of the influence of MDF on their writing skills. The quantitative data were analyzed through simple descriptive statistical analyses to visualize the trend of students' improvement and the instructor's feedback manner. The qualitative data on the students' positive perceptions of the impact of MDF on their writing were analyzed using thematic analysis. Statistical analyses of the student's texts reveal that the student's writing skills are gradually developing. The results demonstrate how mediating MDF during teaching-learning writing affected the student's work on organization, content, language use, mechanics, and text length. Implications for writing instruction and the instructor's feedback manner are also discussed. Although this current study has limitations, suggestions for further research are offered.

Students' Responses towards Supervisory Feedbacks on Thesis Writing: A Case Study of a Split-site Master's Program

5423

Aridah Aridah | Weningtyas Parama Iswari

The graduate students under the split-site master's program of English education at Mulawarman University and the University of Adelaide were obliged to write a thesis, and they were supervised by lecturers of home and overseas universities. In this thesis writing process, supervisory feedbacks on the students' thesis drafts became an important source of information for the students to complete their theses successfully. This present study examined how the supervisors from two different institutions provide feedbacks on the students' theses and how the students responded to the feedbacks cognitively, behaviourally, and affectively. The design of the study was qualitative and eight split-site master's program students participated in the study. They were interviewed to explore the information about the ways the supervisors gave feedbacks, and students' feelings, understanding and uptake of the feedbacks. The students were all in-service teachers of secondary schools in East Kalimantan Province, Indonesia. The data were analysed using thematic analysis. The findings revealed that the supervisory feedbacks and students' responses varied across the investigated aspects. In general the students understood most of the feedback given by the supervisors. Any unclear feedbacks were discussed with their supervisors or their peers. The students received both encouraging and discouraging feedback. However, overall all of the feedback helped them complete their thesis writing. The implications for teaching and learning that arise from these findings are identified in order to enhance the efficacy of supervisory feedbacks.

Washback Effects in Language Programs: A Sociocultural Perspective

5470

Didi Sukyadi

Washback effect, the influence of a test on students, teachers and other stakeholders involved in the teaching and learning processes. So far has been mainly framed from behaviouristic and constructivist framework through the investigation of observable and unobservable variables to establish causal relations among variables. However, washback is a complex phenomenon involving many variables intertwining in a social context. Washback studies, then, will be more fruitful when seen from sociocultural perspective. Unfortunately, this area is till under-researched. The present study tries to show the washback effect of national state university selection test on the teaching and learning process taking place in a senior secondary boarding school in Mojokerto, East Java and a Labschool in Bandung. The participants involved include a headmaster, an English teacher coordinator, two English teachers, a sociology teacher, and two students' parents of the boarding school, a headmaster, two English teachers, a parent, and two students of the Labschool. The data were collected through semi-structured interview, phone calls, voice note interview, and written interview through Whatsapp. The data were analysed using content analysis technique. The results found that how the headmaster and the teachers designed the curriculum and organised the teaching and learning processes were very much influenced by national state university selection test with the main objective of preparing their students to be admitted at favourite state universities they dreamed of. When the national state university selection test changed, they adapted to the change quickly to make sure the school objectives be achieved. The school objectives as the root cause of the washback were shaped by parents' aspiration, students' ambition, and the school's founder in responding to the needs.

Minimizing Cheating Possibility in Extensive Reading Program by Implementing Critical Thinking Skill in the Assessment

5516

Nida Husna | Yatni Fatwa Mulyati

In the world of education, cheating is not a novel practice by any means. Unfortunately it is not feasible to completely eradicate it. Nevertheless, the teacher can try to minimize the chances of this happening. This study aims to find out whether the implementation of critical thinking elements namely reasoning, relating, and evaluating in the assessment, can reduce cheating possibility in Extensive Reading Course. This qualitative study involved 114 participants from English Education Department program in a state University in Jakarta. The data about cheating actions were taken from the assignment, while the data about students' reaction were collected using a questionnaire with an open-ended inquiry and were analysed using thematic analysis. The findings show that even though there were several students read the same novels, the content of the assignment was not necessarily same. More than 80% of the students agree that the requirement in the assessment prevent them to cheat. They may read the same novel and have the same favourites, however, they have different opinions and reasons. Therefore, it can be concluded that adding critical thinking elements in the assignment can be used as an alternative to reduce academic dishonesty acts.

How Do I Handle My Supervisor's Feedback in Research Writing: A Survey Study

5542

Amira Wahyu Anditasari | Siti Kholija Sitompul

While the importance of feedback for establishing writing goals has always been supported, students' strategies and feelings for handling feedback on their writing still have yet to become more prevalent in an investigation. Accordingly, this study aims at uncovering students' efforts to act cognitively and feelings to deal mentally with the feedback for their research writing. Using a cross-sectional survey, this study took 59 Master's students who composed a thesis from three different universities in Java, Indonesia. This type of survey appropriately revealed an investigation at one time from diverse participants through a five-scale questionnaire; containing fifteen questions. The questionnaire was distributed online and analysed quantitatively. The results initiated two prominent results in regard to the effort and feeling of handling feedback. First, the efforts that Master's students executed were accepting and taking note of the feedback, clarifying it to the supervisor, doing self and peer correction, and incorporating the feedback into their writing. Second, a greater number of students felt excited about accepting both positive and negative feedback. Nonetheless, in dealing with the negative ones, they alternated their feelings into motivation. This study, additionally, grants a frame of an overview of how students voice feedback and consider writing pedagogy for further improvement. Finally, we suggested future researchers deeply investigate students' experiences regarding their hindrances in understanding feedback. Abstract.

Students and Teachers' Responses to the Absence of English Assessment from the Minimum Competency Assessment (AKM)

5568

Rafita Tioria Sianipar

For years English had always been one of the subjects included in the National Examination (UN) in every level of education; be it in Elementary, Junior High, and Senior High School. In 2020, the Indonesian Ministry of Education has announced and launched a new policy regarding the National

Assessment (AN) to replace the UN in 2020, with one of the assessment types is the Minimum Competency Assessment (AKM) utilized to measure students' literacy and numeracy skills. Surprisingly, however, the government has omitted English as one of the skills or knowledge to be assessed in the AKM for Junior High School level. Hence, this study aimed at investigating the students and teachers' responses to the absence of English subject from the AKM. The study involved 3 English teachers and 43 students who had previously taken the AKM test in one of the junior high schools in Tebing Tinggi. Data was gathered through questionnaire and interviews. Data from questionnaire were analyzed using descriptive statistics, while data from the interviews were analyzed through data reduction, data display, and conclusion drawing (Miles & Huberman, 1994). The results of data analysis revealed that both students and teachers perceive that English should be included in the AKM. Besides, the exclusion of English from the AKM yields contrary feelings to students and teachers, in which most students feel unhappy with that but the teachers tend to feel relief. Additionally, this article discusses some feasible considerations about the implementation of the AKM.

Exploring Student's Perspective and Barriers on Paper Assignment during Language Learning

5579

Sarair | Ika Kana Trisnawati | Nurfaizah

The goal of this study was to determine how students' perspectives and restrictions on paper assignments during all language learning differ. This study also aims to investigate how the learning process and the types of barriers that students face when completing assignments for class influence students' opinions of paper assignments. A qualitative narrative method was applied in this study. The participants in this study were 20 students, with 10 students from Semesters 4 and 10 from semester 6. The descriptive analysis utilized in this study was intended to describe the reality of the research findings. The author employed an interview as an instrument for gathering data. In this interview, the author asked the students ten questions. Positive responses from students about their impressions of assignments in the learning process and negative responses connected to students' restrictions on assignments in the learning process are two sections of the answer resulting from interviews. It can be noticed from the interview results that many students gave positive comments on their assignments. Students believe that assignments are one of the duties that must be performed. Additionally, they believe that, in addition to written activities, assignments are beneficial in strengthening students' courage to stand in front of their peers. Furthermore, students can quickly solve challenges. There are also student constraints on written tasks, one of which is students' lack of cooperative awareness and lethargy.

Rethinking the Use of Multiple-Choice Questions in a Classroom

5626

Sisilia Setiawati Halimi

Multiple-choice Questions (MCQs) are the most common test format for assessing English reading and listening skills. It is used not only in a proficiency test but also in a classroom test. Some scholars argue that MCQs should not be used for classroom tests. This presentation will discuss the pros and cons of using multiple-choice questions and how scholars have overcome the weaknesses of this test and what improvements have been made in the writing of multiple-choice questions by studying the literature on this topic. This library research will also cover the digital technology advancement that has been integrated into the research on MCQs; and therefore, has provided new insights into the use of MCQs as the most common test format. Based on this review of the literature, the use of MCQs in a classroom will be discussed. It is hoped that this presentation will

inform English teachers about what they have to consider when they use the MCQs for classroom tests.

English Online Assessment: The Issues on The Students' Performance versus Honesty

5629

Muh. Basuni

The English online assessment has been preferred during the COVID-19 pandemic and continued to the present due to its flexibility and efficiency. Possibly, there is a threat to its concurrent validity since technology presents some weaknesses too. The most important threat may be the test takers' honesty, aside from how the technology has tried to prevent it. Therefore, the current study is intended to discuss the influence of the use of online assessment on the students' performance considering the invigilation degree. The objective of the study is to reveal (1) the significant difference on the students' performance between the group of the English offline test takers and the group of the English online test takers who are invigilated tightly, and (2) what sort of action possibly constitutes the threat to honesty in English online assessment. The research method employed is comparative quantitative method. The research instrument is Test of English Proficiency adapted from Paper Based TOEFL Test. The participant of the study encompass 200 students and 10 lecturers of UIN Sayyid Ali Rahmatullah Tulungagung. The data are taken from both online and offline test and are analyzed using SPSS. The finding of the study shows that there is no significant different on the students' performance. It can be concluded that instead of honesty there are other factors contributing to the students' performance which need to be further investigated.

Teacher's Competence in Constructing the English Reading Test Item

5711

Semaria Eva Elita Girsang

Educational, professional certification, counselling, psychology, the military, and many other fields frequently use tests. The measurable that is the goal of testing is known as a test score, and it is a summary of the evidence contained in an examinee's responses to the test items that are related to the construct or constructs being measured. This research is to analyze teachers' competency in developing English Reading Test items for SMA Negeri 1 Pematangsiantar, which is related to Bloom's Taxonomy theory in the Reading Comprehension test. The research design (descriptive qualitative) and the research method (descriptive analysis) are described. The instrument used the English reading test items of the twelfth grade of SMA Negeri 1 Pematangsiantaris based on Bloom's Taxonomy theory. Finding, the English teachers did not apply the six levels of cognition in constructing the English reading test items, but they applied MOTS and LOTS from the six levels cognitio., which indicates a lack of quality and competence in test design. It also suggests that the principal and government should provide training and resources to improve test design and focus on integrating innovative learning, TPACK, and HOTS into the evaluation process.

Exploring the Use of Culturally Story Retelling Speaking Test in the Assessment of Spoken Language: A Mixed-Methods Study

5746

Balqis Wandira

This study explores how Culturally Story Retelling Speaking Test (CSRST) can be used in the Assessment of Spoken Language and how it gives positive washback effect on learning English and generate English speaking skill precisely for 1st grade students of MAS AMALIYAH Deli Serdang. Nowadays, Story retelling is one of teaching methods which has been a lot investigated, whereas its use for speech evaluation hasn't yet. Therefore, the study explores adopting this technique for the Culturally Story Retelling Speaking Test (CSRST) as well as reports its pilot administration to 39 examinees. The construction and implementation of test showed the test's great practicality. Mixed-methods design was used to analyze and describe the examinees' scores and obtain the field notes of observation, questionnaire and interview. The examinees' questionnaire concerning its usefulness, appropriateness, and task difficulty provided positive findings. The examinees thought reading text content affected their story retelling result a lot and then followed by its lengths. Both content and length of the text become benchmarks for maximum achievement of students' speaking ability in the classroom.

Profiling of English Language Teachers as Test Takers of English Proficiency Test and Ensuing Implications

5784

Isli Iriani Indiah Pane | Kurnia Hendra Putra | Hesti Fibriasari

Taking the English Language Proficiency Test (ELPT) is often a struggle for English language teachers (ELT) to get certified in their English competences and enhance their professional resume as a result. Particularly in Indonesia, the use and design of ELPT have undergone a significant transformation during the past decade. This change has much been driven by the policy holders of ELPT in Indonesia and the development of technology used in ELPT assessment worldwide. This is evidenced by the fact that the ELPT does not detail key elements, such as key theoretical principles from Foreign Language Assessment and its purpose. To fill this gap, this paper attempts to provide a map of the spread of the English competences of ELT and the ensuing implications for reprofiling the current ELPT for English teachers in Indonesia and to give fresh insight into the design of ELPT, which considers the agency of English teachers as well as socio-cultural environments. Overall, this study promotes ELPT best practices that can be relevant and informative for higher education authorities and policymakers responsible for designing (onsite or online) professional ELPT schemes for English language teachers. Finally, these findings are expected to be applicable in the future to the designing and ruling of ELPT in the Indonesian context.

Problems Faced by English Teacher Candidates in Developing Test Kits for Assessing Students' Learning

5791

Ari Purnawan | Asfar Arif Nurharjanto | Annisa Nurul Ilmi

Learning assessment has been left behind compared to other components of teaching such as instructional methods or media development. This paper aims to describe problems faced by English teacher candidates studying at the English Education Department of Universitas Negeri Yogyakarta in developing test kits for assessing students' learning. This study is qualitative in

nature. The investigation involved 28 teacher candidates taking two sequential courses on testing namely English Learning Assessment and English Language Learning Test Development who were then asked to write a set of English learning achievement tests as their end-of-class mini project. A total of 1052 multiple choice questions were analyzed by three investigators to reveal the candidates' problems in developing test kits. Problems are reported quantitatively and described. The study reveals that the students face difficulties in formulating test kits formats, stems, options, and texts. Recommendations include education for writing test questions and improving or revising the learning syllabus and materials of the above-mentioned courses on language learning assessment. The number of questions or participants can be improved as well as the scope of analysis to make the study more reliable.

Exploring the Relationship between TOEIC Listening and Reading Scores among Vocational High School Students: A Correlational Study

5799

Maria Vineki Riyadini | Agus Widyantoro

English language proficiency is essential in today's globalized world, particularly for vocational high school students preparing to enter various professional fields. Two critical components of language proficiency, listening and reading, play vital roles in effective communication and comprehension. This correlational study explores the association between TOEIC listening and reading scores among vocational high school students. It utilizes TOEIC scores as the primary data collected from students in vocational high schools. Correlation coefficients and regression models are employed to examine the strength and direction of the relationship and explore the influence of confounding variables. The study's outcomes show the discovery of a positive correlation between TOEIC listening and reading scores among vocational high school students. Furthermore, these findings prove that students who excel in one language skill generally excel in the other. This identification of a correlation has important implications for educational practices, allowing educators to tailor their instructional strategies, develop relevant curricula, and design effective assessments in vocational high schools. In addition, educators can utilize these findings to implement targeted teaching approaches, promoting the development of both listening and reading abilities among students. Ultimately, the study aims to promote effective language learning and improve educational outcomes in vocational high schools.

Identifying Target Task for Material Development in Designing Digital Translation Module

5811

Nur Aisyah Zulkifli

A module is a collection of learning resources that include material, methodologies, learning instruction, and assessments that are organized in a logical and appealing manner. This study's goal is to investigate into students' and teacher impressions of current instructional resources, as well as the obstacles that students and teachers encounter. It is a survey and literature review that acts as a basis for subsequent studies. A descriptive and analytical method has been employed by the researcher. The subjects of this study were translation teachers and fourth-year students with prior experience learning translation. The findings of this study indicated that students encountered a number of obstacles when studying translation. Teachers have utilized several teaching tactics to assist students learn. However, even after implementing approaches, problems in the process of instruction and learning persist, such as students struggling to understand the subject matter due to the limitations of teaching materials supplied to students by teachers to understand a material. The instructional materials provided are even less appealing, and students are unable to figure out

what is in them. As a result, students feel weary with constantly striving task that are still rather dull and difficult to understand. It should not rely solely on teacher explanations, but rather on instructional materials that allow students to learn autonomously. Similarly, students learn at a rate that cannot be compared. Therefore, it is suggested to develop teaching materials that emphasize the use authentic target language to perform meaningful activities. The assessment is based mostly on task outcome rather than just on correct use of the target language. Additionally, establishing efficient and appealing digital modules can be one focus for students to become more motivated and engaged in participating the course.

Designing Evaluation Rubric for Drama Performance

5846

Rita Mahriza

Assessing language competence through drama performance is complicated in the sense that the students will feel observed in an unsafe learning environment because the tension is high. This condition will hinder the students' motivation, provoke anxiety, and the assessment also can be subjective. This study aimed to design evaluation rubric for drama performance. By this study, the writer made a slight modification in a way to adapt the rubric to a different version by adding one more indicators in the engagement point. The writer observed how the students successfully employ the communication strategies to bridge their communication breakdown and how they can keep engage on the task given. The result showed that assessing speaking using drama performance can be demanding for some teachers or lecturers. It is complicated in the way that performing drama involving a big size of group of students, conducting a real time conversation which is happen so fast, and measuring so many aspects of speaking in the same time. The teachers have to set objectives of the test in making consideration of what they need to construct the test item and task and focus on one particular competence to construct a good test and rubric.

Assessment Literacy of EFL Teachers and Its Implementation in Assessing Students' Language Performance

5847

Umi Rokhyati

Assessment, that is conducted during the process of learning, is important to gain information about the students' as well as the teachers' performance. Teachers do assessment as one of the activities in the teaching and learning process. Assessment literacy is a requirement for teachers in order that they can get accurate information about the students' progress or achievement during the learning process. The accurate information about the students' progress in learning will help the teachers to decide what to do in the next step in teaching. Therefore, every language teacher needs to have assessment literacy. Assessment literacy covers several aspects including knowledge, skills, and principles of assessment. This article will explain the teachers' assessment literacy and the implementation of assessment principles they use in assessing the students. The data will be collected through distributing questionnaires and interviewing English language teachers. Descriptive qualitative will be used to analyze the data. The findings hopefully will become meaningful information for English language teachers and produce useful feedback and recommendation.

A Review of Literature on English Language Proficiency Test for Pre English-Teacher in Indonesia

5867

Tantri Sari Safitry | Eky Erlanda Edel

A review of the current literature on English language test proficiency elucidates that much of the existing work either: (i) focuses on the scores of the proficiency test for more students and very few teachers, (ii) finds the correlation between the students' proficiencies with their studies at the campus, (iii) identifies the desirable competencies test to be applied to the students without providing any objective reasons why they need to have those competencies for mastering the English language. This paper scrutinizes the research development of English language test proficiency used for students and teachers, especially the pre-service teachers in Indonesia. Systematically, the article explores two essential aspects: the research development of English language test proficiency and English language test proficiency for pre-service teachers, both aspects focused on Indonesian contexts.

Development of the Competency Test for Indonesian English Teachers (CTIET) to support sustainable professional development for English teachers' language competence in Indonesia

6115

Utami Widiati | Sintha Tresnadewi | Siti Muniroh | Ika Lestari Damayanti | Yenni Rozimela

Many studies show that after several years of teaching, teachers' English competence tends to decrease compared to when they just graduated. Therefore, the research team from 3 PTNBH (UM, UPI, and UNP) propose to develop Competency Test for Indonesian English Teachers (CTIET) to periodically test the language competence of junior and senior high school English teachers. By knowing their level of competence, teachers will be more motivated and challenged to maintain and/or improve their English competence than if there was no evidence. CTIET is proposed because the measuring tools such as TOEFL and IELTS do not measure English teacher competence concerning classroom language and general English because the measured aspects are more for academic English. The research team carry out research development (R&D) within two (2) years (2023-2024). The focus of the first year's research was to map the competency profiles of English teachers in Indonesia through surveys, making test grids from the profile mapping results, and developing test prototypes which included the Classroom Language test and 4 (four) language skills and grammar competency tests. The focus of the second year's research is the development of several test sets according to the level, followed by validation and preparation of policy recommendations. The results and implications of the undergoing research will be discussed in the talk.

LANGUAGE TEACHING METHOD AND APPROACH

The Indonesian Learning Inventory from the Viewpoint of EFL Students

5283

Eny Syatriana | Erwin Akib

The primary goal of this essay is to examine the Muhammadiyah University EFL students' learning style inventories and to discuss those tactics in relation to learning style traits. This research was conducted in Muhammadiyah University students in Makassar, Indonesia. We distributed a questionnaire to 69 pupils, who were randomly selected from 120 students using the Slovin's formula. The study is a part of a larger study comprised of mixed-method study. The quantitative result is reported on the other publications. In this study, the interview results show that learning style inventory have diverse methods of learning as impacted by the three primary senses: storing, remembering and recalling information. These findings got a substantial impact on the process of English language teaching, allowing for more effective instruction and classroom engagement. It also makes a substantial contribution to the study on language and communication learning inventory in the context of education and language training.

Self-Directed Learning for Indonesian Higher Education Students' Writing Skills: A Literature Review

5297

Muhamad Aziz Muslim | Siti Drivoka Sulistyningrum | Darmahusni

Self-directed learning is one of the trending practices used to promote students' writing skills. It is still employed in Indonesian higher education after the pandemic era since a number of studies prove that it is beneficial for students. This research is meant to conduct library research to investigate EFL students' strategies for improving their writing skills in self-directed learning in Indonesian higher education. The method used in this study is a qualitative approach with a library research method. The description of EFL students' strategies for improving their writing skills in self-directed learning in Indonesian higher education are the expected results from this research. With the results in hand, educators are expected to make better preparations for the future of Indonesian higher education.

Peer Collaborative Dialogue Model to Enhance EFL Listening Fluency Through E-Learning-Mediated Interaction

5312

Devi Hellystia | Sri Hermawati

Listening is the building block of communication in the EFL context. The lack of mastery in listening fluency leads to misunderstanding in communication for Indonesian tertiary-level students. Unfortunately, EFL listening practice is given the least portion in the EFL classroom. It becomes the main challenge that needs to be sorted out. This research aims at finding out if peer-collaborative dialogue effectively improves EFL listening fluency through e-learning-mediated interaction. A quasi-experimental design with one group pre-test and post-test was used. The Independent t-test was used to determine whether there were any differences in students' EFL listening skills before and after the treatment. The participants of this research were 45 university students from the architecture department. Their ages ranged between 19 and 25. An independent t-test was applied in determining the research objective. The main finding reveals that this learning model was proven

effective to enhance EFL listening. It is implied that the design of EFL listening practice through peer collaboration in an e-learning platform if it is properly planned by teachers, can increase students listening fluency.

“Should I Choose English or Indonesian?”: ESL Students' Attitude towards Medium of Instruction

5335 Khairiah Syahabuddin | Neli Zakia | Amiruddin Amiruddin | Nashriyah Nashriyah

This study was conducted to investigate the students' attitude on using English and Indonesian language as medium of instruction in English language classroom. It was aimed to find out students' attitude towards the use of English and Indonesian as their medium and the factors contributed on it. This research employed mixed method in which the researchers used the questionnaire and interview to collect the data. The participants were twenty three (N=23) students of English Education Department who participated to answer questionnaire and six of them (N=6) who participated in the interview. The findings of the research revealed that students had positive attitude on using English and Indonesian language as medium of instruction. They agreed to use English as the main medium of instruction in English language classroom, and Indonesian language was only used when needed to express their aspirations and to get explanation of the learning topics clearer. There were several factors that contribute in shaping students' attitude on using language, which are: self-confidence, interest, prestige, and identity. Implication is discussed.

An Integrated-Extensive Reading to Speaking Tasks in EFL Classroom: Illuminating Students' Perception and Language Acquisition

5336 Sumardi Sumardi

There are many reasons why students need to work hard to get started their reading journey and also why many teachers rarely carry out a reading class extensively. This is a classic problem and occurs in many reading classrooms. Therefore, this study explores how an extensive reading program is designed for English students; what the students' perception of an integrated-extensive reading to speaking tasks to their reading habits is; and if an integrated-extensive reading to speaking tasks has the potential to lead students' language acquisition. A case study was employed and twenty undergraduate students from a state university voluntarily participated in the current study. Interviews and observation were deployed as the data collection methods and the data were analyzed by following the interactive model of analysis (Miles et al, 2014). It revealed that the students who formerly needed a serious struggle to read some longer texts, they got used to motivating themselves to read large quantities of reading materials and longer texts on a variety of genres; the students believed that an integrated-extensive reading to speaking tasks have motivated them to read a large number of texts and they knew more about 'the new worlds' and eventually they could speak fluently and confidently on 'the new worlds'; and an integrated-extensive reading to speaking tasks has created a natural atmosphere for students' language acquisition due to the mastery of contextual vocabulary and other language elements. It is recommended to explore in depth if the students' preference and perception towards the design of extensive reading tasks is a truly determinant of students' language acquisition.

Introducing Re-STEAM Using PjBL Approach: A New Paradigm in Teaching English

5338 Erfiati Adam | Teuku Zulfikar | Silvi Listia Dewi | Kismullah Abdul Muthalib | Fadliadi Ubit

This study investigated whether the application of the Re-STEAM (Religious- Science Technology Engineering Art and Math) framework adopting PjBL (Project Based Learning) approach is effective for English teaching and learning in EFL countries. To collect data, this qualitative study utilized semi-structured interviews regarding the use of the framework with 25 students from MAN 2 Banda Aceh, supported by the data from questionnaires from 40 students from the study school as complementary participants' responses to the application, and observations that documented students learning activities and achievement. In addition to enhancing students' knowledge and practicing in areas related to religiosity, the findings of the study provide evidence that the implementation of the Re-STEAM adopting PjBL was effective in teaching and learning English in an EFL country. The utilization of the framework improves students' performance in all areas of English skills, promotes positive attitudes toward English learning, fosters students' entrepreneurship skills, critical thinking, communication and develops students' creativity.

Problem Based Learning (PBL) Model Enhances Students' Critical Thinking Skill (A Study Based on Perception of Teachers Certificate Program)

5346

Aminah Suriaman | Konder Manurung | Rofiqoh | Afrillia Anggraeni | Desrin Lebagi | Agussatriana

Promoting critical thinking skill is highly encouraged in the process of teaching and learning. This study aims to investigate teachers' perception of Program Pendidikan Profesi Guru or known as PPG toward the implementation of Problem based learning model in enhancing students' critical thinking. The research design applied descriptive qualitative by gathering the data from alumni of the PPG. Technique of data collection was obtained through questionnaire distribution. The data were analyzed by tabulating and presenting the percentage of the PPG teachers' perception on the effectiveness of PBL in the teaching and learning to enhance students' critical thinking skills. The research findings indicated that the implementation of the PBL model contributes to both for teachers and students to improve critical thinking and strategies in learning.

From Song Lyrics to Narratives: An Alternative to Scaffolding Students' Writing

5367

Rojab Siti Rodliyah

Some songs tell stories and they can be utilized to provide an organizational structure or framework from which students can develop into a narrative. This study will explore the use of song lyrics in narrative writing, particularly aiming to investigate to what extent the activity of composing a story based on a song's lyrics can help students in writing a narrative. This study employed a case study design by examining qualitative data taken from the narratives written by twenty EFL students of a university in Bandung as well as an interview with the students. The data were analyzed using content analysis by looking at the elements of narratives such as the generic structure and linguistic features. The findings show that the activity can foster students' creativity and imagination indicated by their ability to create a clear plot, provide alternative endings, and add the details of the events by utilizing figurative language and sensory details in the narrative. The students also perceived this a fun and engaging activity.

A Comparative Study Between the Use of Goga and Duolingo Applications on Students' Speaking Ability

5373	Ashari P Swondo Juliana Risa Anggraini3
<p>This research aims at the comparison of students' speaking ability that is taught by using Goga application and those using the Duolingo application. The research is conducted by using quasi-experimental research with a Nonequivalent control group design. Two groups of students are divided, they are experimental class 1 (X1) and experimental class 2 (X2), and both of the groups receive different treatments. To know the students' speaking ability, the pre-test and post-test in the form of oral test is conducted in both classes. The same material but a different application is applied to the students in order to measure students' speaking ability. Based on the findings, it is concluded that there is significant difference between the students taught by using Goga Application and the students taught by using Duolingo Application on students' speaking ability at the second-semester students of the English Education Study Program, University of Potensi Utama Medan. It can be seen from the data with the statistical hypothesis of a significance level 5% which is calculated by using SPSS 25 version. It showed that the mean score of the first experimental class (X1) is 75.67 and the mean score of the experimental class (X2) is 80.563. The data analysis, moreover, showed that sig. 2-tailed ($p < \alpha$; $0.000 < 0.05$). It means that Null Hypothesis (H0) is rejected and Alternative Hypothesis (Ha) is accepted. Therefore, the data showed that there is a significant difference between the students taught by using the Goga application and the students taught by using Duolingo Application on the students' speaking ability of the second-semester students of the English Education Study Program, University of Potensi Utama Medan. Therefore, it is recommended to use mobile language learning applications like Goga and Duolingo application to improve students' speaking ability in the process of teaching and learning English.</p>	

Using Puppet Board Sentence Game to Improve Writing Skills among Primary School Pupils	
5390	Siti Nurhasya Dinie binti Abdul Mahdi Nurul Syuhada binti Mohd Noor Ahmad Muaz bin Mohd Fadzli Muhammad Mifdhal Sufi bin Ab Aziz Nik Ahmad Amjad bin Nik Ahmad Suffian Nenny Djuhara binti Johari
<p>Writing is important for pupils to communicate and create engaging meaning. However, pupils lack the ability to write with correct subject verb object (SVO) and organize grammatically correct sentences. This study aims to use a puppet board sentence game as a strategy to help pupils to write correctly by identifying subjects, verbs and objects in a sentence. A case study approach was employed for this study. It involved the purposive sampling of ten pupils from a local primary school from Year Three in Malaysia. The instruments included a pre-test, post-test, survey questionnaire and observation. The quantitative data were analyzed in descriptive statistics while the qualitative data were analyzed thematically. The findings indicated that there was an improvement in writing after the pupils learnt to write using the game. More than 80% of the pupils agreed that the use of the game was fun and interesting. The results from the observation also showed that they became more aware in learning English through their increased communication and active participation in the lesson. This shows that the strategy was able to help pupils to write correctly. It is recommended for teachers to adopt, adapt and improvise this strategy for the teaching of writing.</p>	

Using Metacognitive Skill to Improve Writing Ability in SMPN 5 Kendari

5391

Anugrah Puspita Ayu Muhammad

The purpose of this study was to enhance writing ability of class IX-F students in SMPN 5 Kendari through the use of metacognitive skills. The subject was 28 students who attended all meetings during the current study. This study was an action research, so it was divided into two cycles, with each cycle consisting of the following stages: (1) planning; (2) activity; (3) observation and evaluation; and (4) reflection. The results of the pre-test, the first cycle's evaluation test, and the second cycle's evaluation test were used to compile the data. The findings of this study suggest that components of vocabulary and language use have already improved. Based on the percentage of students' scores, in the first cycle, 5 students (17.85%) have achieved the minimum target score of 70, and the average score was 56.39; Then, in the second cycle, 22 students (or 78.57 percent) have obtained the minimum target score, with an average score of 72.02. Based on the result of this study, it can be concluded that using metacognitive skill increases writing ability of class IX-F students in SMPN 5 Kendari.

The Effect of Technological Pedagogical Content Knowledge (TPACK) and Direct Learning (DL) Model on Rural Area Students' Learning Outcomes

5399

Sriati Usman | Mochtar Marhum, Syahrul Munir | Budi and Nurgan

This study analyzes the effect of the TPACK and DL model on rural area students' learning outcomes in writing English descriptive texts. Both TPACK and DL models bring meaningful learning into traditional classrooms in which the students can relate their prior knowledge with new information to construct new ideas. The TPACK model is a crucial part of an education system that assists the teacher to integrate technology, pedagogy, and content knowledge in the instructional process. Therefore, students become more fun, engaged, and active. The research type is a true-experimental and control group design carried out in two parallel classes at a senior high school. ANOVA Factorial (2-way ANOVA) was used to analyze the data. The findings showed that the learning outcomes of the TPACK learning group were significantly different from the learning outcomes of the DL learning group. It can be interpreted that TPACK has a significant effect on students' learning outcomes in writing English descriptive text. This research reveals that the TPACK model has a beneficial contribution to future teachers and researchers with knowledge of comprehending and integrating content, learning theory, teaching model, method, and technology, to help them and their students in the instructional.

Mapping of English Language Teaching in Elementary Schools in Jayapura City

5404

Lalu Suhirman, Yulini Rinantanti

The general objective of the current research is to describe the implementation of teaching English in Elementary Schools (ES) in the Jayapura Municipality. However, in order to be able to describe in detail and accurately the mapping of the implementation of English teaching in the city of Jayapura, it is deemed necessary to define the specific goals of this study, including: (a) determining the availability of English teachers at each ES in Jayapura city; (b) describing the training, expertise, and experience of teaching English teachers at ES in Jayapura city; (c)

determining the presence of facilities and infrastructure for English teaching resources for ES in Jayapura city; and (d) outlining the challenges faced by ES in teaching English. The design of this study uses a descriptive–qualitative method. The population of this study consisted of 90 ES and 7 Islamic Elementary Schools (IES) with a total of 5,313 students (<https://kabarpapua.co> accessed 27/02/2019). In order to determine which ES/IES teach English and which ES/IES do not, the principal, who is in charge of the ES/IES cluster, is contacted using the snow ball sampling method. It is known that 51 ES/IES are still teaching English out of every head or member of the ES/IES group cluster. In this research, there was one ES/IES sampled from each of the 9 clusters. As data sources, the 9 (nine) ES/IES samples—9 school principals and 11 English teachers—were used. 20 individuals make up the sample data source for this study. The findings revealed that although all of the English teachers at ES/IES in Jayapura City hold bachelor's degrees (S-1) in English education, their proficiency in creating lesson plans for the classroom is still lacking, and they lack teaching experience in English. The availability of media and learning resources at ES/IES Jayapura city is categorized as lacking, especially in the components of learning resources like the use of textbooks and other printed media, and the limitations experienced by students are also considered to be major deficiencies in English. There is no provision of learning support infrastructure, such as textbooks for both English and other languages, in any ES/IES that offers English learning.

Differentiated Instructions to Cater Diversity in English Language Learning: Indonesian Teacher's Perspective and Implementation

5413 Imas Wahyu Agustina | Siti Nurul Azkiyah | Itje Chodidjah | Desi PurnamaKurniawati

As Indonesian students bring many cultures, beliefs, needs, interests, and attitudes to learning English, differentiated instruction can offer a possible yet challenging solution. It enables learning to fit the student's needs but opposes the centralized and achievement-focused education model. This study investigates the teacher's perspective of differentiated instructions in English language learning and its implementation. The data gathered by questionnaires and interviews with 42 junior and senior high school teachers in the Jabodetabek area are described qualitatively based on Tomlinson (2017). The findings showed that 80.9% of respondents understood what DI was, and some of them also identified content, process, products, and learning environment to adjust based on learners' preparedness, interests, and learning profiles. Respondents stated that differentiation was frequently used in practice by offering more than two sources of information and activities on a particular topic. Additionally, despite the difficulties, most respondents (71.4%) were interested in implementing DI. The results of this study would hopefully bring awareness to the importance of differentiated instructions to help all English language learners achieve the same learning outcomes by considering individual differences.

EFL Teaching and Learning in the Post-Pandemic Era Potential and Challenges: A Systematic Review of Literature

5431 Fauziyatul Uzma | Sri Sumarni

There are numerous methods for learning English, and cooperative learning tends to aid students in comprehending and identifying tactics that are engaging and simple to implement to attain mastery objectives. The aim of this literature review is to present the effects of cooperative learning in English education. After using the systematic searching method, a total number of 32 articles published between 2020 and 2023 were selected in this paper. The impacts of cooperative learning on the English education, have been determined through a review of relevant literature. Hence, the

findings of the examined literature indicate that adopting cooperative learning in teaching and learning the English language has positive outcomes. Each integrated skill of the English language is positively affected by cooperative learning, and it is suggested that the use of cooperative learning as one of the 21st-century skills should be considered for the future teaching and learning of the English language.

Some Difficulties in EFL Learning Caused by Cultural Differences: A Reflection of EFL Teachers' Experience

5432

Abdul Kamaruddin | Andi Patmasari

This article presents an analysis of difficulties in EFL learning caused by cultural differences, and several possible solutions for those difficulties. Data were produced by observing thirty-five EFL learners, and by incorporating with the teachers' experiences. Second or foreign language learning practitioners suggest that cultural aspects should not be separated from the language learning itself. The fact shows that EFL learners tend to have difficulties understanding certain expressions which are commonly used by native speakers since they contain cultural values. The learners may misunderstand the meaning of the expressions because they have different cultural backgrounds. The difficulties can also be experienced by teachers as they have insufficient cultural knowledge of the target language. These difficulties also arise when the learners are facing the real world, in which they are supposed to socialize with the native speakers of English.

The effect of goal structure on learner motivation in a project-based language class

5437

Matthew Coomber

One potentially significant influence on language learner motivation is the goal structure of the classroom. Jacobs (1988) identifies three types of goal structure that may be deployed in second language learning environments: individualistic, competitive, and cooperative. While a cooperative goal structure can be incorporated into language learning environments in various ways and to various degrees, lessons structured around the concept of project-based learning seem particularly conducive to promoting a cooperative element within the classroom. This presentation explores the motivational orientations displayed by 109 Japanese learners of English enrolled in a project-based learning course during the third year of their undergraduate studies. After undertaking semester-long projects in small groups, students completed a questionnaire survey investigating the extent to which various elements of the course may have motivated them while working on their projects. From the perspective of goal structure, it was found that individualistic and cooperative goals tended to be of greater motivational importance than competitive goals, although a minority of students were most strongly motivated by the latter. Unlike individualistic motivation, which is likely to arise organically in language learners, cooperative goals need to be explicitly provided through the processes of syllabus design and classroom management. Thus, based on the results of this study, it is suggested that in order to cater for the needs of all students, it is advisable for teachers to incorporate cooperative, and to a lesser extent, competitive goals when planning project-based courses.

Cooperative Learning in English Education: A Systematic Review

5449

Fauziyatul Uzma

There are numerous methods for learning English, and cooperative learning tends to aid students in comprehending and identifying tactics that are engaging and simple to implement to attain mastery objectives. The aim of this literature review is to present the effects of cooperative learning in English education. After using the systematic searching method, a total number of 32 articles published between 2020 and 2023 were selected in this paper. The impacts of cooperative learning on the English education, have been determined through a review of relevant literature. Hence, the findings of the examined literature indicate that adopting cooperative learning in teaching and learning the English language has positive outcomes. Each integrated skill of the English language is positively affected by cooperative learning, and it is suggested that the use of cooperative learning as one of the 21st-century skills should be considered for the future teaching and learning of the English language.

The Effect of Grammar Translation Method Towards Students' Writing Ability

5453

Mita Nur Widiyanti | Slamet Wahyudi Yulianto | Mimin Aminah

The aims of this research are to find out the significant effect of the Grammar Translation Method on students' writing, to know the differences in the results of students' writing abilities in the experimental class and the control class, and to know students' responses towards the Grammar Translation Method. This quantitative research used quasi-experimental design. The instruments in this study were tests and questionnaires. The test consists of a pre-test and post-test that were given to both the control and experimental classes, while the treatment was only given to the experimental class. There are three results to answer the research questions. Firstly, there is a significant effect of using grammar translation method towards students' writing ability. Secondly, the results of this research are supported by the differences in the mean score of post-test results of both the experiment and control class. And lastly, there was a good response from the students towards the use of grammar translation method. It can be concluded that the grammar translation method influences students' writing ability. The findings of this study are expected to serve as a reference for teachers to continue using the Grammar Translation Method in writing lessons, as well as to increase students' desire to learn English further especially in writing; and as a reference material for future research on the use of the Grammar Translation Method following the development of science and technology.

Critical Thinking in Academic Writing: How Teachers Teach a Life Skill in Teaching a Language Skill

5461

Fahmy Imaniar | Lies Amin Lestari | Ahmad Munir

As one of the four life skills of 21st century, critical thinking has been turned up into the education to support long-life education for youth. The government, as included in the National Curriculum rises this skill to be put as an important issue for all school levels, mainly higher education. University students' skill of thinking will directly be connected to their needs including writing their thesis. It is regarded an essential issue for English Department student who are obligated to write their whole thesis in English. Through academic writing, they are trying to build and develop their critical thinking while also applying the main English skills. Therefore, teachers of academic writing significantly contribute to the students' critical thinking. Through a case study in an English Department of a university in Surabaya involving two academic writing teachers, this research lifts a point of view by investigating how actually those teachers teach critical thinking in academic writing. The finding reveals some ways that the teachers applied to their classroom continuously until the end of the semester, particularly the dominant one is individual consultation and feedback.

Finding out the ways and the steps how the teachers did it in teaching academic writing rises awareness on the importance and pedagogical competence dealing with the integration of skills when teaching a specific language skill.

The Effect of Using Role-Playing Technique on Students' Speaking Ability

5462

Dea Eka Wahyuni | Slamet Wahyudi Yulianto | Muhammad Anjar Nugraha

This study discusses the role-playing technique's effect on students' speaking ability at SMAN 1 Jalancagak. The formulation of this study aims to determine the significant effects and differences in students' speaking ability between the experimental class and the control class. The study was conducted on eleventh-grade students of SMAN 1 Jalancagak in the second semester of the 2022-2023 academic year. The research design was a sequential explanatory mix-method study. The sampling technique used in this study was cluster random sampling with a nonequivalent control group design pattern. The sample in this study was divided into two groups of 35 students in each class. Pretest and post-test were given to both classes. The independent sample t-test (sig.2-tailed) value was ($0.000 < 0.05$), which indicates a difference in students' speaking abilities between the experimental class and the control class. The t-test result was higher than the t-table ($7.712 > 1.999$), indicating a significant effect of the role-playing technique on students' speaking ability. It can be concluded that H_0 is accepted. Finally, questionnaires and interviews were used with qualitative data analysis to investigate students' responses to the learning methods and techniques as additional data. The results showed that the student's responses to the role-playing technique in the experimental class were better than the PPP (Presentation, Practice, Production) method used in the control class.

Self-Regulated Strategy Development Instruction of Novice and Experienced Teachers: Experiences and Challenges in Online EFL Reading

5467

Radina Anggun Nurisma | Utami Widiati | Francisca Maria Ivone | Anik Nunuk Wulyani | Ahmad Taufik Hidayah bin Abdullah

Despite plentiful studies on explicit teaching with particular tools in online EFL reading, studies on how teachers' instruction can facilitate students to learn as well as to adopt and use the strategies in similar context have been relatively overlooked. The present study is an attempt to investigate how EFL teachers in Indonesia report the knowledge of reading strategy instruction under the framework of self-regulated strategy development (SRSD) instruction in online learning and to report the challenges they encountered in practising the strategy instruction. The study employed an explanatory mixed-method design by integrating quantitative and qualitative data. Quantitative data about the level of teachers' knowledge in SRSD instruction as well as qualitative data about the hurdles experienced by teachers were collected through a questionnaire. The responses were gathered from experienced teachers (N=30) and novice teachers (N=30) selected through purposive sampling method with Google Forms. The quantitative data were analysed descriptively to gain percentages illustrating the level of teachers' knowledge whilst qualitative data were analysed using thematic method. The quantitative findings from close-ended questionnaire showed that both novice and experienced teachers possessed moderate level of knowledge toward SRSD instruction in online EFL reading with novice (M= 66.36) and experienced (M=69.33). Furthermore, the qualitative findings from open-ended questionnaire revealed four identified challenges that EFL teachers encountered when practicing SRSD instruction, namely technical challenges, individual competence challenges, pedagogical challenges and evaluation challenges. Portraying the

knowledge and practices of SRSD instruction from the lens of novice and experienced EFL teachers would contribute to pedagogical implications for teachers to enhance the quality of instructional skill through professional development.

Meta-Synthetic Analysis of Written Feedback on Student Writing: A Systematic Review and Synthesis of Qualitative Research

5471

Fahrus Zaman Fadhly

This meta-synthetic analysis explores written feedback on student writing through a systematic review and synthesis of qualitative research. The study aims to provide a comprehensive understanding of how feedback is given and received, and its impact on student writing. In this study, academic databases including Scopus, Web of Science, and Google Scholar are used to systematically search for pertinent qualitative research papers. The search includes papers that were authored about student writing and published in English between 2010 and 2022. The analysis draws on a range of qualitative studies to identify common themes and patterns in feedback practices. Results suggest that feedback is most effective when it is timely, specific, and constructive, and when it is focused on the development of the student's writing skills. The analysis also highlights the importance of a collaborative approach to feedback, in which students are involved in the process and encouraged to engage with the feedback they receive. The study provides insights into the complexities of feedback on student writing and highlights the need for further research in this area.

Enhancing Speaking Skills of Vocational School Students through Flipped Classroom Model

5507

Irayuni Sari | Siti Sarah Fitriani | Dian Fajrina

Speaking English fluently is an essential skill the vocational students must possess in order to get more opportunities for career advancement in the future. Unfortunately, the classroom hours credited per week did not cover the opportunity for them to practice speaking intensively. Besides, the learning and teaching process carried out was primarily teacher centered. This research aimed at describing the implementation of flipped classroom to enhance the students' speaking skills of the first grade students of SMKN 8 Lhokseumawe. A qualitative approach, specifically a classroom action research design, was employed in this research. Classroom observation and post-test during 2 cycles were used to collect data. The data of this research were analyzed qualitatively, which helped the researchers interpret the research data comprehensively. The research findings showed that there was significant improvement in the activities of teacher and students, each of which was with the category of very good and good which was followed by the enhancement of the students' speaking skills where mean score was 79.70 from 68.33 and the completeness percentage was 87.50% from 67%. The study suggests that the flipped classroom model can be an effective instructional approach to enhance speaking skills among vocational students.

An Inquiry into the Impact of Contextual Teaching and Learning (CTL) On Students English Writing Performance in Indonesian EFL Classroom

5508

Ilmiah | Nursyam

With the recent demand of innovative solutions to Indonesia's education, teachers must push themselves to explore new ways of fostering students' academic achievement. This study aims to explore Contextual Teaching and Learning (CTL) in Second language acquisition emphasizing on students' English writing performance in Indonesian higher education. The data were collected through interview and then analyzed using Miles and Huberman's qualitative data analysis technique namely data collection, data display, data condensation, and drawing conclusion. The selected samples of this study consisted of one lecturer at Makassar Muhammadiyah University and the students studying under the lecturer who employed CTL based instruction in teaching paragraph writing. The lecturer employs REACT strategy to adapt during the COVID-19 outbreak. The fact that learning activities suddenly changing during Covid-19 outbreak, makes students and lecturers engage in online learning. However, in the online learning, it is difficult to ensure the cooperation between students discussing their answers. The implication of the research in pedagogical aspect is the urgency of the teacher makes classroom learning meaningful for students by applying REACT Strategy. The decision for the use of this strategy there are stages that help English teachers to contextualize the students' learning especially in paragraph writing from the beginning of the material delivery to the stage where students are able to transfer their newly-learned materials to their writing.

Neurological Dominance Science (NDS) to Enhance Students' Creativity in Communication for Learning English Achievement

5515

Rita Hartati | Meisuri | Siti Aisah Ginting

The creative and innovative methods such as Neuro Linguistics Programming (NLP) is needed for Teaching English as Foreign Language in Indonesia (TEFLIN) for Learning English achievement. Besides NLP, Neuro Dominance Science (NDS) is as the branch of Neuro Science to describes dominant thinking style and personality namely: Reasoning, Specific, Spontaneous, and Feeling. Previous related researches are "NLP in TEFL on Learners' motivation, and on teacher's success" (Lashkarian et al; 2015). "NLP in TEFL Classroom: Perceptions of NLP-Trained English Teachers" (Mitra Rayat; 2021). The gap of this research is Neurological Dominance Science (NDS) to Enhance Students' Creativity in Communication for Learning English Achievement. The participants are 50 students of Literature Department Faculty of Language and Arts, State University of Medan. The research used descriptive qualitative method by measuring NDS based on the steps of My Brain Tool and psychological approach. Besides, this research is the type of online survey tools associative research conducted factual information to obtain the truth generally uses a google form as questionnaire instrument filled out by participants used certain methods (Vasanta Raju 2018). The finding of NDS for teaching English as foreign language will show interesting interaction as students' creativity in speaking towards Learning English Achievement to be better communicator.

Indonesian Teachers' Belief about Teaching English to Elementary School Students: Environment and Educational background

5517

Alpino Susanto | Zulfiana Dessyka Putri | Fasaaro Hulu | Frangky Silitonga

One of the reason upon the success of the teaching and learning process in the classroom is belief system of the teacher. But the level of beliefs in the teaching process needs to be probed before teachers critically manifest their teaching practices and facilitate outcome changes. In Indonesia, the independent curriculum (Kurikulum Merdeka), which was regulated in 2022, directs the teaching of English since elementary school. The assessment of the teachers' beliefs system in teaching English to elementary school students as the implementation spirit on the "Kurikulum Merdeka" is the aims of the present study. The study involved 32 English teachers. The questionnaire assessed the teachers' beliefs about teaching English to primary school students in 3 areas; the nature of children's English development, methods and techniques, and self-efficacy. There was also 1 open-ended question to investigate the teachers' opinion about the factors that determine the level of teachers' beliefs in teaching English in elementary schools., addressed to 7 teachers. Data analysis is described in the form of descriptive statistics, independent t-test analysis, and content analysis. The results of this study indicate that the international school environment has a better level of belief than the national plus school. Meanwhile, the educational background of teachers who are in accordance with the English department is ideal for teaching the English subject in elementary schools compared to those with other educational background.

University Students' Metacognitive Knowledge of Reading Strategies and Academic Attainments

5531

Eny Syatriana Syatriana

The purpose of this research is to investigate students' perceptions of the Metacognitive Awareness of Reading techniques Inventory (MARSİ), a self-report instrument designed to assess students' awareness of reading techniques. The essential question is what students believe about employing global reading, problem solving, and support reading strategies in academic achievement. This study included 96 participants from two universities. MARSİ-R description was utilized for the data collection instrument. The description includes three items: the students' metacognitive understanding of Global, Problem-Solving, and Support reading strategies employed in academic reading was explored using a survey of reading techniques. The findings suggested that the participants frequently employed academic reading strategies and were therefore aware of these tactics. They mostly employed and became aware of problem-solving strategies, but supporting strategies were used the least in academic reading student interpretation of reading strategy statements across different groups, allowing for comparison on levels of metacognitive processing skills. This study suggested that the participants frequently employed academic reading strategies and were therefore aware of these tactics but they used the least amount of supporting strategies in academic reading Furthermore, English education students advised having reading strategies to maintain academic achievement.

Improving Speaking Skill through the Implementation of Community Language Learning (CLL)

5537

Asmaul Husna | Sofyan A. Gani | Dohra Fitrisia

The goals of this study were to investigate the implementation of Community Language Learning (CLL) and the students' reactions to CLL in the classroom at SMA Inshafuddin Banda Aceh. Therefore, the data of the implementation of CLL in teaching speaking was gathered using Kurt Lewin's classroom actions research methodology. Meanwhile, data on students' reactions to the implementation of CLL was gathered by distributing questionnaires to the sample. This study

involved 20 students from grade XI who were chosen on purpose because of their poor performance in speaking practice. The students' mean score in the first cycle was 69.44, according to the results of the first cycle. It was still lower than the success indicator of 70. Meanwhile, the students' speaking score increased to 76.66 in the second cycle after revising the teaching practice. It was discovered that implementing CLL in the teaching of speaking at SMA Inshafuddin Banda Aceh improved the students' speaking abilities. In addition, students at SMA Inshafuddin Banda Aceh responded positively to the use of CLL in the teaching of speaking. They claimed that they were not afraid to speak in front of the class while learning to speak, and they were confident to practice their English in learning by using CLL method.

The State of the Art of Teaching Reading of the Pre-Service Teachers' Education

5541

Siti Kholija Sitompul | Amira Wahyu Anditasari

Along with the undertaking of pre-service education, which always intends to develop student-teacher skills, language teaching has grown into a concern of development among practitioners. Pertinent to its development, a number of research studies in the context of English Foreign Language (EFL) were conducted to figure out reading pedagogy and reading ability, as reading has been a component of learners' proficiency which is associated with other language skills. The actual practice of teaching reading, however, narrowed its activity merely to reading aloud and vocabulary as the linguistics aspect, which questionably contributes to students' reading comprehension development. Given the fact that linguistics aspect is influential to fully comprehend the context of a text, hence, the focus on linguistic aspects of reading should be regarded in more than one component. Bearing this condition, the teaching reading urges to include learners' mastery in a multiplicity of linguistics aspects and meaning-making to flourish their reading comprehension. This study, therefore, presents the state of teaching reading in Indonesian pre-service education, referring to teaching approaches and the development of learners' reading ability.

Revolutionizing Academic Writing Support: The Efficacy of Online & Onsite Academic Writing Center Programs

5557

Meilisa Sindy Astika Ariyanto | Faiqoh Agustin

Academic Writing Center (AWC) is a relatively new concept in Indonesia, with the inception of digital initiatives (one-on-one online writing consultation, online writing workshops, or online short courses in English writing) having occurred more recently. This study aims to address the assessment of online and onsite English Writing Bootcamp classes in one of the earliest established writing centers in Indonesia. To evaluate the online and onsite classes, learning goals for the English writing class are adopted in the form of pre-questionnaire and post-questionnaire forms. The questionnaire results are then analyzed using Wilcoxon signed rank test to evaluate whether each class is an effective learning support for the students. Additionally, the study examines disparities between online and onsite classes using Mann Whitney-U test, and highlights students' feedback for prospective improvements in teaching and learning. The findings provide crucial insights for policymakers and practitioners in designing and implementing effective adaptation strategies to mitigate students' writing challenges in higher education.

Critical Thinking within Speaking Class: Indonesian EFL Higher Teachers' Perspectives

5570

Laksa Ulya Annatsa, Choiril Anwar, Kurniawan Yudhi Nugroho, Elok Widiyati

The study aims to explain the EFL teachers' experiences in implementing critical thinking in speaking class at higher education level and to describe their voices of the critical thinking implementation in EFL speaking class. The participants of this qualitative research were three higher education teachers from two different universities in Central Java and North Sumatra, Indonesia. The data were obtained by using semi-structured interview and analyzed through thematic data analysis which the steps were: data identification, coding, generating themes, reviewing, classifying themes, and interpreting data. The result showed that the respondents appeared to view critical thinking positively and have high awareness to implement critical thinking in speaking class. However, they were faced with various challenges mainly come from time management and students' ability. The results of the present study may help higher education teachers to determine and employ teaching strategies that may improve students' critical thinking skills in learning speaking.

Strengthening Students' Writing Achievement by Implementing Flipped Classroom Model with Peer Group

5658

Intan Zuhra | Zulfadli A Aziz | Siti Sarah Fitriani | Silvi Listia Dewi

This study was designed to discover the implementation of Flipped Classroom Model with Peer Group in teaching writing to the third semester students of Syiah Kuala University for Paragraph Writing Course. There were two main goals of this study. First, to find out the significant differences of students' writing achievement who were taught by applying Flipped Classroom Model with Peer Group (experimental group) and those who were taught by using the Conventional Model (control group). Second, to investigate the students' responses toward the implementation of Flipped Classroom Model with Peer Group on students' writing motivation. This is an experimental study that consisted of pre-test and post-test. Each group was divided into 25 students. The research instruments used in this study were pre-test, post-test, and questionnaire. The data were analyzed quantitatively. The results indicate that the mean score of the post-test of the experimental group (83.52) is higher than the mean score of the post-test of the control group (68.76). Moreover, both scores were analyzed by comparing ttest with ttable. The result of ttest was 6.849 while the ttable score at the level of significant degree $\alpha = 0.05$ was 2.000. Therefore, the t test score is higher than t table ($6.849 > 2.000$). Furthermore, the percentage of questionnaire result showed that there are 27.3% strongly agree and 51.1% agree that this teaching model motivates students in learning writing. It can be concluded that there is a significant difference in students' writing achievement between the experimental and control groups. In other words, Flipped Classroom Model with Peer Group is an effective teaching model. Hence, the implementation of Flipped Classroom Model with Peer Group in teaching writing could improve the students learning result and increase the students' writing motivation.

Students' Voice of Critical Thinking and Communication in 21st Century Skills

5581

Farisha Andi Baso, Eka Prabawati Rum

This study aims to discover students' perspectives of the implementation of 21st century skills in English learning at SMA Negeri 1 Takalar. To achieve research objectives, the researcher employed descriptive quantitative and survey methodologies. The population in this study consisted of all twelfth-grade students at SMA Negeri 1 Takalar. To choose samples, the researcher employed simple random sampling, selecting four students from each class to be handed questionnaires, for a total sample of 32 students. In this study, the researcher employed a questionnaire as an instrument to collect data. The questionnaire utilized in this study was a close-ended question with two sections: critical thinking and communication.

Trends and Themes in Environmental Project-Based Language Learning for Young Learners

5588 Eva Nikmatul Rabbianty | Eko Ariwidodo | Mohammad Syafik

Environmental project-based language learning (EPBLL) is a promising approach for promoting language acquisition, environmental consciousness, and sustainable education among young learners. However, the present state of research on EPBLL in English language education for early learners needs to be better understood. This bibliometric study examines the state of EPBLL research over the past five years. We conducted a bibliometric analysis of articles published between 2018 and 2023 that met our inclusion criteria using Scopus and Web of Science. Our analysis focused on publication trends, authorship patterns, journal sources, citation counts, and identifying major research topics and themes in EPBLL research. Our study found a steady increase in EPBLL publications over the past five years, with numerous authors and journals contributing to this research field. We identified several important themes and areas of emphasis, such as the role of technology in EPBLL, the impact of EPBLL on language acquisition and environmental awareness, and the effectiveness of various pedagogical approaches to EPBLL. Our findings have significant implications for educators, researchers, and policymakers promoting sustainable education and language acquisition through project-based learning. This study provides insights into the state of EPBLL research in English language education for young learners and highlights essential research themes that can inform future studies in this area.

Motivations in English Language Learning: A Case Study of Students at SMA Negeri 1 Banda Aceh, Indonesia

5598 Diana Achmad | Cut Irda Lizma

This research focuses on probing the motivations behind English language learning among students at SMAN 1 Banda Aceh. Using quantitative methods, the study was conducted among 55 twelfth-grade students at SMAN 1 Banda Aceh, with a questionnaire measuring motivations. The investigation categorizes motivations into intrinsic, extrinsic, and integrative types, contributing to a comprehensive understanding of English language learning motivations. Integrative motivation emerged as a dominant force, driven by a desire to communicate globally. Intrinsic motivation reflected enthusiasm for language learning, while extrinsic motivations, including parental and teacher encouragement, also played a role. Integrative, intrinsic, and extrinsic motivations all contribute to their language learning journey. Acknowledging and understanding these motivations can guide educators and policymakers in designing effective language education strategies. While the study's scope is limited, future research could expand to encompass broader contexts and educational levels, providing deeper insights into motivation's role in language acquisition.

Students' Perceptions toward NESTs and NNESTs in Teaching Speaking

5603

Saiful Marhaban | Diana Achmad | Cut Rina Elsa Fitrianty

The speaking classes can be taught by both Native English-Speaking Teachers (NEST) and Non-Native English-Speaking Teachers (NNESTs). This research aims to investigate the students' perceptions toward NESTs and NNESTs in teaching speaking regarding the teachers' teaching competence, teaching style, classroom management, cultural knowledge, and teachers' personal aspect. A qualitative method was used in this study applying questionnaire and interview as the instruments. Based on the data collected and analyzed from 20 students of batch 2017 and 2018 of English Education Department, Universitas Syiah Kuala, it was discovered that the students responded positively to NESTs. The students think that NESTs may create a relaxed and creative class, use a wide variety of techniques and methods, are more knowledgeable and have the possibility to be a key source of cultural information for English-speaking countries but are poor at explaining grammar. Even though NNESTs use less attractive teaching techniques that make the class monotonous, students believe that NNESTs are the ones who are able to understand their learning needs, are more capable of anticipating students' learning difficulties and feel empathy with students' learning problems. Thus, NESTs and NNESTs are perceived to have different roles in teaching speaking.

The Effect of Using Contextual Teaching and Learning Approach on Students' Writing Skills

5609

Afrizal | Burhanuddin Yasin | Dian Fajrina

Identifying the appropriate approach to teach writing in school is essential as it is required to pay attention to all aspects of writing. The Contextual Teaching and Learning (CTL) is considered a viable approach in assisting students encountering writing challenges. This research aimed at examining the effect of using the CTL approach on the students' writing skills at Dayah Madrasah 'Ulumul Qur'an (MUQ) Pagar Air, Banda Aceh. This research adopted a quasi-experimental design with two groups as samples, the control group (CG) and the experimental group (EG), each of which included 20 students. The instrument used was the writing tests. The research employed a quantitative method in collecting the data by administering pre-and post-writing tests to both groups. The results showed that the implementation of the Contextual Teaching and Learning (CTL) approach gave significant effect to the students on their writing skills achievement. Therefore, H_0 is rejected and H_a is accepted which means there is a significant difference of the mean scores of the EG and CG.

Evaluating the Implementation of Project-Based Learning (PjBL): A study at the English Language Study Program, (ELESP), Faculty of Education, Universitas Jambi

5612

Adrefiza Adrefiza | Ahmad Ridha | Habizar Habizar

This study evaluates the implementation of Project-Based Learning (PjBL) by the lecturers at the English Language Education Study Program (ELESP), Faculty of Education, Universitas Jambi. Using data from 100 selected students through electronic email questionnaires with Likert's five scales of frequency levels (Never to Always), concerning ten PjBL main principles, the evaluation fell into the "Good" category with an average score of (3.17). Principle 1 (Starting the class with driving questions/issues/problems); 2 (Students work independently in small groups based on a selected project); and 7 (The groups do project presentations for feedback) received the highest rate in the

evaluation with an average score of (3.8), meanwhile other Principles such as “Students work on schedule” (Principle 3); “Collecting information, facts, evidence, and data outside the classroom for the project work” (Principle 5) and “Receiving feedback and controls from the lecturers” (Principle 6) still need to be improved and developed to achieve better results in the future. The students’ satisfaction shows a progressive trend with an average score of (3.6). Overall, the results reveal both students’ “Good” evaluation and “High” satisfaction with the PjBL Implementation.

The Development of Learning Materials and Guidelines of Assessment of Creative Reading Based on Hots in Learning Bahasa Indonesia at the Senior High School Level

5613

Teuku Alamsyah | Muhammad Aulia

The current study contains some goals: (1) analysing the need of teachers of Bahasa Indonesia at Grade VII Junior High School (SMP/MTS) in relation to the learning materials and rubric of assessment of creative reading based on HOTS; (2) developing the relevant instruments of learning materials and rubric of assessment; and (3) experimenting (try-out and revision) the constructed assessment accordingly. The study employed a research development model by Borg & Gall in combination with Kemp’s model. The sources of data were the teachers of Bahasa Indonesia and students at the grade VII from two junior high schools (conventional and Islamic school) in the city of Banda Aceh. The sources of data were taken through purposive sampling that involved methods of document analysis, interview, and observation. The research underwent three interrelated developmental phases: need analysis, designing and prototyping via implementation, as well as assessment. Based on the outcome of analysis on the first phase, some needs were identified from three instruments of learning materials and the rubric of assessment of creative reading. Next, they were synthesized with HOTS at the second phase. Last, the third phase is small-group tryout and revision in conjunction with classroom tryout and recursive revision. The result of analysis shows that the three instruments along with the rubric of assessment of creative reading were developed with the principles of validity, reliability, and compatibility to the teachers’ needs. Therefore, the instruments can be disseminated and replicated in a broader context.

Pedagogical Problems Encountered by Pre-Service EFL Student Teachers in Conducting the Internship Program at School

5624

Hendra Heriansyah | Novriyanto Napu | Velayati Annisa Fitri

Having good understanding and teaching experience is an essential crux for the teachers of English in order to be a competent language educator. The mastery of pedagogical competency is a must in particular for English student teachers when conducting the practical teaching. For most pre-service English teachers, doing the internship program is not an easy matter because they face a plethora of problems within its implementation in the field. The problems that deal with the practice of teaching and learning are perpetually encountered by novice teachers. In relation to this, this study aimed at delineating pedagogical problems faced by EFL student teachers in doing the internship program at school. It also investigated the causes of those problems. A descriptive study with the qualitative approach was undertaken through classroom observation and interview with student teacher participants who were conducting the internship program at some different schools to know what they faced and felt during their teaching practice. The research findings revealed there were such pedagogical problems faced by English student teachers as opening the lesson, using the patterns of classroom interactions, using appropriate teaching methods and techniques, controlling students’ behaviour, and closing the lesson. While, students’ motivation and

behaviour in learning English, students' English proficiency, and teaching strategies as well as methods were several causes of those problems found from this study. In conclusion, English student teachers need to be equipped with adequate theoretical knowledge and practical teaching that relate to pedagogical courses prior to conducting the internship program at school.

Enhancing Sustainability Awareness in Pre-service Teachers: The Role of a Literature Education Project

5644 Na-Thinamalar Magiswary Nadarajan | Astri Yulia | Tirzah Zachariah

This study explores the role of a literature education project, termed the Literature ESD Project, in enhancing the knowledge, understanding, and pedagogical practices related to the Education for Sustainability Development (ESD) among English as a Second Language (ESL) pre-service teachers. In an era where the need for sustainable development is paramount, it is vital to understand the efficacy of such educational initiatives. The research is structured around four key inquiries: (1) the impact of the project on the teachers' understanding of SDGs, (2) their willingness to promote it, (3) its effect on their ability to integrate SDGs into teaching, and (4) its role in shaping their perception of literature as a tool for promoting sustainability. The findings of this study are expected to contribute to our understanding of how literature can be used as a powerful tool to not only enhance knowledge and awareness of the SDGs but also to shape attitudes and teaching practices towards sustainability. This research aims to provide insights into the potential of literature-based projects in fostering a sustainability-conscious generation of future educators and, thus, indirectly promoting the achievement of the SDGs through education. The outcomes of this study will be a valuable resource for policymakers, educators, and researchers interested in leveraging literature for sustainable education.

The Technology Impact: Students' Ability in Writing Narrative Text using Storyjumper

5646 Nur Habibah | Diana Oktavia | Ridho Kurniawan | Renda Lestari | Levandra Balti

Writing is one of complex skills for English language Learner. Based on pre-observation, it was seen that English Education Department students are not excited in writing activities. It needs a long thinking process. Whereas, a good writing skill has an important role in academic success. Therefore, the learning media that selected by the teacher in writing class should not be appropriated and interested. Story jumper is a web that used as a tool of creating digital story books. It is completed by the template, adding text, character to help the user creating the story. The aim of this research is to know how is the effectiveness of using story jumper web toward writing ability. This research was pre-experimental with one group design by using pretest, treatment and post-test. The sample of the research was taken by total sampling from second semester of Muhammadiyah Muara Bungo University. it consisted of 26 students. The data collected by narrative text that written by the students and it analyzed by using writing test rubric. The result of the research indicated there is the effectiveness of using story jumper web toward writing ability for English learner. It was represented by the increase of the mean score between pretest (56,92) and posttest (82,69). there is an improvement 45,1% of the students' mean score after getting treatment. Besides, the t-test value indicated a significant difference. Because of this, Ho is rejected and Ha is accepted. It suggested that the optimal learning environment in writing class can be created by using story jumper. Story jumper can make the students enjoy in doing writing activity not just boring activities from the teacher.

The Use of Singing Method in Improving the English Vocabulary of Early Childhood Students

5653

Nurhayati Nurhayati Paud

This study aims to examine the use of singing methods in improving the English vocabulary for early childhood students at PAUD Aisyiyah I East Palu Sub-District, Palu City, Central Sulawesi. This research is a classroom action research that used two cycles as a step in increasing the English vocabulary of early childhood through the use of singing methods. Data collection techniques consisted of observation, tests and documentation. Qualitative data obtained was then processed descriptively to determine the percentage of success of class actions in each cycle. Based on the test results from the first cycle, it was seen that the total number of presentations of student acquisition from the given vocabulary test amounted to 1482 with the average acquisition of general values then divided by the number of students was $1482: 25 = 59.28$. These results indicated that the percentage acquisition of the average value of students based on the acquisition of the maximum value on the vocabulary assignment given was as much as 59.28% so that it still needed to be an effort to improve. Cycle II showed the total value of $2005: 25 = 80.02$ so that the percentage of students' average score was 80.02% so that it could be said that efforts to increase the English vocabulary of early childhood through the singing method in cycle II were good so the next cycle was not necessary do. The implication is that the use of the singing method needs to be applied in increasing the English vocabulary of early childhood students.

The Correlation Between Students' Frequency in Watching English TV Series and Students' Vocabulary Knowledge

5657

Revina Cahyani Kanti

The purpose of this study is to investigate the correlation between students' frequency in watching English TV series and vocabulary knowledge, both size and depth. The population of the research was the students of English Education Program at Universitas Muhammadiyah Kalimantan Timur in the Academic Year 2022/2023 in which a total number of populations is 199 students. The sample of this research had been selected by using simple random sampling techniques and 43 students were selected as samples. The collecting data were analysed by using Pearson Product Moment Correlation, and the instrument used were vocabulary tests and questionnaire of students' frequency in watching English TV series. Vocabulary Levels Test was used to measure students' vocabulary size, while Word Associate Test was utilized to measure students' vocabulary depth. From the data analysed, the results showed that the correlation analysis both for vocabulary size and depth were not significant. The significance values were 0.110 and 0.90 respectively, which are higher than 0.05. It showed that frequency in watching English TV series is not correlated with vocabulary knowledge, both size and depth.

The Use of Extensive Reading to Boost Students' Reading Ability

5663

Ana Elvia Jakfar | Endah Anisa Rahma | Rafanja Rahmatillah | Giovanni Oktavinanda

There are many studies have shown that students have less understanding in comprehending English text in learning Second Language (L2 Learning). It has become the mayor issue in many levels of education institution that teach English in L2 learners. This study is aimed to explore students' perceptions of extensive reading in Reading Class to improve their reading ability. There are 38 participants who involved in the study and have completed their reading class at Universitas Teuku Umar. The data was collected through questionnaire and semi-interview. The findings of the

study found that extensive reading played a big role in improving students' reading ability. Their vocabulary and text comprehension improved gradually during attending reading class. Interestingly, the data also indicated that the extensive reading activity could also motivate students to have reading habit. It is shown through their willingness to find more reading materials individually outside the class. Hence, it can be concluded that extensive reading significantly contribute to boost students reading ability as well as their reading habit.

Benefits and challenges of Project Based Learning Approach among Language Students in the Eastern Part Universities of Indonesia

5672

Andriyani Marentek

Although it has been around for quite some time in the Indonesian education system, Project Based Learning (PBL) approach has been recently re-introduced and re-promoted nationally in the Indonesian higher education system. Since 2022, PBL has been re-encouraged by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to promote students' learning independence in the Ministry's 'Freedom to Learn' policy. Many Indonesian universities have implemented the PBL approach, and universities in the Eastern Part of Indonesia are no exception. This research is aimed at finding out the benefits and challenges of PBL approach in two universities in North Sulawesi Indonesia, particularly among language students. The mixed-method is used in the study by combining the qualitative approach through class observations and interviews, and quantitative approach by administering surveys to the participants. The findings are expected to inform the stakeholders in higher educations particularly in universities in the Eastern Part of Indonesia.

Developing Students' Critical Thinking through Integrated Digital Learning Activities

5673

Yunias Monika

This action research aims to explore integrated digital learning activities to develop critical thinking. The participants of this study were EFL learners in the fifth semester. Students were introduced to digital learning activities that integrate the four macro language skills: reading, listening, speaking and writing. To develop students' critical thinking, the author of this study provided learning activities which, among others, require students to provide evidence when giving opinion, interpret visual information and relate it to the reading text, synthesize information, and do direct observation. The author used platforms such as TED Ed, Padlet, Wordwall, and Zoom to integrate the learning materials. Data for this study were collected from recorded group discussion, questionnaire, students' reflection, and interview. The findings show that students had various level of positive experiences and difficulties toward the learning activities. Students reported that group cohesion and time are crucial to help them navigate higher-order thinking skills such as analyzing, evaluating and creating. While digital learning activities are potential to develop critical thinking, its adoption in the classroom should be carefully planned because students may find them complex.

Grammatical Error Analysis on Students' Use of Direct and Indirect Speech in eleventh grade at MAN 1 Aceh Tengah

5674

Rahmanita Zakaria | Ilham Jaya | Yusnimar Yusnimar | Mahlil Mahlil | Delfia Herwanis

Understanding the use of grammar in English language become one of methods in learning

English. By analyzing errors in the use of grammar, the teacher will find easy to improve learning process to address the errors done by students. Direct and indirect speech is one material commonly used by teachers to increase one's ability in using English. The research found types of grammar errors made by students and the most grammatical errors in using direct and indirect speech. This research used quantitative approach with descriptive method by utilizing written test to the students. It is found that the most grammatical errors were in the 'misinformation' area with 319 or 59.6% errors. The least grammar errors occurred in the 'misordering' area with 6 or 1.1% errors. This is followed by the percentage of 'omissions' areas with 141 or 26.4% errors and the 'addition' areas with 69 or 12.9% errors. The results contribute to teaching-learning activity in understanding students' error and support teacher to develop language teaching methodology.

The Implementation of Cooperative Learning And Students' Critical Thinking in teaching English at private university in Indonesia

5677

Suryanto | Novia Nugraheni

Cooperative learning constitutes an instructional approach that demands students to work together in groups to achieve a common instructional goal. This approach boosts students to involve in discussing topic, sharing ideas, and learning from one to another. The involvements on these activities may raise students' critical thinking which is crucial for them to become independent learners, lifelong problem solvers, and active participants in society. This study aims to investigate students' experience in the in relation to their critical thinking level. This study employed a quantitative approach with a correlation design, and utilized questionnaires as the research instruments. The data was gathered from 137 students who learn English at a private Islamic university in Yogyakarta. The questionnaires consisting of ten and thirteen were respectively used to measure students' experience in the cooperative learning implementation and students' critical thinking skills. The results display that students' experience in the cooperative learning implementation fall in the "fair" category with average score of 2.95, while the level of students' critical thinking skills is included in the "advanced" level with a average of 3.10. The p values in Correlation Pearson Product Moment (r) is 0.000, showing its significant relationship of the two variables. In addition, the Pearson Correlation value (r -value) is 0.419 that is in the category of "moderate" correlation. These findings signify that the better experiences the students obtain in joining classes with cooperative learning will be followed moderately by the increase of students' critical thinking.

Assessing Metacognitive Strategies of Pre-Service Post Millennial Teachers

5686

Dewi Novita

This study aims to examine the impact of metacognitive strategies and culturally familiar text on the students' utilization of reading strategies. The participants in this research comprised 53 first year novice pre-service teachers. In order to collect the data for the study, the researcher used the SORS questionnaire and a personal open-ended interview. The study also employed data triangulation to validate and cross-check the data gathered using field notes and member checking. The finding of the study revealed that the students were highly aware of utilizing metacognitive strategies. Among the sub-scales of metacognitive strategies, the supporting reading strategies are the students' most frequently used strategies, followed by global reading strategies and problem-solving strategies. Next, the findings showed that the students could learn

and apply most reading strategies they need to comprehend their reading. Specifically, from the treatment and the questionnaire result, it was found that the students who are low-level learners utilized support strategies like using a dictionary to translate and understand the words they read; and taking notes to help them understand what they read.

Exploring Students' Character Building Resulted from the Use of Proverb-based Language Learning Model

5688

Golda Juliet Tulung | Djeinnie Imbang | Siska Rambitan

Innovation in language learning needs to be carried out and implemented in order to improve foreign language skills without having to leave one's own culture and identity. One of the innovations in online language learning to develop students' character is a proverb-based language learning model. This model uses local language proverbs in that the students are guided to see the meaning and cultural values of the proverbs, discuss them in small groups, and then demonstrate their language skills as the target of learning. The application and modification of proverb-based language learning models have been carried out in previous studies. It is then necessary to continue doing research on exploring the students' character development after previously taught with this learning model. This study will use a qualitative approach with in-depth interviews. The interviews will be conducted with certain students in relation to their character development resulted from the application and modification of this learning model. The data will be analyzed thematically and then described. The results will show the students' experiences and perspectives towards their character building. Furthermore, this research can strengthen the use of proverb-based learning models in foreign language learning and develop new concepts related to the exploration of students' character building.

Soft Skills Building Trough the Language Learning

5703

Fahriany Fahriany

The essence of education is not only to provide the students with sufficient knowledge dealing with their major, but also to equip them with certain norms and values required in a real social life. In higher education institution in Indonesia, both hard skills and soft skills are given to the students to produce qualified graduates that can be accepted in the world market. Hard skill can be defined as technical skills, whereas soft skills are non-technical skills that include the intra personality and inter personality. Soft skills can be defined as emotional intelligence question that characterize our relationship with ourselves as well as with others. These skills constitute such units as discipline, honesty, communicative, friendliness, leadership, creativity, ability to work in a team, etc. This article discusses the importance of soft skills for language learning. It describes from a principle that the main holistic aim of language education is to make students be smart and right. To be smart, they have to achieve the English competence. To be right, they have to able to build some necessary soft skills to maximize their English performance.

Students' Perceptions on Bi-modal Input of Extensive Learning Programme

5710

Maria Hidayati | Moch. Syahri | Nur Arifah Drajat | Rahmati Putri Yaniafari

The use of printed and auditory stimuli in language learning may raise concerns about the approach in terms of its authenticity. However, some researchers suggest that these stimuli

complement each other and can improve text comprehension by reducing cognitive load. This presentation aimed to explore students' perceptions of bi-modal input through extensive reading and extensive listening activities. The study employed a descriptive quantitative design and collected a total of 50 responses from 51 participants who completed an online questionnaire consisting of 35 Likert-scale questions and two open-ended questions after a 14-week exposure to extensive reading and extensive listening activities in two speaking classes. The students' responses were categorised into eight themes, including independent, self-sustained, extensive, massive, motivating, comprehensible, meaningful, and purposeful. The results showed that the highest mean score was for the independent characteristics and the lowest for the self-sustained characteristics. The students also reported significant improvement in their listening skills, but there was less agreement regarding their vocabulary knowledge. The Cronbach's α values indicated high reliability of the students' responses. The open-ended questions revealed the learning activities that helped the students improve their speaking competencies and areas where they need further improvement. Overall, the study found that students who received bi-modal input for language learning were aware of its benefits. These results may provide insights for practitioners on the use of bi-modal input in extensive learning programme and serve as a basis for further research on the approach's benefits.

The Effect of Project Based Learning on Students' Translation and Employability Skills

5713

Sugeng Hariyanto | Fitrotul Mauludiyah | Achmad Suyono

Recently in Indonesia, there has been a growing emphasis on Project-based learning (PBL) as a learning approach offering students an opportunity to apply their knowledge and skills in real-world scenarios. However, there has not been a tested procedure to teach translation adopting this approach at universities. The current research utilized a mixed-methods design by combining quantitative data obtained through pre- and post-assessment tests, as well as qualitative data gathered from student reflections and teacher interviews. Two groups of students, one exposed to traditional lecture-based instruction and the other to project-based learning procedure, were the subjects of the research. The quantitative analysis assessed the improvement of students' translation scores and employability skills. The qualitative analysis explores students' perception of the PBL procedure. The findings indicate that PBL has a positive impact on translation students' translation and employability skills. Additionally, it also gets positive perception from the experimental group students. These findings imply that incorporating the PBL procedure into translation practicum classes can enhance the development of translation skills and employability skills. Further research is suggested to explore other dimensions of PBL in translation classes, such as the impact on specialized translation areas or interpreting skills.

The Effect of Using Duolingo App on Students' Vocabulary Mastery at the Eleventh Grade of SMA Tamansiswa Binjai

5714

Efrini Panjaitan | Fahrurnisa Nasution

The objective of this study is to find out The Effect Of Using Duolingo app Concerning Students' Vocabulary Mastery Of The Eleventh Grade of SMA Tamansiswa Binjai Academic Year 2022/2023. This study is an experimental research. This study used a system of controled class and experimental class, which acts as a controled class benchmark basic ability students on vocabulary mastery without application of the method, while the experimental class was given Duolingo app. After knowing the

mean obtained by the respondents in the controled class of 50.5, it can be concluded that students' vocabulary mastery ability is still low. In this study, students in the experimental class received treatment with the application of Duolingo app and it has been known that the mean data in the experimental class is 84.5, it can be concluded that students' vocabulary mastery in the experimental class is good. Based on the calculation of validity test, it can concluded that the data has valid. Then based on the calculation of reliability of test, found that the data has reliable. After testing the data hypothesis criteria that have been obtained in the controled class and experimental class, it has been found that the hypothesis is received, where $t_{count} > t_{table} = 14.87 > 1.686$, so it can be concluded that the Duolingo app affects Students' Vocabulary Mastery of the Eleventh Grade Students of SMA Tamansiswa Binjai Academic Year 2022/2023.

Engaging Students in Hybrid Learning: A Narrative Ethnography of Classroom Challenges and Teachers' Responses to the New Sociocultural Context of Learning

5716

Fitri Agustin | Pupung Purnawarman | Fazri Nur Yusuf

The COVID-19 pandemic has significantly impacted schools since March 2020 as a result of the implementation of sanitary regulations. Schools have adopted various online and offline teaching methods to ensure the uninterrupted progress of students' learning. The literature supports the idea of hybrid teaching, which combines face-to-face activities with online technology-enhanced activities, as the future of secondary school education in order to better prepare students for a hybrid learning environment. This qualitative study investigates the limitations of the current hybrid learning methodology in engaging students in learning and explores the potential future directions of EFL classroom practices. The narrative ethnography of this study offers novel insights into hybrid education and adds a new dimension to knowledge optimization. Hybrid learning involves a redefinition of the traditional roles of learners and teachers. The dominant perspective suggests that teaching and learning involve social interactions, with both teachers and students actively collaborating to build knowledge. The teacher's role is expanding to include that of a facilitator, mediator, mentor, or coach.

Navigating Language Learner Autonomy in the Digital Era: EFL Teachers' Perspectives and Challenges

5717

muhammad Azhar Kholidi | Siti Maftuhah Damio Mail

The rapid advancement of technology has led teachers to shift their teaching-learning to utilize technology in their classrooms. This change undoubtedly demands that students be more autonomous outside and inside the school. Thus, the present study sought the EFL teachers' views on promoting language learner autonomy (LLA) in their teaching-learning. Employing a survey study, a total of 70 EFL teachers in senior high school levels across Mataram, Indonesia, were involved in this study through a given questionnaire. The data were analyzed using SPSS software version 25 to find out the frequency and the percentage of the questionnaire through descriptive statistics analysis. The findings depicted that EFL teachers' views of LLA are positive. They perceived LLA as an essential concept to be implemented in English language teaching and learning. Moreover, the EFL teachers' understanding was rated at a moderate level. Nevertheless, many EFL teachers encountered some constraints in fostering LLA. The constraints were related to the learners and the teachers themselves, such as lack of experience in OLLA and the EFL teachers lacked strategies in promoting LLA in their online classroom. The findings suggested that EFL

teachers should consistently be able to enact language learner autonomy concepts in their classrooms to support their students to become more autonomous language learners outside the school in online and offline classroom settings.

Self-Regulated Learning (SRL) in English Language Teaching

5718

Cayandrawati Sutiono | Elvina Arapah | Novita Triana

Learning English in a foreign language context poses unique challenges for language learners, particularly due to limited exposure to the language. Students often struggle to find authentic opportunities to practice English outside of the classroom, which can hinder their proficiency despite years of training. This issue is especially critical for student-teachers who need a strong command of English for their teaching practices. Mastering English proficiency and teaching skills simultaneously present a dual challenge. Developing a high level of SRL may hold the key to addressing these challenges. This study aims to explore students' cognition regarding the use of an SRL-based study planner. A total of 33 students are purposively selected for this qualitative research. The research instruments include the adapted Academic Self-Regulated Learning Scale, interviews, focus group discussions, and observations, which provide in-depth insight into students' thoughts, experiences, and perceptions of using the study planner. Thematic analysis is utilized to identify and interpret themes, patterns, and categories within the collected data. The expected findings of this study are twofold. Firstly, it aims to uncover the perceived benefits of using the study planner within seven dimensions of SRL. Secondly, the study anticipates that the study planner will effectively aid students in maintaining focus, tracking progress, and prioritizing task. By shedding light on students' experiences and perceptions of using the SRL-based study planner, this research contributes to understanding the potential advantages of such tools in supporting English language learning within a foreign language context. The findings have implications for educators, curriculum developers, and learners aiming to enhance English proficiency and teaching skills.

The Implementation of Problem-Based Learning in ESL Course Design Subject

5719

Sri Minda Murni

Low teachers' English competence in designing teaching and learning process is shown at least by two phenomena: a) the implementation of book-orientation process which is very often theory-based and meaningless to the development of students' English competence; b) the inability in creatively design the process to meet the students' different learning needs which is recently very much promoted in Kurikulum Merdeka. Based on the two phenomena, the problem-based approach was implemented to the students who took the subject English as a Second Language Course Design (ESL-Course Design) at Universitas Negeri Medan. This article describes how the students experienced the process of designing the course by referring to two references: a) The Models introduced briefly (ADDIE and ASSURE); b) The problems provided by the lecture. To finish the design the students were asked to work as a group. The data shows that students experienced the process of making errors in applying the case to the model. With the review from the lecturer, it shows that problem-based approach can help students get the most important principles of course design which are: a) the design should be based on the students' needs; b) it should follow the logic of particular model; and c) the design can be revised if the evaluation shows unsatisfying result. It implies that problem-based learning approach in teaching the subject ESL-Course Design and a series of review given to the students' work are potential to develop teachers-to-be's competence in accommodating students' different needs and in freeing

themselves from book-dependent teaching.

Analysis of Differentiated Instruction Application on Teacher’s Guidebook: “English for Nusantara”

5731

Ellena Brilian

This study aimed to examine the integration of differentiated instruction (DI) in the English teachers' guidebook "English for Nusantara". Specifically, the study seek to answer two research questions: 1) To what extent has the "English for Nusantara" teachers' guidebook integrated differentiated instruction in its content? 2) To what extent has the "English for Nusantara" teachers' guidebook met the standards for providing DI learning? The study employed content analysis (in depth analysis method) as the research method to examine the extent of DI integration and compliance with standards. The results of the content analysis showed that the guidebook has integrated differentiated instruction, particularly process differentiation, into its content through teacher support features, a variety of assessments, and student-centered materials that help students to understand and make sense of the content. However, the guidebook may have some weaknesses in terms of providing guidance on differentiation, opportunities for authentic communication, and resources for assessing student learning and progress. The implications of the study indicate that the findings can help inform curriculum developers and educators of the degree to which DI is implemented in the curriculum and guide future development to ensure better implementation of DI in teaching and learning processes.

Students’ Classroom Interaction in Blended Learning Class: What Students Say

5376

Nuriyatul Hamidah

Blended learning, which combines online and face-to face instruction, has become increasingly popular in recent years. One important aspect of blended learning is classroom interaction, which refers to the ways in which students and teachers communicate and collaborate in the classroom setting. Classroom interaction can be considered as a medium for students to enhance their understanding and knowledge through the activities in the classroom. The complexities of classroom interaction can rely on the social and cultural background of the teacher and learners. Further, this research investigates the types of classroom interaction that take place in blended learning environment. It aims at analysing factors that influence and form classroom interactions. This paper also discusses how those types of interaction contribute to learning and learners’ development. Then, the finding shows blended learning contributes to the classroom contribution. The classroom activity in blended learning may cover the same opportunity both in face-to-face and online learning mode. Besides, the maximum use of technology in blended classroom could impact students’ interaction. It encourages and motivates learners to be actively involved in classroom activities. Additionally, regarding to the role of the teachers, providing and designing various learning activities would also be essential to motivate learners to interact more actively and engage in interaction in the class. Thus, they have different interactions between teacher and learners, among learners, and the course materials as well.

Multiliteracies Pedagogy in Engaging University Students with Digital Multimodal Composition: A Case Study in Critical Reading Course

5757

Untari Gunta Pertiwi | Bachrudin Musthafa | Wawan Gunawan

Technology advancement forces a significant change in how people interact in their daily lives involving communication, language, culture, and media. This circumstance influences the growth of literacy pedagogy from traditional literacy, which focuses on the Reading and Writing fields, to multiliteracies pedagogy, which collaborates multiple modes such as text, speech, gesture, image, sound, and color to transform meaning in responding to digital multimodal text demand in communication specifically in this digital era. Significantly multiliteracies pedagogy is urgent in this era; however, this pedagogy still needs to gain more interest in English Language Teaching (ELT), particularly in Indonesia. Therefore, this study intends to implement multiliteracies pedagogy in engaging university students with digital multimodal composition by designing teaching-learning activities under multiliteracies principles: Available Design, Designing, and Redesign. This design allows students to transform available information into a new form, such as an infographic, as a learning outcome. This design is implemented in a Critical Reading class - an English course for first-year Science students at Bandung Institute of Technology (ITB); therefore, the study undergoes a case study framework since it investigates a specific phenomenon that happened in a particular situation. The study involves three classes with 140 students. This study results in a multiliteracies pedagogy practice to enrich ELT practice in Indonesia.

Using Online Peer Coaching Strategies in ESL Speaking Performance and Motivation of Non-English University Students in Malaysia

5763

Ahmad Niza Syazre Abdullah | Muhammad Kamarul Kabilan

This ongoing study presents a comprehensive examination of the impact of online peer coaching strategies on the speaking performance and motivation of non-English university students in Malaysia. Through a mixed-methods approach, the research explores the effectiveness of online peer coaching in enhancing English language proficiency and student motivation. The study consists of a sample of 30 second-year students from Universiti Malaysia Terengganu. The primary objective is to address the existing knowledge gap regarding the role of online peer coaching in improving ESL speaking performance and motivation among non-English university students. The quantitative phase involved structured surveys and assessments to measure initial English proficiency levels, speaking performance, and motivation of the participants. Subsequently, the participants engaged in a series of online peer coaching sessions facilitated through online video conferencing platform (Webex), focusing on feedback, language practice, and creating a supportive learning environment. In the qualitative phase, semi-structured interviews were conducted with a subset of participants to gain deeper insights into their experiences with online peer coaching. The interviews explored perceived benefits, challenges, and overall impact on speaking performance and motivation. The expected outcomes of this study include positive correlations between the implementation of online peer coaching strategies and improvements in ESL speaking performance, as well as the influence of online peer coaching on student motivation. The findings will have practical implications for ESL instructors and institutions seeking to enhance ESL speaking skills and motivation among non-English university students. The research aims to contribute to the development of effective online peer coaching programs and interventions, thereby advancing ESL education in Malaysia and similar contexts.

Enhancing the Project-Based Learning Pedagogy through the Integration of 21st Century Skills in the Context of the Creative Arts Course.

5767

Bahagia Saragih | Nora Ronita Dewi | M. Eko Isdianto

Examining the effectiveness of project-based learning in fostering creative art skills in the modern era was the main objective of this investigation. The study used a pre-test/post-test comparison group and a quasi-experimental research design to meet this goal. The project-based learning group was contrasted with the control group in the study. The sample included 60 students from the Universitas Negeri Medan English Study Program with a range of creative art capacities, learning preferences, and technological knowledge. The quantitative analysis showed that project-based learning is a highly effective method for fostering artistic creativity in the 21st century. Compared to those who received traditional instruction, project-based learning participants showed significantly greater improvements in their creative art skills. Notably, project-based learning has been shown to be particularly adept at encouraging original thought and giving students an early introduction to visual art technology. Additionally, project-based learning participants showed improved learning retention and transfer outside of the classroom, highlighting the wider advantages of this strategy for developing artistic creativity. On the basis of these findings, it is advised that teachers incorporate project-based learning into their creative art disciplines in order to increase student engagement, foster creativity, and support success in the contemporary professional environment.

Integrating the Case Method Approach in 21st Century Teaching: Empowering the Development of Effective and Innovative Teaching Instruments

5768

Nora Ronita Dewi | Indra – Hartoyo | Christine Helena Natalia

The objective of this study was to investigate how the combination of the case method approach and technology tools can be effective in 21st century instructional methods. A mixed-methods research design was used in the study, involving 50 students as participants. The case method approach used in teaching instruments focuses on assisting students develop critical thinking, problem-solving, and communication skills. Its goal is to provide practical learning experiences that allow students to apply these skills in real-world situations. Teachers can successfully incorporate the case method approach into their instrument teaching by selecting appropriate case studies, establishing clear learning objectives, designing engaging activities, and incorporating technology tools such as digital media, interactive simulations, and online platforms. These strategies improve the application of the case method approach and create an interactive learning environment for students. Active learning is promoted and students become more engaged in real-world scenarios by combining the case method approach and technology tools in teaching instruments. This approach boosts motivation and improves learning outcomes. The study findings indicate that integrating the case method approach in technology tools in instruction improves student engagement, access to information, encourages student collaboration and communication, and improves critical thinking, problem-solving, and communication skills. As a result, incorporating the case method approach and technology tools into teaching instruments allows teachers to provide a hands-on learning experience that focuses on essential skills. Technology tools serve as valuable resources, facilitating student collaboration and communication and thus increasing the effectiveness of teaching tools. This integration creates a dynamic and interactive learning environment, promoting skill development and optimizing students' overall learning experience.

Discourse Markers: The Key to a Successful Thesis Defense Presentation

5769

Iskandar Abdul Samad | Fahmi Hanifa | Kismullah Abdul Muthalib | Siti Sarah Fitriani

Discourse markers are words or phrases that signal the structure and organization of spoken or written language. The use of appropriate markers can greatly affect the effectiveness of a presentation, particularly in a high-stakes situation such as a thesis defense. The purpose of this study was to investigate the use of discourse markers in spoken language, using a qualitative research method to identify micro markers, macro markers, and operators used by students during their thesis defense presentations. The data was gathered by recording the voice during the thesis defense presentations of six students enrolled at Graduate Study Program of English Education at Syiah Kuala University. The data was transcribed for identifying the functions of discourse markers based on the classification developed by Fortuno (2006). The results also revealed that micro markers have some functions such as additional: and, now, or, temporal: then, after, before, causal: because, since, because of, contrastive: but, however, and consecutive: so, then, so that. Furthermore, the macro markers also have some functions such as, starter: first of all, rephraser: that's it, organizer: let's, let me, I want to, topic shifter: so, now, actually, and conclusion: finally. Moreover, the functions of operator include attitudinal: I think, as we know, elicitation: why is that, and pause filler: so, okay. These findings suggest that the strategic use of discourse markers can be an important factor in the success of a presentation, particularly in a formal setting like a thesis defense.

Investigating The Use of Peer Feedback in Efl Writing Class

5777

Mohammad Hasbullah Isnaini | Dani Samuel Samuel | Hamamah Ph.D

Peer feedback is one of teaching strategies which can be utilized in the teaching and learning of writing since many EFL learners find it challenging. Studies on the use of peer feedback in EFL writing classes had been investigated, but there is still a lack of in-depth research which explores the online peer feedback. Drawing data from an interview, this exploratory research is conducted to understand deeper regarding the EFL learners' opinions, attitudes, feelings, actions, and responses after receiving the peer feedback. This study was conducted in the Academic Writing class which involved 3 students who were sampled purposively based on their achievements; low, mid, and high. One prominent result of this research indicated that the participants perceived the use of online peer feedback positively since it creates less stressful and demanding atmosphere. Another finding indicated that this strategy is not as helpful as expected since they have various opinions, especially for the low achiever participant. Thus, it implies that the teacher needs to improve the quality of peer feedback practices by involving, motivating, or encouraging the learners to be more actively participating, giving more meticulously feedback, having good language learning strategies, etc. However, this study had some limitations such as only focusing on a small group and only investigating written peer feedback. For future researchers, it is highly suggested to conduct experimental research and involving more the participants.

Corpus Linguistics in Teaching Vocabulary for EFL Learners: A Study of Foreign Speakers

5787

Yenita Uswar | Dina Irmayanti Harahap | Nova Andriani | Nining Sudarwita | Enni Maisaroh

The aim of this study was to explore the vocabulary, terminologies, and grammar used by EFL learners with the corpus linguistics application, Sketch Engine. This research was conducted in qualitative design at one of private university in North Sumatera with 50 EFL learners. This research used a mixed-methods approach, which combined the quantitative method to obtain the research data and the qualitative method for the analysing process. The corpus approach in this study was implemented to the first semester students of the academic year 2022/2023. The

research results showed dominant mastery of vocabulary by EFL learners, mostly nouns, verbs, adverbs, pronouns, and adjectives. There were 11 vocabularies with the highest frequency. Based on the results of the analysis, effective and efficient vocabulary learning and technology application were organized for EFL learners as an introduction to word types and variations of word formation in the Indonesian language. It is hoped that that this study will reinforce the tendency of incorporating grammatical language aspects in the pedagogy process.

Inquiry-Based Learning combine with AhaSlides: An Inclusive Teaching Grammar Method for Gen-Zs' students in Tertiary Level

5788

Lailiy Kurnia Ilahi

This current study intends to determine the employment of Inquiry-based Learning (IBL) combined with AhaSlides media as a teaching method for Grammar. Survey research carried out in one of the Universities in rural areas (Sumenep, Madura), involved 118 students of Elementary English class. The data collection methods in this study were through classroom observation, field notes, questionnaires, and interviews. The classroom observation and field notes were collected to investigate the teacher's behavior and the students' attitudes during the employment of the teaching method. During the implementation of the teaching method, it was found that students could enhance their Grammar competency. The questionnaires and interviews were used to obtain students' opinions and experiences towards the teaching method and media. Based on the results of student questionnaires and interviews, it is known that almost all students perceive that this teaching method is comprehensible so that it can assist the students in enhancing the quality of their Grammar. The students also state that they savor learning Grammar by using IBL and AhaSlides. Moreover, this implies that IBL and Ahaslides can be used as an inclusive teaching method for tertiary level students in learning Grammar.

Teacher's Thought on Genre Based Approach: A Case on Teaching English Descriptive Text to Senior High School Students

5797

Berlin Sibarani

Teachers' thought refers to thinking process realized in teachers' teaching behaviors. Behavior is verbal or non-verbal action meant to achieve teaching objectives. Teaching behavior is a reflection of thought while different thought develops different teaching behavior, so thinking process is identifiable from teachers' behavior. Teaching is dynamic and unpredictable. This means that students' learning behaviors cannot all be predicted at planning stage and they are changing frequently depending on their reaction to the teaching. In such theoretical truth, teachers' thinking is demanded. This study aims at describing teachers' thinking process in teaching English descriptive texts. The data were transcripts of recorded English teachers' verbal behaviors. The results showed that teachers performed three series of thinking process, namely (1) processing what to teach by considering (a) teaching purpose of descriptive text at knowledge and skill levels, and (b) the nature of descriptive text and its role in teaching English, (2) processing teaching technique by considering language learning theory, and (3) processing learning achievement evaluation by setting their own standard, finding the causes and provide action to better the achievement. The thinking process mostly happens during the teaching planning stage, less is performed during the implementation of the plan. The thinking process is misleading and fail to facilitate students' ability to produce and comprehend descriptive texts communicatively. These misleading and failure are due to lack of knowledge of the nature of

descriptive text, descriptive text cognitive learning process, and the role of descriptive text in communicative use of language.

Exploring meaningful feedback in Speaking Activity at Classroom: A Discourse Analysis

5803

Cut Intan Meutia

Students require feedback to learn from a lesson study, which may affect how much they want to learn in practice. The teacher gives important feedback to other students' work instead of general or superficial comments. This paper looks at how feedback works in the classroom by using speech event analysis. To fill the gap, this study looks at a system that helps students receive useful feedback by focusing on the most important things they do in the classroom. This was a case of narrative research in teaching. The results show that the method is likely to improve the quality of feedback and get teachers more involved in their own practice of giving feedback. The teacher proposed method on giving useful feedback on how they performed in the classroom and examined students in the classroom. The results have implications for how Indonesian teachers of English as a foreign or second language can improve their skills.

Indonesian Teachers' Perspectives on the Use of GBL in English Reading in Elementary School

5828

Risa Fitria | Nathasya Sardy | Ika Kana Trisnawati

Drawing upon reading theories in first language and second language, the study aimed to investigate Indonesian elementary teachers' teaching practices when teaching English to EFL learners at elementary level. We interviewed six teachers teaching in several elementary schools in Indonesia and inquired them in regard to their students' English reading difficulties and the reading instructions they applied to deal with the issues. This study used a qualitative research design by conducting semi-structured interviews to collect data and analyse the data by using thematic analysis. The findings showed that pronunciation errors, misspelling, and limited vocabulary knowledge are among difficulties faced by the learners. The teachers suggested that the learners' mother tongue, motivation, attention span, and lack of parental involvement affected on the learners' L2 reading ability. The interview results also indicated that game-based learning was commonly used to teach English reading because it provides an enjoyable learning environment which was suitable for teaching English to the learners' age. Despite its benefits, the use of GBL should be adjusted accordingly to the age and level of the students. In conclusion, the study concluded that reading instructions for EFL learners attending elementary schools should suit the learners' characteristics and their English reading proficiency.

Students' Attitudes toward the Teachers' Practice of the Imaginative-Recreation Technique in Learning English in the EFL Context

5875

Muhammad Rifqi

Literary texts are widely used for teaching Literature and English language teaching. Such materials are used to teach reading comprehension but rarely combined with writing. A literary text is a ready-made authentic material that provides a rich source for developing students' language skills. A qualitative single case study was designed to investigate the student's attitudes. The participants were forty-five students of the "Literary Appreciation" course at the English

Department of a private university in Semarang. Their attitudes toward the teacher's practice of imaginative re-creation techniques were investigated. In this technique, the learners were assigned to write texts based on the short stories they read. The data were collected through observation, interviews, and questionnaires. The questionnaires contained ten questions concerning the attitude toward the teacher's performance in applying imaginative re-creation techniques. The analysis of the questionnaires showed that the index was 4.22 indicating a very strong attitude. From the findings, it can be concluded that most students had strong attitudes toward the teacher's performance in applying the technique. The teacher, however, should be aware of the problem that might arise during the implementation of the technique.

A Systematic Review of Self-Regulated Learning Approach through Digital Learning Media in Enhancing Students' EFL Competences

5876 Desi Rochmawati | Joko Nurkamto | Muhammad Nizam | Dewi Rochsantiningsih | Sunardi

Digital learning media has bigger contribution to ensure learning continuity in any kind of places and situation. Recently, many kinds of digital platforms are easily found and applied as tools for teaching and learning process. This paper investigates the benefit and characteristic studies focusing on the use of digital learning media by using self-regulated learning approaches to enhance students' EFL competences. To this end, a systematic review was conducted of the scientific literature during the period of 2018-2023. This research was conducted based on systematic literature review adapted from the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) which resulted 25 articles published in 2018-2023 from popular databases including Scopus and Science Direct. The systematic review identified that the use of digital learning media such as Learning Management System (LMS), application in smartphones with Android operating system, or any kinds of digital platforms contributed to the positive students' achievements in learning process. In order to be beneficial digital tools, the digital media should follow the requirements; (1) be a usable tool; (2) organize the indicators to be displayed; and (3) design robust and interactive visualizations.

Developing of Online- Project based Learning Model in Improving Students' English-Speaking Skill

5879 Irma Dewi Isda | Irma Dewi isda

Online- Project based Learning model need to be developed in English learning. This research is needed to support learning innovation in the industrial era 4.0. The purpose of this study is to produce an online- Project based Learning model that is valid and appropriate to use in learning English. This study uses research and development (R&D) methods, with a 4-D development model (Define, Design, Development, Disseminate). The instruments used are interview guidelines, questionnaire sheets, and documentation. The subjects in this study were English teachers at SMA Muhammadiyah Langsa and expert lecturers at Samudra University. The results showed that at the Define stage the development of an Online-based PJBL model in English lessons in senior high schools was needed. At the design stage, a draft model and a hypothetical model are obtained. Furthermore, at the Development stage, the results of the questionnaire data analysis with an average of 90.71% concluded that the draft model developed was valid with a fairly high category. In the Disseminate stage, the percentage of the feasibility of the model based on the teacher's response was 82.29% with the Very Eligible category. Therefore, the Online-Project based Learning model is valid and appropriate to use in learning English at SMA Muhammadiyah Langsa.

Facilitating Small Group Discussion in English: A Case Study of EMI in Problem Based Learning

5896

Rinawati Rinawati

English for Medium of Instruction (EMI) has been adopted in different classroom settings in higher education to prepare the students for a global competition. However, studies on the perspective of teachers (instructors) of an EMI program in Problem-based learning (PBL) have been limited. This present study aims at exploring instructors' experience in facilitating small group discussion in English in a medical faculty of a private university in Indonesia. Using a semi-structured topic guide, a focus group discussion with six instructors was conducted. There theme identified in the finding were: attitudes toward the EMI program, challenges of balancing content and language, need for support, guidance and resources. This study suggests that despite the agreement on the implementation of EMI due to the awareness of the importance of English, the practice of EMI in the setting has resulted in several challenges.

Students Perceptions on the Use of English Subtitles in Korean Dramas to Learn English Vocabulary

5902

Fela Anggina Siregar | Burhansyah | Sofyan A. Gani

Students' perceptions can enhance students' attitudes toward learning. Each person can perceive information in a different way according to their own perceptual process. This research study investigates students' perceptions on the use of English subtitles in Korean dramas to learn English vocabulary. The participants in this study were English Education Department students from the years 2018 to 2022, chosen with a total of 60 participants. This research was conducted using a qualitative descriptive method with a questionnaire as the research instrument. In this study, the researcher analyzed the data by using the percentage with the interpretation category of perceptions. Based on the result of questionnaire, it showed the overall score percentage is 82%, which is a positive category in students' perceptions. Each aspect of the perception also shows a positive category with 83% in the affective aspect, 82% in the cognitive aspect, and 80% in the conative aspect. The findings indicate that students who like watching English subtitled Korean dramas feel motivated and inspired to learn English by watching English subtitled movies. Students gain a lot of benefits from English subtitled Korean dramas which could help them learn English vocabulary and reading comprehension with an interesting alternative way through Korean dramas. Based on the research result, it can be concluded that the students have a positive perception of watching Korean dramas with English subtitles to learn English vocabulary.

Language Learning Strategy and Autonomy in the Context of Merdeka Belajar Policy

5905

Nenden Sri Lengkanawati

The presentation will commence with the cutting-edge concept of language learning strategies and learner autonomy. Subsequently, I will present various findings from my research in both fields of study. The following exposition relates to the position of English as a lingua franca in the Indonesian context, followed by an examination of the relevance of language learning strategies and learner autonomy to contemporary policy issues, particularly in relation to the concept of autonomous learning. The first part of the presentation explores the latest strategies in language learning, emphasizing the importance of learners' ability to take charge of their own learning process. By adopting effective strategies, learners can enhance their language proficiency and achieve greater autonomy in their language acquisition journey. Then, the discussion addresses

the connection between language learning strategies, learner autonomy, and recent educational policies, focusing on the concept of independent learning. It examines how empowering learners to take ownership of their learning aligns with the contemporary approach of "Merdeka Belajar" (freedom to learn), emphasizing the need for learners to develop effective language learning strategies and become independent learners in the ever-changing educational landscape.

An Analysis of Ideational Meaning on Explanation Texts in Indonesian Senior High School Students in ESL Writing: A Study of Systemic Functional Linguistics

5907

Destiyana Destiyana | Yanty Wirza

SFL is useful for contributions to the field of education, especially in language teaching. It can enhance teachers' creativity in the learning process. In addition, SFL can also stimulate children's critical thinking and reading analysis. In this way, children can be slowly taught to analyse the relationships, meaning, content, and purpose of texts and contexts. This research analyses the ideational meaning of explanation texts written by Indonesian Senior High School students in ESL writing. The objectives of this study are: 1) to know the process types used in explanation text written by Indonesian Senior High School students in ESL Writing, 2) to know the dominant process of the type used in explanation text written by Indonesian Senior high school students in ESL Writing, and 3) to find out the contribution or pedagogical implication of Ideational Meaning analysis in the writing process. The researcher employed qualitative descriptive as the research design. The data were taken and collected through documents collection from students' worksheets. The documents were collected from eleventh-grade students in Senior High School in Bandung. The result showed that the process types used in explanation text written by Indonesian Senior High School students in ESL Writing are material, mental, attribute, identifying, and existential. The identifying process is the dominant process found in explanation texts that occurs 21 times (31,81%) in the written text by Indonesian Senior High School students in ESL Writing. The ideational meaning embodied in the students' explanation text shows that students present their work in a state of being and doing through material, mental, attribute, identifying, existential processes, and circumstances to support their writing. In improving students' writing skills, teachers can use a genre-based approach. It can be concluded that students mostly used relational processes to give their idea about the phenomenon/ event discussed in their explanation texts. Finally, the writer suggests that the teacher master ideational meaning and explain more about the lexico-grammatical feature used in explanation text so that the students can produce a good text in ESL writing.

Tailoring Specific English Materials for Tourism Vocational Schools in Indonesia through PRELIM 3 Project

5909

Nani Hendrayani

Creating specific and relevant materials for English subjects in Tourism vocational schools in Indonesia is very essential. However, English materials for vocational schools are still general. The Partnered Remote Language Improvement 3 (PRELIM 3) project, a joint program between TEFLIN and Peartree Languages funded by the British Council, facilitates the development of specific and relevant extra English materials for Tourism vocational schools. PRELIM 3 involves teachers, called Curriculum Leaders, to give feedback on the material drafts and discuss together what should be available in the materials. Currently, the project has produced two drafts focusing on world tourism spots and food. The two draft materials are tailored specifically to Tourism vocational

students, aiming for communicative, interactive, functional, engaging, and student-centered classrooms. The activities in the drafts are comprehensive to encourage some project-based tasks that students can take part in. Some aspects to improve in the first two drafts are to put more popular tourist destinations, to provide more real-life and practical dialogue activities for students to practice their professional developments, to present the “taste” subtopic initially to support further discussion about food, and to consider “saying price” subtopic in the topic of food. It is recommended that the PRELIM 3 project can reach out to produce materials for other vocational majors.

The Implementation of Learning by Teaching Method as a Pilot Project of Undergraduate Students at a University

5910

Usman Kasim | Zulfadli A. Aziz

This paper is aimed at describing an innovative method ‘Learning by Teaching (LbT)’ method implemented to teach a course on the Principle and Management of Language Learning to the 2017 fourth and sixth semester undergraduate students at the Faculty of Teacher Training and Education (FKIP) at Syiah Kuala University. The study involved two lecturers and 20 students taking the mentioned course at the English Education Department. To collect the data, this study conducted observation and recording. The collected data were then analyzed by using the formula as proposed by Mile, Huberman, Saldana (2014): data reduction, display, and verification. The finding shows that LbT was implemented by preparing a business plan by the students, conducting workshops by the students in groups focusing on contents of the course exposed to the students in advance, and providing feedbacks at the end of the workshops. In addition, based on the students’ and the workshops participants’ comments at the end of the course students’ motivation, instructional skill, communication/presentation skill, teamwork skill, collaborative skill, responsibility, negotiation skill, deepening content knowledge, planning events, teacher’s understanding of new methods, and self-confidence improved. It is suggested that this method be applied to other courses as well.

The Puzzle Block Game Design as an Interactive Learning Media to Enhance English Vocabulary in Early Childhood

5911

Syamsul Bahri Yusuf | Putri Afiqah | Zulfadli A. Aziz | Nurul Inayah

Vocabulary plays an important role in foreign language teaching and serves as a benchmark for assessing how well students listen, write, and speak in learning English. The teaching process for young children is more challenging compared to the process for teenagers or adults, mainly due to the fact that children's concentration tends to be easily interrupted compared to adults and teenagers. Games are one way to avoid student boredom in the classroom. This research aims to assess students' English vocabulary mastery in school using innovative Puzzle Block Game. The research is based on a one-group pretest and posttest design. The research sample consists of all 5th-grade elementary school students, divided into separate groups to play the Puzzle Block Game. After the data collection process is complete, the data will be analyzed for validation. This analysis process uses tests to measure students' vocabulary skills and to determine how much vocabulary the students have acquired after the researchers apply this method. The results of this research are expected to provide input for the curriculum and syllabus, which can be used as classroom activity strategies. Additionally, these findings are expected to be beneficial for teachers who are seeking learning strategies to teach vocabulary to young children.

Reshaping English Language Teaching in Facing Future Challenges (A Study on Gerakan Sekolah Menyenangkan in SMK Negeri Matesih)

5912

Tri Wardati

Teaching English based on Curriculum 2013 were presumed could cover all majors' needs. This attempt has resulted in bad results and no addition in learners' motivation to learn English happily. This situation has been captured by the education ministry, so that Kurikulum Merdeka or Independent Curriculum is created to solve this problem. Prelim 3, a joint project between TEFLIN and Peartree Language, founded by British Council, tries to realize and help teachers to cultivate students' real needs and implementations by creating rich multimodal material related to tourism and asking vocational school teachers and the writer to give it feedback. The strengths of the material are on the activities which are so engaging and developing language skills based on pronunciation, grammar and vocabulary sharpening, on the eye-catching displays of each material and on the varieties of multimodal which attract learners to join. The materials are so comprehensive and creatively made. Areas of improvement from the two units are on the split arrangement of each meeting and the absence of reflection page. This project inspires English language teachers to harness the power of the material for other majors. By collaborating with other schools, teachers can conduct this kind of project efficiently and effectively in condition that they work in the same specific English language with their possible multimodal used for specific majors. Thus, exploring possible multimodal used for English language learning in any majors is a real need for teachers to reduce the misleading direction for students to learn.

Impacts of Utilizing Multimodalities in Enhancing Students' Learning

5913

Vera V. Syamsi

With a growing awareness in the implementation of multimodalities in learning, students (are allowed to) read texts they find from various modalities and are not dependent only on printed texts anymore. Being avid users of digital media, students in a class I taught find reading materials from various sources whenever they try to understand some concepts, including YouTube videos produced as learning media. Using narrative inquiry, this research investigated the strengths and weaknesses of utilizing multimodalities in learning by reading texts through You Tube videos and developing Google Site as their learning artifact, and its impact in enhancing students' learning. Data was collected through a survey and end-of-the-semester reflection students wrote after attending an Introduction to Literature course, besides analyzing the content of their Google Site. The findings reveal a competing results between students' comprehension versus creativity as the impact of the two modalities implemented, and thus teachers / lecturers must find strategies to balance or prioritize between the two.

English Teaching Issues Based on Students Involved in Secondary School: Exploring Students' Perspective

5918

Zulfikar Noor

The English-teaching problem is an important subject that has been explored in numerous contexts across the world, including the issue of English teachers, students, assessment, curriculum and text books, and the various elements that contribute to efficient English as a foreign language (EFL) instruction. As a result, the study's goal is to investigate 10 participants'

opinions on challenges of teaching English in ELT classrooms. The goal of the descriptive qualitative research was to find out how students evaluated the English teaching difficulty in relation to the students who were participating. A questionnaire was used to gather data, which comprised a single key question concerning the utilization of teaching-English concerns expressed by students. This research reached three significant conclusions: (1) Students are sluggish in class. (2) Students quickly become bored during lessons. (3) Learning despite paying less attention. (4) Difficult-to-understand English classes. Finally, issues with teaching English could not be disregarded since they have a considerable influence on how successfully secondary school instructors teach the language. Teachers must be conscious of their flaws in order to constantly enhance their teaching skills and avoid getting complacency.

Investigating the Development of Junior High School Students English Writing Skills through the Enactment of Multimodal Digital Storytelling

5920

Pratiwi Amelia | Rindu Handayani | Suprayuandi Pratama

Integrating Writing and Speaking in the Teaching of Grammar

6113

Suharyadi

This article aims at reporting the practices of integrating the writing and speaking activities in the teaching of a four-credit Intermediate English Grammar course. The second semester students of English Department, Universitas Negeri Malang participated in the teaching and learning process. Seven relevant grammar topics included in the activities were gerunds, infinitives, noun clauses, adjective clauses, adverb clauses, conjunctions, and conditional sentences. The teaching protocols of each topic were divided into three stages. First, teachers explained the topic and provided rich and contextual examples. Second, students worked in groups of three or four members and each of them was assigned to write a paragraph of any topics by using the grammar topic they were learning. In this stage, all students were also required to do a peer correction to explore grammatical deviations in the paragraphs. Third, each group discussed the grammatical deviations and presented the results in the PowerPoint. Two types of data sources were utilized to obtain the data: students' paragraphs and PowerPoint presentations. The analysis shows that students were able to apply the grammar topics they were learning in their paragraph writings. The grammatical deviations found were commonly related to other grammar topics such as tenses, articles, and plural and singular forms. From the presentations, students were able to explain the frequency and types of grammatical errors found in the paragraphs, provide the corrected sentences, and answer the questions.

The Implementation of Graphic Organizer to Improve Students' Speaking Skills

6119

Ildi Kurniawan

The skill of expressing ideas in English both orally and in writing is important for students to master. Academic Speaking is an intermediate course that aims to train students to be able to discuss (express ideas) in English with certain topics in an academic context. However, students' skills in managing various information or references that will be used as material for discussion studies are still weak. The implementation of a graphic organizer allows students to have good

cognitive abilities in managing information or readings that will be presented by students in the discussion. This study aims to describe how the implementation of Graphic Organizer can improve English students' skills and engagement in class. Since the design of this research is Classroom Action Research (CAR), the stages of its activities include: planning, implementing, evaluating, and reflecting. The findings show that implementing the Graphic Organizer in the Academic Speaking class can improve students' speaking skills. The average score of students' English-speaking skills increased gradually from cycle 1 to cycle 4, with an average score of 81 (A-). Also, through this Graphic Organizer, student engagement in the class shows positive things in terms of emotional, cognitive, and behavioral engagement.

Profile of High School English Teachers in Using TPACK in Teaching English to Support the Independent Curriculum Program

6210 Asnawi Muslem | Usman Kasim | Saiful Marhaban | Khairunnisa | Marlia

English Teachers play an essential role in improving the quality of the English language in Indonesia. The mastery of implementing technology in teaching and learning is also paramount. In this 4.0 era, technological devices cannot be denied. The application of Technological Pedagogical and Content Knowledge (TPACK) is an approach to the learning process that teachers, including high school English teachers in Aceh, must carry out. The objective of this study is to investigate the profile of high school English teachers in using Technological Pedagogical and Content Knowledge (TPACK) in teaching English to support independent curriculum programs. The authors used a quantitative method. A set of questionnaires that consisted of Eight items that focused on Technological Pedagogical Content Knowledge. All of these items used the Likert Scales with a 5 scale; strongly agree, agree, neutral, disagree, and strongly disagree. This study involved 70 high school English teachers in Aceh. The questionnaire was distributed through Google Forms. The participants responded to the questionnaire directly via a Google form. The data collected were analyzed by using percentages. The result showed that senior high school English teachers are able to integrate TPACK in the teaching and learning process appropriately and successfully. Of course, this study has limitations in terms of number of respondents involved and subject area. Therefore, further research that involves a large number of respondents and subjects should be undertaken.

The Application of Project-Based Learning In Improving Argumentative Essay Writing Skills

6212 Dian Fajrina | Nira Erdiana | Muhammad Abdul Hidayat

This study aims to determine whether there is an improvement in argumentative essay writing skills after the implementation of Project Based Learning (PjBL) in English as foreign language students. This study was conducted on 19 undergraduate students who took the Essay Writing course. The research method used was descriptive quantitative with a one-group pretest-posttest design. After three meetings of treatment, the results showed that there was an improvement in students writing skills albeit not significant before and after the PjBL was applied. This is shown from the t value obtained which was 0.730, meaning it is greater than 0.05. This study recommends that research on PjBL in writing skills should allocate more meetings and more instruments applied, not only tests but also interviews to dig in-depth into students' difficulties in writing so that the researcher will be able to provide treatment effectively. The conclusion of this study is that before the application of PjBL, the researcher needs more information regarding students' difficulties in writing to better apply the PjBL in improving students' argumentative

essay writing skills.

Using Talking Stick to Improve Students' Speaking Skill

6213

Sofyan A. Gani | Burhansyah | Saiful Marhaban | Nuryani Silalahi

The aim of this study is to investigate how Talking Stick technique improves students' speaking skill at the eleventh grade students of SMA Negeri I Calang. The class chosen as the experimental class was XI IA 2, which consisted of 22 students with 12 female students and 10 male students. This study used the quantitative approach pre-experimental design with one group pre-test and post-test. The data collection was done through oral test as an instrument. The writer gave a pre-test at the beginning of the teaching process, and at the end of the teaching process, the writer gave a post-test after conducting the treatment. The data were then calculated by using statistical formulas. The findings proved that the mean score of students' posttest is higher than their pretest mean score where the mean score of posttest is 77.81 and the mean score of pretest is 51.18 with the gain between the means score is 26.63. Meanwhile, the t-score is 9.84 and the critical value in t-table is 0.05 (5%) is 1.720. It means the alternative hypothesis (H_a) of this study is accepted and the null hypothesis (H_o) is rejected. The findings proved that the use of Talking Stick can improve students' speaking skill.

Discourse Markers: The Key to a Successful Thesis Defense Presentation

6227

Iskandar Abdul Samad | Fahmi Hanifa | Kismullah Abdul Muthalib | Chadijah Rizki Lestari

Discourse markers were a part of discourse analysis that focused on the words that speakers used to connect the context. Using the correct discourse markers can have a significant impact on the success of a presentation, especially in important contexts such as defending a thesis. The purpose of this study was to find out the frequency of discourse markers during thesis defense presentations. The data for this qualitative study were gathered by audio-recording the thesis defense presentations of six students. The types and functions of DM were examined based on the theory by Fortuno (2006). Data analysis showed that students utilized a variety of discourse marker functions ranging from micro markers, macro markers, and operators. Micro markers were by far the most frequent markers with additional markers came on top followed by macro markers and operators. The data analysis revealed a total of 413 instances of micro markers, including 188 instances of additional markers and 90 instances of temporal markers. In addition, there were 200 instances of macro markers, with 74 and 70 instances of starter and topic shifter markers, respectively. The analysis also identified 41 instances of operator markers, which included 24 instances of pause filler markers and 16 instances of attitudinal markers. Based on these findings, it can be concluded that the use of both micro and macro markers is crucial for delivering an effective thesis defense presentation.

Elevating English Speaking Proficiency through the Integration of Video in a Scientific Pedagogical Approach

6228

Yuliana | Diana | Asnawi | Muhammad Syukrandi Karva

The success of mastering speaking skills students is still tricky. This study aimed to prove whether applying YouTube videos with a scientific approach can improve students' speaking skills. This research was conducted at SMA Negeri 12 Banda Aceh using experimental research. The

population of this study was students of class XI SMA Negeri 12 Banda Aceh, and the sample of this study was selected by purposive sampling. The data collection instrument was a test distributed to students in the form of pre-test and post-test. The researcher used statistical analysis to analyze which data in this study measured the differences in student achievement in the pre-test and post-test after being given treatment. The hypothesis using the t-test shows that the t-score obtained is higher than the t-table ($7.30 > 2.052$). The researcher suggested that teachers can try using YouTube videos with a scientific approach to teaching speaking. In this study, applying YouTube videos with a scientific approach effectively improved students' speaking skills test results. Based on the study results, there was a significant increase before and after using YouTube videos with a scientific approach. Thus, it can be concluded that H_a is accepted because after being given treatment using video with a scientific approach, students have better achievements in speaking skills.

Cambridge Super Mind-Level 3 Implementation: The differences between regular and bilingual classes learning resources

6239

Yuyun Ilantri | Yanty Wirza

Bilingual education programs in English continue to expand quickly, notably in Indonesia. Therefore, it is the reason why there are more private schools now offering English as a required subject and as a school language. The study aims to compare how bilingual and monolingual English teachers conduct and use learning resources when implementing *Cambridge Super Mind-level 3*. The data were gathered through document analysis and interview with a bilingual and regular English teachers with qualitative approach. The writer conducted two different types of informal online interview with regular and bilingual teacher through video conference. After finding the issues, the researcher provided a checklist observation that consisted of several statements about the *Super Minds*-level 3. Thus, the writer made a detailed description of the fundamental structure of the informant experience. This process was essential so that they were meaningful and interrelated to each other among categories or themes. The study's conclusions showed that level 3 of Super Mind is now being implemented successfully at this private school. They provide various types of learning resources such as textbook, online learning resources, and others. For both regular and bilingual classrooms, the teachers' adaptation and modification of the English learning resources was noted. This investigation also looked into the documentation of the learning resources. Through audio-visual information and worksheets created by the teachers, this will help them understand the textbook and digital learning resources. It concludes that both teachers use different type of learning resources and method in teaching English.

TECHNOLOGY IN LANGUAGE TEACHING

The Use of AI Technology in English Language Learning in Indonesia	
5282	Masyhur Masyhur
<p>The article explores the use of AI technology in English language learning in Indonesia. The introduction provides background information on the use of AI in language learning and the importance of the topic for English language learning in Indonesia. The article then provides an overview of AI technology in language learning, including the types of AI technology used, advantages and limitations, and current examples of AI-based language learning tools and platforms in Indonesia. The article then discusses the effectiveness of AI technology in English language learning in Indonesia, including the results of studies and research and their implications for English language education in Indonesia. The conclusion summarizes the key findings and implications of the use of AI technology in English language learning in Indonesia and provides recommendations for English language educators and learners.</p>	
The Use of Online Gamification Applications for EFL Students' Writing Skill: A Literature Review	
5296	Dinda Kamila Chaidir Muhamad Aziz Muslim Muchlas Suseno Siti Drivoka Sulistyaningrum Darmahusni Darmahusni
<p>The use of fun and interactive online games has been hotly discussed among educational practitioners. Moreover, the COVID-19 pandemic, the trend towards emphasizing information and communications technology (ICT) skills among students, and the direction of education towards Society 5.0 influence the way teaching and learning are employed in classroom. This study aims to describe the experiences and implementations of online game applications such as Kahoot and Quizizz in practicing EFL students' writing skills. Using a qualitative approach with the method of library study, 15 scientific literatures were used within the span of the last five years prior to this research. The authors expect the result of this study to describe the experiences and implementations of online game applications in teaching and learning writing skills based on 15 scientific studies.</p>	
Exploring the Students' English Presentation Performances and Preferences Differences Between Video Recording and in-Class Modes	
5301	Refanja Rahmatillah Ana Elvia Jakfar Firman Parlindungan Merina Devira
<p>Video recording is believed able to increase students' presentation skills and confidence, yet preparations may contribute more to such improvements. This study explored the differences in EFL (English as a Foreign Language) students' performances, preparations, and preferences between video recording and in-class presentation to examine the assumption. Forty college students from various majors taking an English course participated in this study. Their presentation performances were compared, and the effect of their practice time was analyzed. The students' perceptions regarding the two modes of presentation were also asked and analyzed descriptively. The results showed no significant difference in the overall performances between those presented through video recording (M=3.0) and in class (M=2.8), meaning that they could perform a fairly good presentation in both modes. However, there was a significant</p>	

difference in the aspect of 'eye contact and gestures' ($M=2.2$ and $M=1.7$), indicating that the students presented through video recordings were more confident and made more gestures. Moreover, it was found that practice time did not affect the students' performances since the Sig. (2-tailed) the score was .914. Meanwhile, the preferences of the students were inconsistent; while most students (68.9%) agreed that they were more confident to present through video recording, 60% preferred to do an in-class presentation. This study concludes that merely applying video recording as a presentation mode does not directly contribute to such improvements, but incorporating it in preparation is more influential.

Online Grammar Checker for EFL Learners: Potential and Limitations for English Self-Directed Learning. A Systematic Review

5307 Dila Anggita | Sri Sumarni | Darmahusni | Siti Drivoka Sulistyanningrum

Due to the COVID-19 pandemic, self-learning encourages students to be able to write, check, and revise the quality of their writing. Numerous online grammar checker platforms are available to aid students in enhancing their writing abilities. The objective of this research is to explore the potential and limitations of online grammar checkers in assisting students in evaluating the quality of their writing. The study employed a library research method and analyzed 14 articles published within the past six years (2016-2022). The articles were taken from national and international journals. researchers analyzed the data by comparing and interpreting data from the title, year, results, and country of study. The results showed that online grammar checkers have significant potential in supporting EFL learners' self-directed learning of English. However, the review also acknowledges the limitations of these tools, such as their inability to detect certain errors or the need for premium versions to access advanced features. Therefore, online grammar checkers cannot be said to be able to replace the teacher's role in providing feedback due to the limitations of the application, especially for free users.

TikTok Contribution towards the EFL Students' Vocabulary Improvement

5316 Marisa Yoestara | Cut Nurjannah | Muhammad Usman | Noorul Azra Mohamed

TikTok is currently used by many users for many purposes, including for learning English vocabulary. This study aims to find out the English vocabulary ability improvement of the EFL students at SMPN 3 Ingin Jaya after being taught vocabulary by using TikTok application. This study used quasi experimental design with the total population of 178 students at grade VII of SMPN 3 Ingin Jaya, Aceh Besar. Meanwhile, the sample used was two classes totaling 61 students. The sample was divided into two groups: experimental group and control group. To collect the data, the researcher conducted vocabulary test in both pre-and post-test. The result showed that the mean of the students' pretest scores at experimental class was 66.44, and the mean of students' pretest score at control group was 65.77. Meanwhile, the mean score of the experimental group on the posttest was 91.39, and the mean score of the control group on the posttest was 79.99. Furthermore, the SPSS result showed that the t-score of the post-test of the experimental and control groups was 5.83, at the 5% level of significance ($= 0.05$), which was out of the limit -1.96 and 1.96. Therefore, H_a was accepted, suggesting that teaching vocabulary through TikTok application improved the students' vocabulary significantly.

Textbook Adaptation Strategies in a Technology-Integrated Classroom: A Case of an English Teacher in Indonesia

5317

M. Ibnu Mustofa

In this digital era, English textbooks need to be adapted and integrated with available technology for better learning outcomes. However, research on how English teachers in Indonesia integrate technology into their teaching remains under-explored. Therefore, this study aims to investigate the adaptation techniques employed by an English teacher in a technology-integrated classroom and the challenges that occur during the implementation. This qualitative case study involved an English teacher at an Islamic junior high school in Medan, Indonesia. The instruments employed were a teacher interview and document analysis. The interview results and the documents were analyzed through thematic analysis (Braun & Clarke, 2006). The findings show that the textbook contents are adapted through the addition technique utilizing various websites (Cambridgelms.org) and digital tools (Assemblr Studio, ESL Kids Games, Teach This, among others). The findings also reveal that the challenges during the adaptation and implementation are the students' varied proficiency levels, learning styles, and students' high expectations. In conclusion, the teacher in this study has optimized technology-utilizing textbook adaptation despite the emerging challenges during the practice. This study implies the urgency of professional development training to assist teachers with material adaptations in a technology-integrated classroom.

Advancing EFL Writing Proficiency: ChatGPT as a Transformative Pedagogical Aid

5326

FX. Risang Baskara

The acquisition of English as a Foreign Language (EFL) writing skills has long been a challenge for learners in higher education. With the advent of sophisticated artificial intelligence (AI) language models, such as ChatGPT, novel opportunities arise for enhancing EFL writing instruction. This study delves into the theoretical underpinnings of ChatGPT's potential to augment pedagogical practices, posing a crucial inquiry: How can ChatGPT facilitate active learning, personalized instruction, and collaboration in EFL writing while addressing potential limitations and ethical concerns? Existing literature has provided insights into EFL writing development and active learning principles; however, integrating AI language models, such as ChatGPT, remains relatively unexplored. By investigating the transformative potential of ChatGPT in EFL writing instruction, this research contributes to the existing body of knowledge, presenting novel perspectives on technology-enhanced pedagogy. Employing a theoretical analysis, this study scrutinizes ChatGPT's role in providing instant feedback, fostering personalized learning, generating writing prompts, offering model answers, scaffolding, facilitating vocabulary building, and promoting peer interaction. Furthermore, the implications of ChatGPT's support for teachers are examined. This inquiry reveals that ChatGPT offers promising avenues for augmenting EFL writing instruction, despite potential limitations, such as AI-generated inaccuracies, overreliance on technology, data privacy concerns, and algorithmic biases. The findings underscore the importance of effectively integrating ChatGPT into higher education, paving the way for further research and technological advancements in AI-assisted learning.

Utilizing Quillbot to Overcome Students' Paraphrasing Difficulties in Academic Writing

5337	Fadhilah Ramadhanty, Darmahusni darmahusni, Siti Drivoka Sulistyaningrum, Sri Sumarni
<p>The usage of paraphrasing tools, specifically Quillbot in this case, is a common use of digital technology in academic writing, particularly in literature reviews. It is a web-based paraphrase generator that employs artificial intelligence (AI) to generate modified texts. Unfortunately, research on reducing students' paraphrasing issues in writing is lacking. The descriptive-qualitative technique used in this study. Students participating in Magister's English Language Education (MELE) study program as the data collection. Structure, language, and strategy, as well as paraphrase, correct grammar, vocabulary, and redundant or un-variable terms, are the most difficult components of writing. Quillbot can improve writing quality and linguistic ability. Furthermore, the outcomes demonstrate students are able to write content in the multiple benefits of Quillbot such as more coherent and well-structured. It can aid in the reduction of plagiarism, the improvement of sentence structure, and can be a valuable tool for students in improving the quality of their literature review in academic writing.</p>	

The Role of AI in English Language Teaching in ASEAN: A systematic review	
5342	Fadhila Yonata Nur Ifadloh
<p>In the last decade, a great number of research on the application of artificial intelligence (AI) in education has been positively reported. Some of them were conducted in the field of English education setting. Thus, the systematic review of previous empirical studies on AI in English language teaching is required to inform language educators and scholars the great potential of AI. This study aims to investigate its applications in ASEAN educational institutions from Indonesia, Malaysia, Thailand, and Singapore. The relevant studies dedicated to AI-based pedagogical innovations were manually searched with restrictions of English language and published in the last five years (2018-2023). This review focuses on AI application in language teaching and learning process. All studies were examined in regards of educational level, the type of AI techniques used (machine learning, deep learning, and natural language processing), the adopted tools, language skills and others, and research method used. The findings can be a promising reference for English educators and practitioners in considering AI application to address teaching and learning issues and improve the quality of English education.</p>	

The use of Grammarly in the Academic Writing of Undergraduate Students (Benefits, Weaknesses, and Challenges): A Scoping review	
5343	Dwi Astuti Darmahusni Darmahusni Muchlas Suseno Sri Sumarni
<p>Writing skill is fundamental in language learning because through writing the students may deliver their thought, ideas, and experience to the reader (Nurfiyaliati, et.al., 20014). Online technology has been promoted as a way to provide students with the grammatical assistance they need to excel in higher education without sacrificing the goal of academic learning centers at universities. This specific study aimed to know the use of Grammarly in academic writing, the benefits, and the weaknesses of using it. This study used qualitative library research. The data was collected from 5 articles that had high citations on Google Scholar in the period of 2019–2023, with the keyword "Grammarly, academic writing, and undergraduate students". The main issues addressed in this study were the use, benefits, and weaknesses of Grammarly in the period from 2019 to 2023. The findings showed that the use of Grammarly has always increased from 2019 to 2023. The result shows that the advantages of using Grammarly are improving students writing skills to check the</p>	

grammar, punctuation, capital word, and the coherence of sentences. The weakness is the program that is used in conjunction with academic learning advisor input as the program is currently not accurate for independent use to be justified. The challenge of using Grammarly in the future is how to motivate undergraduate students to write as much as possible, because of the easiness of using Grammarly. In conclusion, applying the Grammarly tool in academic writing is recommended to support students' writing skills in university.

Lecturer's Techniques in using Digital Applications as Media in Developing Indonesian Higher Education Students' English Speaking Skill

5356

Sultan Baa

The study investigates the use of digital media in EFL classroom, specifically explores the lecturer's techniques in developing the students' English-speaking competence using digital media. While many previous studies focused on the lecturers' perceptions and the learning outcome, this current study emphasizes on the developmental process (input, process, and areas of development). The study employed an ethnographic design at two universities in South Sulawesi. Two lecturers were selected for classroom observation and nine students were recruited for interview. The data were analyzed using Miles, Huberman and Saldana's qualitative data analysis. The finding showed that digital media enhanced English-speaking competence among university students. Lecturers utilized these to create a supportive and engaging environment that promotes active participation and enhances student's confidence in their speaking abilities. Overall, the study provides insights into the potential benefits of using digital media to develop English-speaking competence in university students and offers practical recommendations for lecturers seeking to enhance their students' English speaking competence. Detailed findings will be presented and their implications discussed.

A Literature Review: The Potentials and Challenges of Using Instagram Captions on Students' Writing Skill

5368

Dasuki Dasuki, Siti Drivoka Sulistyningrum

Social media is part of everyone's modern lifestyle, especially among teenagers. Several social media that students use is Instagram as a place to post every activity they did. Therefore, the aims of this study are to present the potentials and challenges of using Instagram captions on students' writing skills. After using the systematic searching method, a total of 20 articles published from 2019 until 2023 were selected for this paper. Most of the papers were written in Asian nations. According to an analysis of the studies, writing Instagram captions can help the students' motivation in writing because it helps them start writing anything in English. Since Instagram as a platform makes it easier for students to write stories or quotations, but not all students can write Instagram captions with correct grammar. The results indicate that Instagram captions were not yet optimal for developing students' writing with correct grammar, but this was enough to help students write in English.

How Does Artificial Intelligence Encourage Teaching English as a Foreign Language? Voicing the Teachers' Voices

5370

Widya Rizky Pratiwi

Artificial intelligence (AI) has become increasingly important in the field of education, particularly in Teaching English as a Foreign Language (TEFL). AI has the potential to revolutionize English learning by providing personalized and adaptive learning experiences for students. Therefore, there was a need for more research to investigate teachers' recognitions or perceptions about how Artificial Intelligence helped EFL teachers in teaching. This study was reported in a qualitative descriptive. The data were collected through questionnaires and interviews. Questionnaires were distributed to 190 respondents who participated in the online seminar related to Artificial Intelligence held by Universitas Terbuka. At the same time, only four participants were interviewed and selected purposively. The data were then analyzed in six steps from organizing and preparing new data by taking a conclusion. This study results Artificial Intelligence (AI) was familiar to educators and crucial for TEFL, where most participants recognized many kinds of AI in teaching. They believe the validity of using AI was about 50% until less than 75%. Thus, this study proposed to recognize and use AI in TEFL. However, AI's work results require further scrutiny and check.

The Use and Frequency of Using Mobile Devices by Indonesian EFL Students for Language Learning Across Gender

5375

Delsa Miranty

University students worldwide use mobile devices for language learning, but little is known about their use and the frequency with which Indonesian EFL students use them to learn languages. This study examined what learning subjects and how often undergraduate EFL students in Indonesian from English Education and Mathematic Education departments use mobile devices for language learning across genders. The researcher's accessibility to the departments and the rare research from previous studies conducted in the ELT setting was why this study was conducted in these two departments. The participants in this study were three hundred and two students, consisting of 246 females (150 from English Education and 96 from Mathematics Education departments) and 56 males (42 from English Education and 14 from Mathematics Education departments) studying English as a foreign language at an Indonesian public university. These students were first- to fifth-year undergraduate students. The study found that most female students from two departments use mobile devices for reading, listening, and vocabulary in EFL settings. Then, most female students from both departments use smartphones and laptops for their almost daily language learning in the EFL setting. Due to cost, spare parts, and data sharing, the students from both departments rarely use other mobile devices such as iPads, tablets, smartwatches, and Google Glass. Next, this study showed a need for more technical support, learning environments, impacts on language teaching, and how undergraduate students use mobile devices to learn English.

Examining Factors Affecting Remote English Language Learning Among Undergraduate Students

5379

Wei Fong Cheng | Suet Fun Hor | Lutfiyah

The Covid-19 pandemic has forced many educational institutions to shift to remote learning, which has presented challenges for language learning. The study aims to identify factors that affect language learning in a remote environment and provide insights into the educational environment during the pandemic. A survey was developed with closed and open-ended questions focused on (1) participants' views of remote learning in terms of language skills, (2) perception towards remote learning, (3) interaction between lecturer-student-peer, (4) learning tools, (5) design and organization of remote English classes, and (6) challenges of remote learning. The respondents

were randomly selected from undergraduate students studying English in Malaysia and Indonesia. The main findings of this study indicate that students' perception of their English proficiency has improved with the different kinds of learning activities in remote classes. Moreover, communication and discussions support students in improving their learning. Teachers used technological tools and online platforms to connect with students as individuals and groups for academic group discussions, sharing, communicating, and teaching English. However, this study also identified several challenges of remote learning, including poor internet connectivity, lack of motivation, and lack of body language and facial expressions for discussion and communication-related activities in remote learning. This study highlights the need for institutions to solve these challenges to enhance the teaching and learning process in a remote learning environment.

Dubbing Project to Enhancing Students Pronunciation Skills

5385

Andi Asri Jumiaty | Sri Rahayu

It's important to focus on pronunciation in learning English, especially speaking. In order to enhance overall pronunciation abilities, mispronunciation should be avoided. The benefit of improving pronunciation is to prevent misunderstandings or errors in word interpretation. This study sought to determine whether the dubbing effort has improved students' speaking ability in terms of accuracy, namely pronunciation. The second semester of students from the English Department, FKIP, Universitas Muhammadiyah Makassar participated in this pre-experimental study. There are 30 students at fourth semester made up the sample for this study, and the researcher conducted a speaking exam to gather data and discovered an improvement in the students' pronunciation accuracy when the dubbing project was in use. Four treatment meetings were held during the pre- and post-test phases of the research. The study's findings suggested that students' speaking abilities could be enhanced by the dubbing effort. According to the study, the average D-test score for pupils was 46.20 before rising to 79.37. Speaking skill improvement was 72.70% of the total. It may be concluded that include a dubbing project in the curriculum has a positive impact on students' pronunciation abilities.

Leveraging the Potential of ChatGPT as an Automated Writing Evaluation (AWE) Tool: A Case of Learner' Identity Representations and Digital Feedback Literacy

5411

Imelda Gozali | Alberik Ryan Tendy Wijaya | Anita Lie

ChatGPT, an innovative language model released in November 2022, has revolutionized the field of education, particularly in language assessment. This study examines the use of ChatGPT, in conjunction with other writing tools, such as Grammarly and Quillbot, as an Automated Writing Evaluation (AWE) tool in a Recount and Narrative essay course for 18 English as a Foreign Language (EFL) students in Indonesia. The primary objective is to investigate the impact of these tools on learners' identity and digital feedback literacy. A convergent mixed-method design is employed, and data were gathered through a questionnaire, interview, and artifacts, comprising reflective journals, assignments, and e-portfolios. The data analysis utilized both descriptive statistics and thematic analysis to identify patterns in the qualitative data. The findings reveal that students' selection of an AWE tool is indicative of their writing identity, with some preferring ChatGPT for its ability to generate unique and creative language expressions, while others were more inclined toward Grammarly and Quillbot for its explicit grammatical and spelling correction capabilities. Furthermore, the study highlights the development of students' digital feedback literacy, specifically in the aspects of committing to feedback as improvement and appreciating feedback as an active

process. The paper concludes with implications for the use of AWE tools in the classroom and recommends areas for future research in this domain.

The Effectiveness of E-storybook in Improving Young Learners' Vocabulary Mastery

5429

Tri Pujiani | Irfani Zuhurillah | Ida Dian Sukmawati | Listiani

Teaching English as foreign language to young learners is challenging. Teachers are required to facilitate them with engaging learning activities to keep them stay focus on the lesson and give adequate input of English. However, in the reality most of young learners' teachers do not have English education background. Thus, an engaging medium that improves the exposure of English and facilitates self-learning is needed. Storytelling can be a powerful technique to teach language to young learners. An e-storybook offers a new experience in learning English. This experimental research was conducted to find out the effectiveness of e-storybook in improving young learners' vocabulary mastery. Participants from many areas in Indonesia and Hungary involved in this research. Applied as teaching media and self-learning media, the E-storybooks were distributed to young learners through their parents. Media and materials experts validated this media, and interviews with teachers and parents were conducted for feedback. The study demonstrated a positive impact, showing an improvement in young learners' vocabulary mastery. Overall, storytelling through e-storybooks is an effective method for teaching English to young learners. How the e-storybooks facilitate young learners studying English and improve their vocabulary are overviewed.

Challenges of Implementing Technology-mediated TBLT in Listening and Speaking Practices for ESP Learners

5438

Dodi Mulyadi

This study examines the issues of teaching listening and speaking in ESP learning using technology-mediated TBLT. This qualitative descriptive study included narrative inquiry with an interview and an open-ended questionnaire. Seven ESP teachers and 100 nursing students were studied. The researcher arranges and prepares the data for analysis, encodes it, employs a coding procedure to describe categories or themes, and interprets the themes/descriptions by comparing them to literature and theory. Some difficulties associated with Technology-mediated TBLT in ESP learning. Students who are adept in English in class will dominate the class and be more dominant in presenting their assignments. In contrast, students with low English proficiency will be embarrassed to present their work because they do not understand what is being done. In addition, students who exhibit laziness in class tend not to pay attention when others present their work. Therefore, ESP teachers should learn how to identify engaging assignments from the perspective of student learning engagement.

The Challenges of Teaching English in the Industrial Revolution 4.0: A Systematic Review of Empirical Studies From 2014 to 2023

5455

Ricky Sriyanda | Ashadi | Dyah Ciptaningrum

Education 4.0 uses technology-based tools in teaching-learning contexts. Its goal is to provide students with the skills and competencies for the technology sector. This literature review study aims

to provide an overview of the challenges of teaching English in the industrial revolution 4.0. This study followed a systematic review based on the PRISMA 2020 Protocol to provide a thorough summary of the relevant research. Fifteen peer-reviewed articles published between 2014 and 2023 were selected for further analysis. The articles analyzed the teachers' challenges and teachers' requirements in the teaching and learning process. Most findings on the topic discussed the unprepared teacher, decreased student-teacher relationship, need for extensive internet access, declining writing skills, and lack of focus, examples of teachers' challenges in the Industrial Revolution 4.0. Additionally, the teachers should have skills and friendliness with technology, collaboration with students, creative and critical thinking, and teaching as a whole (holistic). This study alerts researchers, teachers, administrators at the school level, and national policy-makers to maintain professionalism in performing their daily duties and obligations.

The Survey towards the Use of Google Classroom in Learning English at Senior High School 3 of West Seram

5457

Verlinsti Vania Tamala

Technology integration in education has become critical in an increasingly digital era. This study aims to find out the structure of teaching and learning activities using Google Classroom in learning English, students' perception towards the use of Google Classroom in learning English and the impacts of using Google Classroom in Learning English. The subjects of this study were 30 students of class XI at Senior High School 3 of West Seram, Maluku-Indonesia. This study used qualitative research which utilized the descriptive method. The data were collected through documentation, questionnaire, and in-depth interview. The result of this study revealed that teaching and learning activities using Google Classroom run for approximately 1 semester for discussing the materials and collecting the assignments, and the students showed positive perception towards the use of Google Classroom in Learning English. This study also presented the positive and negative impacts of using Google Classroom in Learning English. The positive impacts are increased students' participation, ease to collect the assignments, learn from anywhere at any time, save time and energy to learn, and even improve their reading, writing and listening skills in English. Meanwhile, the negative impacts are the students feel frustrated and restless, students can be procrastinators, and can be plagiarism. For further researchers, it would be better to conduct and explore more about their learning outcome, the other aspects of Google Classroom and other grades of school. It is also would be better if explore how Google Classroom can improve reading, writing, and listening skill.

The Investigation of Learners' Engagement with ICTs in EFL Learning: a Narrative Inquiry of five Successful EFL Working Learners

5464

Sulastrri Manurung | Gin Gin Gustine

The use of Information and Communication Technologies (ICTs) in language learning are recognized as powerful tools for enhancing the learning, achievement, and engagement of language learners. Although numerous studies have examined the learners' engagement with technology, there is a paucity of research investigating how EFL learners utilize ICT tools to attain English proficiency. The present study aims to report a narrative inquiry of five EFL learners' engagement patterns with ICTs, who are considered successful in acquiring EFL and completing their studies, although they have to work as full-time workers. Over two-months, data were collected through oral and written narratives, including interviews, learners' diaries, storytelling, and multimodal histories such as photos and videos. The results present the dynamic behavioural,

affective, and cognitive engagement, motivation, as well as contextual factors that influence the learners' involvement in EFL learning by employing ICTs during their academic year. We addressed both the consequences for educational practices and the trajectories of future research in this section.

Assessing the Use of Synthesized Speech for Educational and Testing Materials in EFL Context

5468

Aditya Nur Patria | Fitri Alfariisy

The present study explores the potential use of text-to-speech-generated (TTS) audio for educational and testing materials in EFL classrooms. To enrich the audio materials and to expose EFL students with native speakers' pronunciation, educators can utilize text-to-speech systems to create their own synthesized speech which can be adjusted with their needs. They can put more localized names or places to make the contents closer to their students, facilitating them to focus on the comprehension and sound perception activities. However, the synthesized speech generated by TTS systems are currently not readily sufficient to meet the natural pace of the speech. Thus, some modifications are required so that the audio can be educational and testing materials. Hence, the present study aims to assess audio files generated by several text-to-speech systems to better understand their readiness for educational and testing materials. To do so, the present study adapts the modified mean opinion score (MOS) scale for text-to-speech system. 80 participants are involved in the present study. The results hold implications for the development of audio materials for EFL classrooms.

Development of Short Story/Popular Text Writing Evaluation Tool Via Quizizz Application

5469

Siti Ansoriyah | Sintowati Rini Utami | Firman Aziz | Ines Nur Irawan

The skill of writing short/popular stories provides a means to develop creative writing skills. Nevertheless, students' skills in writing short/popular stories using a contextual approach are recognized as very difficult for students. This study aims to develop a Quizizz application evaluation tool on students' short story/popular story writing skills. This study used surveys and semi-structured interviews with 35 Indonesian Language and Literature Education students. The students who participated in this study were able to significantly and more effectively identify their potential level using this evaluation tool Quizizz. This study was conducted with a 4D development model in which the instruments used in this study were material expert feasibility assessment sheets, evaluation experts, and item analysis and user response questionnaires, namely lecturers and students. Data analysis was used with a rating scale and item analysis used product moment by Kuder-Richardson, which focused on question differentiator and difficulty level. The research began with an items analysis of 40 questions from which 30 questions were selected to fulfil the question differentiator, difficulty level, validation and reliability. The reliability coefficient was 0.727 which was classified as high reliability. The accumulated assessment results from material experts amounted to 86.2%, evaluation experts amounted to 91.5%, student responses amounted to 89.3%, and lecturers amounted to 89.6%. In terms of content feasibility, the overall learning evaluation instrument using the quiz application was deemed feasible.

Project-Based Learning Integrated Synchronous and Asynchronous in Learning English

5481

Nyayu Yuyu Suryani

Synchronous and asynchronous integrated Project Based Learning (PjBL) is a learning method that combines face-to-face classroom and online strategies. The Problem of this research was the low creativity of students in the use of technology, PjBL learning is believed to be able to increase creativity. The objectives of this study are, First, how the application of synchronous and asynchronous learning integrated with PjBL in English language learning. Second, students' opinions about PjBL integrating synchronous and asynchronous English learning. The research method used in this research were qualitative and quantitative. The subject of this research was students of the Islamic Religious Education Study Program of UIN Raden Fatah Palembang. A questionnaire was used to find students' opinions about synchronous and asynchronous integrated PjBL learning in English language learning through Google Forms. Students answered that they agreed with the synchronous and asynchronous integrated PjBL method in English learning. The PjBL method in synchronous and asynchronous in English learning will be more meaningful and increase students' creativity in the use of technology.

TPACK Framework Teaching Materials Design and Implementation: Challenges Faced by the EFL in-Service Professional Teacher Education Study Program

5488 Sri Wahyuni | Didi Suherdi | Pupung Purnawarman | Mulyadi Syahputra

The aim of this research is to investigate the design and implementation of teaching materials in the EFL professional teacher education program, using the Technological Pedagogical Content Knowledge (TPACK) framework. The study employs a case study technique to gather data, collaborating with an EFL in-service professional teacher from University Bina Bangsa Getsempena using semi-structured interviews and document analysis. The study finds that TPACK presents a challenge for EFL teachers in designing and implementing lesson plans, particularly in locations with limited electricity and internet connection. The process of going through the program enables EFL teachers to make positive changes in their lesson planning and utilization of emerging technologies. However, there are still difficulties that aspiring EFL teachers face in creating and using instructional materials, especially during student learning. Some in-service professional teachers struggle to learn new skills or use a computer. The study also highlights a lack of universal adoption of the most recent curriculum, based on a lack of understanding of the expected content among teachers. The results showed that the program needed thorough instruction and assistance with classroom management techniques for EFL in-service professional teachers.

AI for Educational and Testing Materials in EFL Context

5501 Fitri Alfariisy, Aditya Nur Patria

There has been a growing interest in using Artificial Intelligence (AI) in education in recent years. AI is a rapidly advancing technology that can be applied in various domains, including language learning and testing. In this research, we explore the potential benefits and drawbacks of using AI in educational and testing materials in EFL. It will discuss the use of AI regarding personalized learning, grading, testing materials, assessment and learning access. Those will be compared with humans, especially the use of native-speaker teachers. Interview and document analysis were used to find the data. The results showed both potential benefits and drawbacks to using AI in education and testing in EFL; it is clear that this technology has the potential to enhance the learning experience for students. The finding showed that both AI and native speakers have advantages and disadvantages when teaching and assessing English language skills. Educational institutions should carefully consider the needs of their students, the available resources, and their budget when

deciding which approach to use. Additionally, combining AI and native speakers can provide students with a well-rounded and effective learning experience.

Looking into the EFL Students' Speaking Performances in Learning English by Recorded WhatsApp Video Call

5502 Diana Fauzia Sari | Nurrahma Wati | Tgk Maya Silviyanti

This study focused on teaching speaking skills using Recorded WhatsApp Video Call as a treatment for the first grade of one public senior high school in Banda Aceh, Indonesia. We used a purposive sampling by consulting with the English teacher. The samples taken were class X IPA 3 (Science class) consisting of 20 students. We performed a sequential explanatory mixed-method study that displayed a descriptive analysis of quantitative data collection and an in-depth understanding through qualitative data collection. This study compared the result of the students' achievement in speaking before and after the treatment. The instruments used were an oral speaking test and interview. The data were analysed by using statistic simple formula and gathered from pre-tests and post-tests. The result showed that students' speaking skills improve after implementing the method. The students had a positive response towards the use of WA video call in a learning activity despite internet access limitation that the students face.

Replacing the role of human teachers in learning English. A case study of teaching English using apps for college students in Indonesia

5511 Wishnoebroto | Chandra K. Wiharja

In the year 2020, the global epidemic pushed individuals to self-educate and utilize the Internet as their primary source of information. Students' learning methodologies and attitudes, particularly those toward English, were gradually modified as a result of the training they received. Alternatives have evolved into apps that adopt a gaming-like approach to language learning in that they are user-friendly, amusing, and compelling. BINUS University Jakarta's Digital Language Learning Center (DLLC) was aware of this, and as a result, the institution tried to establish its digital language learning program. This online platform for individual language study has been open to users since 2022, and at least 2374 students are presently utilizing it. To assess the app's viability for use with such a large number of pupils, a series of questionnaires were sent out at three-month intervals throughout its implementation. According to the data, most students preferred engaging in interactive activities over repetitious ones. Both the user experience and its adherence to international language standards require more investigation.

Sustainability Literacy: Designing a Prototype of Web-Based Modules for English for Computer Science

5522 Dewi Sari Wahyuni | Yenni Rozimela | Havid Ardi | Mukhaiyar | T. Sy Eiva Fatdha

This paper presents a study on designing a prototype of web-based modules for English for Computer Science (ECS) with the integration of sustainability literacy. The modules are designed for Computer Science students at a private higher education in Indonesia. The ECS course is an English for Specific Purposes (ESP) course and follows a structured format to ensure a smooth transition from one point to the next. The four modules in the prototype cover topics such as reducing the

negative impacts of computers, managing their manufacturing and disposal costs, improving energy efficiency, and harnessing the power of technology to promote sustainability. The eclectic approach is used to design activities for each stage of the learning process, including starting out, language focus, practice, assessment, and expansion to meet the requirements of the ESP pedagogical standard. The web-based interactive modules provide students with the language skills and knowledge needed to engage in discussions and initiatives related to sustainable technology.

A Teacher and Senior High School Students' Perspectives on the Implementation of Quipper School in Teaching and Learning Writing Skill During Covid-19 Pandemic

5523

Chairina Nasir | Diana Fauzia Sari | Syalsyabilla Rizal

Due to the covid-19 epidemic that strictly limit people direct contact and mobility, schools were looking for ways to keep the teaching and learning process running. SMAN 7 Banda Aceh is one of the schools that utilized online learning techniques for teaching and learning purpose by employing Quipper School application. The purpose of this study is to provide a teacher and students' thoughts on the use of the Quipper School application to improve writing abilities in English classes. This study employs a qualitative descriptive technique, with questionnaires and interviews serving as the research tools. The study revealed that the usage of the Quipper School application in learning English, particularly writing abilities, resulted in 60% of students approving the use of the Quipper School application, while the other 40% did not support the use of the Quipper School application.

ONSRUI: An Online Web-based Training to Increase Online Self-regulated Learning

5538

Puji Rahayu

This paper presents the result of web-based training, ONline Self-Regulated learning at Universitas Islam Indonesia (ON-SRUII), to enhance the online self-regulated learning skills of Islamic University students in Yogyakarta Indonesia. Fifty-Ove students in the Research Instrument and Data Analysis class participated in a blended learning program incorporating ON-SRUII and face-to-face classes. Four consecutive ON-SRUII meetings were incorporated into the 28 meetings, in which students practised self-regulated learning skills based on Winne & Hadwin's (2008) four-phase model of SRL. A pre-and post-test online self-regulated learning was administered before and after the class. A log of students' activities was recorded as well. The t-test reported a significant improvement in self-regulated learning skills. Correlation analysis indicated that there was a significant effect of participation in ON- SRUII on students' self-regulated learning skills. However, students' participation in ON-SRUII was not as high as expected. Twenty students dropped their participation after trying one meeting in ON-SRUII. Therefore, evaluation of the ON-SRUII was suggested for future research.

The Development of E-Pocket Book based on I-Spring-11 Software

5545

Sektalonir Oscarini Wati Bhakti | Budi Nugroho | Dita Andansari | Marwanto

The E-Pocket book based on the I-Spring Suite-11 software was developed and produced for the Civil Engineering students as a learning source was the purpose of the research. The type pf this research was Research and Development (R&D) by applying ADDIE Development Model that

consisted of five stages: 1) Analysis, 2) Design, 3) Development, 4) Implementation and 5) evaluation. There were 87 students involved in this research as the sample of the research. The results showed that the validation of both Media Expert and Material Expert was having Positive Attitude that means the e-pocket book was feasible to be used as learning media. Meanwhile, the students' responses to the SUS questionnaire resulted that the e-pocket book was acceptable and useable as long as it got grade B Excellent for 82,5. The sum up of this research showed that the E-pocket book based on I-Spring Suite-11 was proper to use for the Civil Engineering Students to Learn English.

Implementation of Telegram Chatbot with Natural Language Processing (NLP) in Learning Creative Entrepreneurship to Develop Students' 4C Competence as the 21st Century Learning Context

5552

Elisa Betty Manullang | Rita Hartati

The development of technology in the current era is advancing very rapidly. Along with digital learning materials are considered capable of increasing more not only in verbal communication but also various texts, visual, audio and motion. This study aims to develop students' 4C competencies (Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration) in the 21st century learning context through creative entrepreneurship learning materials of the Telegram Chatbot Artificial Intelligence with Natural Language Processing (NLP) Method. The scope learning materials are focus on Personal Business Plan, Customer Interview, Customer Observation, Selling Product and To be a Creative Entrepreneur. This research will use the Research and Development approach of Borg and Gall (1983). The series of research and development steps are carried out in stages, and each step will be taken refers to the results of the previous step until a new development product of learning materials are finally obtained. Product development design of the preliminary stage needs analysis are carried out by collecting a number of related data and developing Creative Entrepreneurship learning materials of the Telegram chatbot model. The Creative Entrepreneurship learning program will involve 50 students of the English Literature Department, Universitas Negeri Medan to analyse feedback of questionnaire of google form.

Utilizing Technology as Assessment Tools in Teaching English as a Foreign Language (EFL) In Indonesia; Challenge and Effort

5560

Ade Mahmud | Tatu Zakiyatun

Technology has changed the way how teacher teaches students in classroom and it impact the way how teacher assessed students in learning. The wide of technology has developed the ability of teachers' assessment in classroom. The present study was conducted at grade X of private school in Tangerang which is aimed to analyze the utilizing of technology in assessing student's English language, find out some teaching platforms that utilized in assessment and some challenges that teacher found in using technology in learning, and propose strategy and effort to deal with technology as assessment tool in teaching EFL. The present study showed that there are many technology platforms that were utilized by teachers in assessing student's learning English such as the use of podcast, telegram, video blogging, paddlet, etc. The use of technology can assess students' understanding in learning, students show English creativity in both speaking and writing, in addition students can check the feedback of teachers directly. The use of technology as assessment tool in school is quite effective to be used to assess student's understanding in learning language. To sum up. Teachers have to deal with technology and use them appropriately in

teaching and measuring students' language skills.

Go Blended! Redesigning a More Fashionable Learning Environment Using Mobile Technology

5564

Ahmad Ridho Rojabi | Slamet Setiawan | Ahmad Munir

Online learning offers benefits but it comes with drawbacks. As a result, blended learning (BL), which incorporates both offline and online sessions turn into the solution in the post-pandemic era. Students' engagement and well-being may benefit from BL which includes face to face setting and online sessions through synchronous and asynchronous. The capacity to construct a fashionable learning environment and conduct dynamic small-group discussions are all important components that are advised for a blended learning setting. Twenty-five students were recruited to complete semi-structured interviews about their BL experiences. Qualitative data were then analyzed by using thematic coding. The implications of BL from different points of view are explored. This research is recommended for future studies in order to emphasize the opportunities and challenges associated with BL in the context of EFL. Furthermore, faculty is also required to redesign BL in their classroom for more engaging courses.

Academic Writing Word List in Scholarly Articles by Teachers: A Comparative Study of Indonesia and Nigeria

5574

Ika Apriani Fata | Abdul Hakim Saidu | Maria Khosa

Many researchers around the world have taken notice of the Academic Word List (AWL). A general academic vocabulary has heightened the relevance of developing a disciplined academic word list to meet the needs of non-native English teachers to publish articles in English. This study intends to bring novel findings of English academic writing in the corpus from two geographically and linguistically distinct countries; Nigeria and Indonesia. Nigeria and Indonesia had similarities as Non-Native speaking countries. There are many academic writing and corpus studies, yet the current study has focused on English academic purposes in two countries. Thus to fill in the gap, the current study aimed to compare two countries of English academic writing. The corpus was built using scholarly articles written by English as Non-Native Speakers' Teachers (NNST) in Nigeria and Indonesia respectively. Seven hundred and twenty articles from the Journal of the Linguistic Association of Nigeria were downloaded from the journal website, constituting eleven files with 12.71592 tokens. The Indonesian articles, on the other hand, came from a reputable journal with approximately 14.6715 tokens. This study will use Coxhead's (2000) Academic Word List to identify academic words in the corpus. The findings will be of significant importance to young researchers trying to learn how to write articles in this academic field. Similarly, teachers of English for a specific purpose would also find it valuable.

Online Interaction in Public Speaking Course: Implementation and Challenges of MOOC in Students Exchange Program

5592

Gusti Nur Hafifah

Three types of online interaction: Learner-Instructor; Learner-Learner; Learner-Content, were facilitated profoundly during the public speaking class in the massive open online course using the SPADA-DIKTI learning management system. This paper explores how the online interactions occurred, the challenges, and the students' responses toward the program. The classroom setting

was done fully online during one semester that consisted of 16 meetings and was participated by 40 university students throughout Indonesia. The learner-content is the most dominant interaction since the course was conducted fully online and learners completed several assignments based on the timeline. There were enough portions for learner-instructor interaction via the conference meeting class and social media group chat that allows students to consult with the instructor directly. Although there were peer activities related to assignments and assessments, learner-learner interaction is the least happening since it can only be controlled during online synchronous meetings. Despite the students' enthusiasm for joining the course, the course objectives were not completely achieved. Only 50 % of the students passed the course and managed to complete the course learning activities. Some issues related to the workload of assignments, student motivation, and autonomous learning attitude in online courses have become problems.

Cross-Cultural Virtual MOOC Camp

5595

Thomas Kaufman

Massive Open Online Courses were touted to be a major technological disruption to the delivery of higher education, but despite the low barriers to entry completion rates remained low. The US Department of State fostered an initiative to create in-person communities of practice based on online MOOCs called MOOC Camps. The model has been widely successful in the Philippines with over 7,000 participants earning certificates of completion and bridging the skills gap with high-quality education content. A group of three English language teachers from the US Dept of State called English Language Fellows saw a need for a MOOC Camp in their countries of assignment (Indonesia, Japan, and Mongolia) and took the initiative to start one together. The trio decided to harness the affordances of technology to hold the weekly meetups via Zoom based on MOOC content and create a space for learning and collaboration irrespective of place. Participants completed the online MOOC and met online to collaborate and engage in cross-cultural communication in English based on the course content (English for Science, Technology, Engineering, and Mathematics) from the University of Pennsylvania and some major themes discussed were deforestation in Indonesia, nonrenewable energy usage in Mongolia, and rising sea levels in Japan. This paper will explore the weekly reflection statements from participants and provide commentary on the themes observed as the participants detailed their learning journeys and interactions with one another. This knowledge can provide insight into online communities of practice, MOOCs, and cross-cultural communication.

Blended Learning in Teaching and Learning English Language: A Systematic Review

5602

Khotrun Nada | Sri Sumarni | Darmahusni

Blended learning is carried out by mixing the learning process with face-to-face and online learning. This study is aimed to analyze the effectiveness of blended learning in teaching and learning English language. This study used a qualitative approach with a systematic review. A total of 10 peer-reviewed journal articles 2020 to 2023 were accessed from two databases: Publish or Perish and Google Scholar. The steps applied in this research are identifying journals/articles about blended learning, analyzing the definition of blended learning, synthesizing activities in the use of blended learning, analyzing the barriers and effectiveness of using blended learning, and making conclusions. The results showed that the use of blended learning had a potential effect to increase student achievement in teaching and learning English language. In conclusion, a systematic review revealed that blended learning can be used effectively to develop language skills, improve the

English learning environment, and encourage students' motivation to learn the English language. Moreover, the application of blended learning is able to support activities that can train students' 21st century skills. This study can provide an overview of opportunities to apply blended learning in teaching and learning English Language.

A Systematic Literature review: Challenges to Implement Blended Learning Model in the No-Internet Access Area

5605 Winda Trisnawati | Puji Tri Aryanti | Anwar | Eko Kuntarto | Sofyan

This paper focuses on challenges the implementation of blended learning model in Indonesia. This paper aims to see different perspectives on the implementation of blended learning in the rural area. The method is systematic literature review which consist of identification, screening, eligibility and quality appraisal, and qualitative synthesis. The result shows that the challenges are: 1) educators' consideration, unreadiness to utilize technology in preparing learning material. Most educators only give assignments without a thorough explanation of learning material; 2) learning facility, the problem of internet infrastructure which could not support the learning process. Adequate facilities need to be the concern of both schools and parents. Home areas where the internet network is weak directly affect the way students learn; 3) students' consideration, have difficulty adapting independently and are unable to ask questions. During learning it was found that students were busy playing cellphones or were busy joking. Most of them are only gadget users, not technology users.

Students' Creative Thinking Skills in English Academic Writing Through Flex Model: Technology Enhanced Language Learning

5608 Levandra Balti | Ridho Kurniawan | Winda Trisnawaati

Researchers have explored various approaches to teach writing skills that can enhance students' creative and critical thinking skills. The approach is the Flex Model, which aims to develop a sense of productivity in students through its semiotic approach. the flex model allows students to work at their own pace and encourages them to explore different ideas and perspectives. The Flex Model has shown promising results in fostering creative thinking skills among language learners. In particular, the Flex Model has been found to be effective in enhancing students' creative thinking skills in English academic writing classes. This research found that when students are engaged in writing, they are encouraged to use reflective thinking, which in turn supports the development of their reasoning and curiosity skills, two important ingredients of creativity. Moreover, this research discovered that using the Flex Model in English academic writing class also promotes cognitive flexibility, which can foster divergent thinking and creativity in presenting. According to this study, many students rely on copying while writing instead of creating something new or expressing their perspectives. This lack of creativity in writing may be due to the limited curriculum available for creative writing courses. Still, the Flex Model's semiotic approach could help foster students' creativity by providing them with opportunities for self-expression and critical evaluation. As a result, the flex model has been found to be effective in enhancing students' creative thinking skills.

Undergraduate Students' Experiences on Using Blog as A Mean for Developing English Writing Ability

5617	Ainul Qonitah Sri Sumarni Darmahusni
<p>Blogging has been integrated as a tool to practice writing for EFL students. This paper aims to investigate how undergraduate EFL students experienced blogging as a means to develop their writing skill in English. This study used a systematic review to analyze several previous journals on using blogs in writing skills published in the last ten years. Following the PRISMA guidelines, studies that examined the USING BLOG AS A MEAN FOR DEVELOPING ENGLISH WRITING ABILITY among university level students all around the world were identified through a computerized literature search using the following databases up to 16 from Publish or Perish, and 14 from Google Scholar. The following search terms were used: Blog AND writing Skill, using blog to teach writing, blog AND writing Undergraduate students, writing in blog. Peer-reviewed articles published within the period from 2014 to 2023 were selected. Studies that reported undergraduate students' experiences in blogging, their strategy, and motivation were included. Extracted data from each study were tabulated, and data were narratively synthesized. From its finding, the study concluded that writing blog could be beneficial in improving learners writing skills, enhanced learners' motivation to write, and foster both learners' monitoring strategies.</p>	

Development of Media Book Creator on Intensive Reading Based on Local Wisdom	
5637	Tuminah Kunto Nurcahyoko Wanda Giovani
<p>Rapid advancements in science and technology over the past decade have greatly influenced the development of teaching materials. This accelerated progress has provided significant support to educators in enhancing the quality of both online and offline learning experiences. This study aims to develop a local wisdom-based book creator media, while assessing its validity, effectiveness, and innovativeness.</p> <p>The research methodology employed a research and development (R&D) approach, specifically following the procedure outlined by Borg and Gall, which consists of 10 stages. However, this study focused on 7 key stages within the development process. The findings of this research indicate that the local wisdom-based book creator media demonstrate a high level of feasibility. A questionnaire was employed as the primary data collection technique to evaluate the feasibility of the media book creator. Expert assessments were obtained from media experts, material experts, and IT experts, while feedback from lecturers and students also contributed to the evaluation process.</p> <p>The results show that media experts evaluated it at 90%, material experts at 93%, IT experts at 95%, and student responses indicated an 85% feasibility rating, collectively suggesting the learning media to be "highly feasible" for implementation. Educators can leverage this medium to provide students with a more interactive and culturally relevant learning experience, fostering a deeper connection between academic content and their local contexts. Additionally, the research and development process employed in this study serves as a valuable model for future endeavors in creating innovative teaching materials that align with the needs and interests of diverse student populations.</p>	

Construction of 4C-based Digital Learning Media (Critical thinking, Communication, Collaboration and Creativity and Innovation) in Productive Oral Language Course Skills for Students of the English Education Study Program	
5650	Khairunnisa Br Batubara Christine Helena Natalia Yuni Khairina
<p>The objective of this research isto construct 4C-based digital learning media(Critical thinking,</p>	

Communication, Collaboration and Creativity, and Innovation) for the students of English Education Study Program in Productive Oral Language Skill subject. This is very important because it can train communication English speaking students as well as building higher order thinking skills of the students through interesting digital animated videos to achieve goals learning effectively and efficiently. Interviews, questionnaires, and literature review are the technique used for collecting data in this learning media development research. This research also needs some procedures were required for this study, including data collection, need analysis, course material design, expert validation and evaluation of new course material, and course material revision and final product revision. The subject of this study was 30 students of English Education Study Program (F and G class). The data was taken from interviews with lecturers and students for needs analysis. Research output included animation video as the learning media for English Language teaching units. The material is cased method-based. According to professional evaluation, all areas of the generated materials scored between 81 and 100 percent, which is considered "very good."

Use of Live Worksheet-based E-LKDP in Academic Written Language Skill courses

5668

Fahri Hasnawi

In order to apply technology-based learning, lecturers must innovate to make it simpler to give students homework assignments and course materials without in-person sessions. One of these involves using the always-available online training and evaluation tool known as the e-worksheet live worksheet. This study aims to describe: (1) the impact of live worksheet-based e-worksheet on product cognitive learning results for the notion of protista. (2) How employing an e-worksheet with live worksheets and in-depth reading material affects students' growth in reading comprehension. A quasi-experimental methodology with a non-equivalent control group design was employed for the investigation. The research sample consisted of 29 students from class B as the control class and 28 students from class A's experimental group in the second semester of the English education study program. Mann-Whitney test data analysis methods for outcomes of cognitive learning. The findings revealed that (1) utilizing live worksheet-based e-worksheet had an impact on students' reading comprehension growth (sig. 0.045), and (2) using live worksheet-based e-worksheet had an impact on students' learning processes (sig. 0.038).

Grammar and Vocabulary Mobile Application in Information Technology and its Integration in Flipped Learning Classroom

5679

Gusti Nyoman Ayu Sukerti | Luh Nyoman Chandra Handayani | I Made Riyan Adi Nugroho | I Made Sumartana | I Putu Yoga Laksana

This research article explores the integration of a grammar and vocabulary mobile application in information technology (IT) and its impact on the flipped learning classroom. With advancements in technology, mobile applications have become valuable tools for language learning. This study aims to investigate how the application can enhance students' language acquisition skills by focusing on grammar and vocabulary development. This research focused on the development and integration of mobile-based application on English structure and terminology for computer students in flipped learning-based setting. The application was built based on ADDIE framework with Waterfall method, PHP programming language and SLIM framework. The grammar application developed in this research named GrammarCode Master not only includes a list of grammar learning materials commonly used in the context of computers and information technology, but also includes

grammar exercises and tests, list of vocabularies, acronyms, fun facts and trivia (questions and answers). The implementation stage was done using experimental research methodologies applied to English classes for students majoring in Informatics Management, with a total of 92 students as research objects. Quantitative data was obtained from the results of pre-tests and post-tests on speaking tests and were analyzed using the SPSS statistics 25 program. Based on the analysis at the 95% confidence level (significant level $0.001 < 0.05$), the $-t_{\text{count}}$ is -12.975 , meaning that H_0 is rejected and H_1 is accepted. The results of the data set show that $-t_{\text{count}} < -t_{\text{table}}$ ($-12.975 < -4.39930$). The results highlight how these apps can be integrated successfully into a flipped learning environment within an IT context resulting in improved student performance and boosted their learning autonomy.

Mobile-Based Tax Accounting Dictionary Application to Reinforce Speaking Competence in Project-Based Learning

5681 Luh Nyoman Chandra Handayani | Gusti Nyoman Ayu Sukerti | Ketut Arya Bayu Wicaksana | Made Riyan Adi Nugroho | Paulus Subiyanto

This study concentrates on the development and analysis of a mobile-based tax accounting dictionary implemented as a self-learning kit (SLK) in the process of teaching speaking competence using project-based learning approach. This SLK was developed based on the adaptation of the ADDIE Model consisting of five stages, namely the analysis, design, development, implementation, and evaluation stage. The application was built with Waterfall method, PHP programming language and SLIM framework. It includes a list of tax accounting with bilingual sample sentences, learning materials on grammatical constructions used in business meeting presentations, evaluation section containing vocabulary placement tests, and exercises having three different levels. The implementation stage was carried out with a quasi-experimental method using a pretest-posttest control group design applied to English courses in the Accounting Taxation Study Program with 52 participants. To examine the effect of employing the dictionary application on improving student learning accomplishment, the results of students' speaking scores were examined using the Kolmogorov-Smirnov test and the SPSS statistics 25 program. Based on the independent Samples Test output table in the Equal Variances Assumed section, it is known that the Sig. (2-tailed) of $0.00 > 0.05$, then as a basis for decision making in the independent sample t-test it can be concluded that there is a significant difference between the post-test results of the control class and the treatment class.

An Investigation of English Pre-Service Teachers' Multimodal Media Utilization

5587 Amanda Shafa Maheswari | Dian Novita Dewi

The development of digital technology has transformed conventional activities into innovative way which involves texts with static and dynamic images, gestures, audio, spoken language and written language in revolutionizing English language learning and teaching, as schools and universities. Teachers must use pedagogical practices that involve technology to ensure that students are interested and motivated to study. Thus, the English teachers are supposed to be able to utilize multimodal media, and effectively design and implement them through teaching practices. This study aims to investigate English pre-service teachers' multimodal media in microteaching classes. The quantitative data were collected using questionnaire and the qualitative data were gained using teaching observation checklist. The data were collected from 150 English Pre-Service Teachers of English Language Education Study Program, Faculty of Cultural Studies Universitas

academic writing. The number of participants involved are two lecturers and twenty-eight students from the English Language Education and the English Literature study programs, Faculty of Cultural Studies in a respectable university in Malang. At first, both students and lecturers created a temporary account on the web prototype, and they were assigned two different roles: students wrote and submitted a short argumentative essay on the application and lecturers provided feedback on the essays through personal comment box accommodated. At the end of the trial, both groups revealed their experience and inputs on the features, operation accessibility, and design of the web through questionnaires. To a large extent, both lecturers and students were satisfied with the goal of the application to provide easy accessibility of assessing academic text. However, both groups agreed that more distinctive features should be added, along with a manual book and language switch feature as it is attainable that the future users of WISSE are not limited to EFL learners. The user trial results illustrate that while WISSE needs further development and revision, it exhibits proper performance and is prepared for a large-scale use.

Using Artificial Intelligence (AI) to improve Students' Speaking Skill in Higher Education

5722 Tanti Sri Kuswiyanti | Vicky Hidantikarnillah | Okta Rosfiani | Fidiyatun Adiyana

Technology has developed very significantly nowadays. People use the technology in many areas including education. There are many applications that can be used to teach English. However, one of the technology that has not been implemented in teaching English in the university is the Artificial Intelligence (AI). Artificial Intelligence can be integrated in English teaching and learning to improve students' English skills. One of the skills that can be improved by using AI is speaking skill. The aim of this study was to know the improvement of students' speaking skill by using Artificial Intelligence (AI) in English language teaching. The method used in this study was an action research, adapted from Kemmis and McTaggart. The study was conducted in University of Tangerang Raya. The data were collected by observation, questionnaire and interview. Moreover, the researcher also gave English speaking test. There were four aspects that had been scored: the overall communicative effectiveness, fluency, comprehension, and appropriateness of language. In this study, researchers found that by using Artificial Intelligence (AI) in English language teaching and learning, the students were interested and motivated in learning English. In addition, students' speaking skill in English was also getting improved.

Digital Storytelling Implementation to Teach Writing Skill for Hotel Management Students

5724 Setyo Prasiyanto Cahyono | Syaiful Ade Septemuryantoro

This study examines digital storytelling implementation to teach writing skill for Hotel Management department students. The participants of this study were the second semester students who take Professional English for Hotel Operation classes which consist of 67 students. Meanwhile, the method of this study is qualitative research by employing GBA approach. Furthermore, in collecting the data, the researchers conducted trilingual methods including interview, observation, and FGD. The results show that the application of learning with digital storytelling method goes well according to the lesson plan that had been developed by the lecturer. The study gained 67 digital storytelling as the product of the study. These results are supported by data from interviews with lecturers and the documentation. Through observation, it is also found that the lecturer facilitates

and gives motivation to students to involve actively and enthusiastically in the teaching and learning process. Besides that, students also improve their knowledge in using digital storytelling media significantly. The digital storytelling media they made was a product of the Professional English for Hotel Operation classes. At the end of the study, they were asked to create a digital story telling individually

Digital Literacy of EFL Students: Voices of Indonesian Students in Experiencing Poetry Writing

5725

Fauziah | Novita Diana

Digital literacy plays a vital role in enhancing students' language skills and fostering creativity. Despite the increasing focus on digital literacy and its impact on language learning, there is a significant research gap concerning the digital literacy of non-English major students specifically in the context of experiencing poetry writing. This study explores the experiences and perspectives of Indonesian non-English major students as they engage in poetry writing using digital platforms, shedding light on the intersection of digital literacy and language learning. The aim of this study is to give voice to Indonesian EFL students and examine their experiences with poetry writing in the digital realm. Furthermore, this study seeks to uncover the challenges, benefits, and opportunities that arise when utilizing digital tools for poetry writing, and how these experiences can inform educational practices. A total of 18 students from different background of English level participated in this qualitative case study. By collecting their writing, in-depth interviews, and reflections, we gain a comprehensive understanding of how digital literacy impacts their language learning journey. The result of study showed new perspectives and insights contribute to the broader discussions on digital literacy, language learning, and the role of poetry in personal and cultural expression. Understanding the unique needs and perspectives of Indonesian EFL students can guide the development of tailored instructional strategies that foster digital literacy skills while enhancing language proficiency.

Preparing for a New Semester: Exploring English Language Teachers' Perceptions of Using AI-Driven Chatbots in Writing Classes

5737

Pattera Thienpermpool

The integration of AI-driven chatbots, specifically ChatGPT and Bard, in writing classes can yield significant benefits for both teachers and students. One of the primary advantages of chatbots is their capacity to provide instant feedback to students regarding their writing, enabling them to identify areas for improvement in real time. Moreover, students can complete their writing assignments by entering specific prompts and receiving the desired output within seconds. Consequently, this raises the question of whether teachers cannot only detect students' use of chatbots for writing, but also train students to effectively utilize chatbots for this purpose. As some teachers choose to ban their students from utilizing chatbots, limited information exists on how English language teachers can prepare for the implementation of these technologies, particularly in the context of writing classes. As the new semester approaches, it becomes crucial to investigate teachers' perceptions of AI-driven chatbots for English instruction and how these chatbots can be effectively integrated into writing classes. This study aims to explore English language teachers' current level of familiarity with and understanding of the integration of AI-driven chatbots in writing classes. The study also seeks to identify the perceived potential benefits and challenges associated with employing AI-driven chatbots in writing instruction. Moreover, the study aims to determine English language teachers' training and support needs to facilitate the seamless

integration of these technologies in their classes. This research was conducted with 100 lecturers who teach English writing in higher education institutions, with data collected using a questionnaire. The teachers' perceptions were then analyzed, providing valuable implications for teaching English writing and teacher training.

Technology-Mediated Language Teaching: A retrospective analysis of two volumes of TEwT Journal

5742

T. Zulfikar | Emawati

Teaching English has been the subject of research for decades, and thus research on language teaching was conducted for various purposes and with various concerns. For example, interests on mediated language teaching are emerging. Scholars are exploring the extent to which media plays a significant role in language instruction. During the Covid-19 pandemic, the need for technology-mediated language teaching grows, since it is seen as one of the best alternatives in language teaching during the pandemic. This presentation therefore, aims at engaging in systematic reviews on articles published in 'Teaching English with Technology-(TEwT) journal'. This Scopus-indexed journal has published hundreds of articles exploring the uses of technology in teaching English. For the purpose of this presentation, 140 articles published in TEwT from 2016 to 2020 were reviewed as a retrospective study to identify types of technologies or media used in language teaching. The majority of studies published in this journal were conducted through empirical studies to gain broad understanding on the effect of technologies on language instructional process. Having systematically reviewed those articles through content analysis and coded the findings, I identified variations and applications of technologies in language teaching. It is shown that trends in the uses of technology in language teaching are inevitable and evolving. Variations of technologies used are also developing; more variations of technologies used are emerging giving wide varieties of technologies for language teachers to adopt. The applications of the technologies are becoming easier as today's teachers and learners are technology savvy; most of them are found to have some competencies in the use of technology in teaching. However, not all kinds of technologies or media used are effective, since technology-mediated language teaching is very much shaped by contexts, in which these technologies are applied.

Developing Student's e-Portfolio Prototype for Learning English at Higher Education

5744

Raden Muhammad Ali | Samsul Hadi | Widyastuti Purbani | Fianty Nada Huwaida | Dwi Hastuti | Raden Syaifuddin | Muhammad Kunta Biddinika

An electronic portfolio (e-portfolio) has been used for learning in many developed countries, especially in higher education. Many studies uncovered many benefits and powerful effects of e-portfolio usage, including in learning English. This study aims to explain how to develop a model or prototype of student's e-portfolio for learning English at higher education using Google Sites. This research was conducted in the Public Speaking class at a university in Yogyakarta, Indonesia, and involved a lecturer as the prototype developer, 15 students as respondents of the questionnaires, and four lecturers as experts to evaluate the prototype. The researchers used closed-ended questionnaire and four levels Likert Scale questionnaires to determine the extent to which a component is important in a student's e-portfolio. The quantitative data were analyzed with basic statistics using Microsoft Excel, and the qualitative data were analyzed by categorization, reduction, and conclusion. The results showed that there were 27 components with a "very necessary" criterion, 10 components with a "necessary" criterion, and 1 component with an "optional" criterion.

Thus, from the 38 components, it can be concluded that this model of e-portfolio is eligible as a prototype of a student e-portfolio to learn English in higher education. In addition, the researchers found that Google sites-based e-portfolio help students to collect, discuss, and master learning materials, as well as to show students' work more creatively and confidently.

Students' Perception towards Smartphone as an English Learning Media

5770

Mustafa Kamal | Usman Kasim | Iskandar Abdul Samad

This research examines students' perception and obstacles regarding the use of smartphones for English learning. A survey study was conducted using a mixed-methods approach with a concurrent embedded strategy. The participants consisted of class XI students from three senior high schools in Pidie: SMAN 2 Sigli, SMAN 1 Delima, and SMAN 2 Delima. The sample of 384 second-year students was selected through basic random sampling. Data collection involved distributing questionnaires and conducting interviews. The findings reveal that students strongly agree that smartphones enhance their confidence in learning English as a foreign language (EFL). However, smartphones were found to be ineffective in reducing their anxiety. Most students agree that smartphone learning reinforces self-independent learning and that they don't need to rely on older individuals for smartphone usage. They also find it easy to acquire skills in using smartphones and believe that smartphone learning fosters self-independence. However, the study reveals that students face challenges due to inadequate internet access in schools, as indicated by their responses. The findings emphasize the importance of addressing internet limitations to fully utilize smartphones for learning purposes.

Implementation of Sevima Edlink as E-Learning Media in Teaching-Learning Online Process During Covid-19 at English Department, Lancang Kuning University.

5775

Afrizona Niken Trisna | Jismulatif | Desi Nori Sahputri

The covid-19 turning into a global pandemic has had an impact on the world of education. It affords its miles demanding situations and possibilities for instructional institutions including, Lancang Kuning University (Unilak), Pekanbaru, Riau. Distance learning was used for education during the Covid-19 epidemic. One of the Management Learning Systems (MLS) that Lancang Kuning University (Unilak) used and advised in online learning is the Sevima Edlink program. There have been numerous advantages to using this as an E-learning media that aids in the teaching-learning process. The aim is to investigate how the implementation of Sevima Edlink as E-Learning Media in teaching English online during the covid-19 at even semester 2021-2022. This study employed a literacy study approach to the results of monitoring and evaluating learning through Sevima-Edlink and interviewed team of the Information and Learning Technology Center Unilak to dig further into its implementation. The results obtained were the implementation Sevima Edlink at Unilak as a whole faculty is in a high category but the English Department is in the medium or middle category.

Using EFL Websites for Learning Listening: Voices from University Students

5798

Rizaldy Hanifa | Siti Rahimah Yusra

In this 4.0 era, English language learning can be carried out anywhere and anytime with the help of

technology and online media such as websites which made it possible to include more types of inputs for listening. Nonetheless, learners on beginner levels might be overwhelmed to browse on their own given the abundant numbers of websites available on the internet. This study is set to discover the websites that English major students at a state university in West Sumatera use in order to facilitate listening practices as well as the students' motives in choosing the websites. To gain understanding of these matters, the researchers distributed a questionnaire to 105 students, presented under a descriptive qualitative method. The results of analysis reveal approximately 34 websites that the students often visit to practice listening, suggesting they are well versed in utilizing technological advancement to gain more inputs including real-life language use. Students' initiatives to explore the websites were motivated by the urge to increase skills in interpreting spoken utterances, improving their acquaintance with the distinctive sounds of English, and deciphering the meanings of unknown words. Furthermore, the materials' captivating audios and visuals as well as the fun learning offered engrossed learners to feel at ease when engaging with listening activities. Nevertheless, effectiveness of these learning modes still needs to be confirmed as duration spent by learners may not be sufficient enough. Further studies are also suggested to conduct analysis on students' chosen websites to provide more concrete evidence on the learning suitability.

Language Styles in "Where is Brother's Blankie?": An Application Analysis

5802

Elisa Ratih

The purpose of this study is to explore the language style of a book from Let's Read application entitled "Where is Brother's Blankie?". More specifically, this current study has aim to explore the types of language style existed and to know the purpose of language style used on "Where is Brother's Blankie?" book as the learning media. A qualitative method is employed in this study in order to answer the research problems and the document analysis is used for analyzing the data. Moreover, a book from Let's Read Application is used as the instrument of this study. Through the analysis, the findings reveal that the dominant of the language styles used on the book are informal style and casual style. Our findings are essential not only to inform English educators on the language style used on the book, but also for them to design relevant material interventions in some media by using some suitable language.

A Case Study of E-Collaborative Learning : An Effective Teaching and Learning Method To Enhance Primary School Pupils' Speaking Skills

5804

Halipah Harun

The arrival of 21st century has changed the way of teaching English among English teachers for students to accomplish good proficiency levels. It brings about pedagogical standpoint that focuses on communication, collaboration, critical and creative thinking and values with the insertion of technology. It is however challenging for every teacher to stay connected and relevant in a digital world without sufficient knowledge and practices. Moreover in the realm of acquiring English language skills, especially speaking, the selection of appropriate teaching method is very crucial. Therefore this study is highly important as to make an attempt to solve primary school pupils' problems in speaking the target language by introducing the use of e-collaborative learning during speaking lessons. Applying Social Constructivist Theory, this study is also in favour of blending in the Integrated Online Collaborative learning model to support the study. Employing an exploratory case study design, this study will be conducted on a group of 25 Year 5 pupils in one national

primary school in the northern part of Peninsular Malaysia. The pupils will participate in speaking activities that will be conducted through online collaboration with pupils in one of primary schools in Thailand. It is hoped that it will give a positive impact to primary school pupils as it delves into teaching strategies on how to speak to a partner or members in a group for effective communication.

Web-Based Teaching Resource Sharing Development: A Design and Development Research in ELT Practice

5806

Nur Iffah Muhallidah Isnaini

This paper proposes a new web-based platform that focuses on English teaching resource sharing, namely "sharEng.id". The needs of teaching materials in Indonesia become challenging since a new curriculum applied, namely Emancipated Curriculum. They must consist of essential materials without declining norms and values applied in local wisdom. Furthermore, English teachers also need to contextualize their teaching materials into existing real-life conditions by using authentic and qualified ones. Surely, there must be a platform to accommodate the English teaching resource, either obtained from pre-service teachers who have the task of making teaching resource, or from teachers who are experts in making teaching materials. This paper applied instructional design research using ADDIE model. It consists of 5 phases which are Analysis, Design, Development, Implementation, and Evaluation. This is an embodiment of Open Educational Resource platform that will expand access to teaching, augment class materials, enhance classroom content, and surely increase teachers' collaboration. For future research, in conjunction with this platform expansion, teachers' perspective of platform utilization can be deeply observed, by reason of platform improvement and betterment.

Students' Perception Towards Usage of Online Games "Genshin Impact" for Vocabulary Acquisition

5813

Muhammad Farhan | Ratna Sari Dewi | Zaharil Anasy

This study aimed to find out the Students' Perceptions towards the usage of Online Games 'Genshin Impact' on Vocabulary Acquisition. The method used in this research was quantitative through descriptive analysis. The participants were the students of the English Education Department at one of the universities in Jakarta Academic Year 2021/2022. A purposive approach was to determine students who were qualified to participate in this research. Those who passed the Vocabulary 1 course and played "Genshin Impact" were considered participants. The instruments were questionnaires and vocabulary test items. The researcher distributed the instruments on June 2022. The data of the research were analyzed using SPSS. The questionnaire result showed that the average frequency of responses over 50% of respondents could be defined as "well" responses regarding their perception towards using Online Games "Genshin Impact" for Vocabulary Acquisition. The result from the data that had been calculated using SPSS and Pearson Correlation, all responses must have the sig 2 tailed under (0.05) and rcount >.444 to become valid and have significance. All the responses had significance 2 tailed <0.05 and rcount >.444. In addition, the vocabulary test result showed that students could answer 26 questions rightly out of 30, which the researcher provided as a vocabulary test instrument. Therefore, the researcher can conclude that Students' perception towards the usage of Online Game "Genshin Impact" was good for Vocabulary Acquisition at the English Education Department at one of the universities in Jakarta Academic Year 2021/2022.

Students' Perception of Kahoot!'s Influence on Teaching and Learning

5815

Kartina Rahmadhani Rambe

The existence of Industry 4.0 contributes significantly to societal transformations. This necessitates the use of technology into all parts of life, including education. In terms of technology, the process of learning English in general does not provide many opportunities to use digital-based media in the learning process, despite the fact that these media might boost student learning motivation. Kahoot is a learning application that uses a pleasant environment to transmit learning. The Kahoot! game environment was designed with many interactive features (including suspense music), where students used mobile devices (smartphones, tablets and laptops) to join the games and answer questions, and responses to their choices were visualized. The use of educational games as learning tools (e.g. video games) is found to support the development of students' cognitive, motivational, emotional and social outlook (e.g. Papastergiou 2009; Siegle 2015). According to Wang (2015) Kahoot! allows teachers to draw on course content to construct quizzes in which students participate as players in a "game-show". The purpose of this study is to describe the students' perceptions of Kahoot and to determine its effect on student learning motivation in English classes at the STKIP Pangeran Antasari elementary school teacher education study program.

Exploring Preservice English Language Teachers' Understanding About TPACK Framework

5818

Endang Komariah | Nurul Inayah | Syarifah Athaya

Qualified English language teachers are required to have knowledge about the integration of technology, pedagogy and content knowledge in their teaching. This research aims at exploring pre-service English language teachers understanding about Technology Pedagogy Content Knowledge (TPACK) framework in English Language Teaching. The descriptive qualitative method was used in this study, and data were collected through standardized questionnaire related to TPACK framework. The result of this study shows that pre service English teachers at Universitas Syiah Kuala have high understanding of TPACK (M=3.81). The highest mean of TPACK aspect is content knowledge (M=3.98), followed by pedagogical knowledge (M=3.92), the technological pedagogical content knowledge (M=3.69) and the last is technology knowledge (M=3.65). However, 47.33% of the subjects do not use technology frequently in teaching English, 56.67% get problems in helping others to coordinate the use of content, technologies, and teaching approaches at school, 72.6% cannot select appropriate technologies to use in classroom that enhance what to teach, how to teach, and what students learn, and only 57.33% apply various knowledge in teaching speaking. It can be concluded that the pre service teachers have shown their awareness of the importance of TPACK in teaching and learning process though they still have problems in some aspects. Pre service English teachers are recommended to use technology by modifying technology and literacy to promote the quality of the teaching learning outcomes. Other researchers can focus on TPACK implementation in the classroom to compare the understanding of the framework and its practice in the field.

Pre-Service Teachers' Utilization of Digital Learning Tools in Microteaching Class

5824

Irma Soraya | Fahmy Imaniar

Microteaching which is considered as a well-established practice existed in teacher training or

teacher education deals with experience from learning to teaching. Pre-service teachers today, through microteaching class, are expected to be able to cope with digital learning tools when they are practicing. Therefore, this study aims at exploring pre-service teachers' use of digital learning tools in microteaching class. Through a qualitative approach with case study, the result reveals 12 kinds of digital learning tools used by those pre-service teachers in their practice in microteaching class. Not only that, how the they utilize those digital learning tools during their teaching practice are elicited in this study. Some are used in the material delivery, stimulation, assignment, and even assessment. An essential finding shows that pre-service teachers utilize more than two digital learning tools in a single practice. This study emphasizes that microteaching class cannot be neglected as a way to develop pre-service teachers' pedagogical competence though practices with relevant context and integration of the newest technological or digital tools which support the learning process.

Digitalizing Material Development: EFL Preservice Teacher's Best Practices

5826

Sri Ratnaningsih | Ika Lestari Damayanti

This study investigates the use of Canva as interactive media technology for designing a teacher's comic for teaching English that can assist pre-service teachers to creatively develop innovative strategies for providing a better classroom environment for English learners. This case study aims at investigating a teacher's digital comic created by 39 pre-Service teachers taking ICT Course at an Indonesian university. Based on the observation, these groups of teachers have developed their storyboard in a group of three and created their teacher's digital comic. Before the project began, they attended the training class where they had to design learning objectives, create the activities, decide the teaching for online, flipped-learning or face-to-face classes, decide the skills, and insert some interactive applications such as Vocaroo, Youtube, Bitmoji, Edpuzzle, Quizlet, Seesaw, Learning Apps, Nearpod, Quizizz, Kahoot, Wordwall, Padlet, Google jamboard, Slido and other applications to canva as the main application. After creating the storyboard, they got feedback from the trainer and peers. Findings indicate that in designing the teacher's comic, the pre-service teachers need to have well understanding of creating the learning objectives and level of students to conduct well sequence learning activities and ease them in selecting and integrating the interactive applications for learning. In addition, the Technological Pedagogical and Content Knowledge should integrate with each other to achieve learning objectives using an interactive teacher's digital comic.

Indonesian EFL Learners' Satisfaction with Blended Learning

5829

Alfian Alfian | Noprival Noprival | Monalisa Monalisa

Blended learning has been implemented in educational institutions for more than a decade. However, within the current context of learning, blended learning is considered a new teaching method that has only recently been implemented post-full online learning of COVID-19 outbreaks. However, only a few studies have evaluated the implementation of blended learning. Therefore, the current study aims to evaluate EFL students' satisfaction with blended learning implementation and to examine the differences between males and females regarding their satisfaction with blended learning. Using a cross-sectional survey design, eighty-seven Indonesian learners responded to the questionnaire to ascertain their satisfaction with blended learning implementation. The findings of this study indicate that students were generally satisfied with the implementation of blended learning. Additionally, the results indicate that EFL students are generally satisfied with the

instruction, instructor, course management, and utilization of blended learning tools. However, EFL students were less satisfied with the interactions between lecturers and students compared to other variables. The ramifications of this study are also highlighted.

Assessing Teacher Candidates' Competence in Using ChatGPT to Enhance Writing Skills

5835

Jose Belda-Medina

This study examines how pre-service teachers perceive the use of ChatGPT and other AI tools (Quiltbot, MS Bing, Google Bard) for language learning. Based on a mixed-methods approach, the research involved 58 advanced students from an EFL teacher education program who first completed several collaborative writing tasks in class without using technology. Then, the participants anonymously evaluated their own submissions alongside ChatGPT-generated versions. Quantitative and qualitative data were collected through pre-, post-, and delayed surveys, as well as class discussions and a focus group. The findings indicate that pre-service teachers have a positive perception of ChatGPT's usefulness in generating ideas, correcting grammar, and translating texts. However, concerns were raised about the accuracy, ethical implications, and potential impact of using AI chatbots on language learning. This study sheds light on the benefits and challenges associated with incorporating AI technology in language learning. It emphasizes the significance of exploring teacher candidates' perspectives and provides insights for teacher education and the effective integration of AI in language teaching and learning. By examining the perceptions of EFL teacher candidates, this research contributes to the understanding of how ChatGPT and other bots can be utilized as tools in the EFL classroom. The study highlights the importance of considering both the advantages and limitations of AI technology in educational settings.

Pre-service English Teachers' Technological Pedagogical Content Knowledge (TPACK) and Mobile-Assisted Language Learning (MALL) Acceptance

5840

Wanda Hijriani Herwanto | Slamet Setiawan | Ahmad Munir | Syafi'ul Anam

This study addresses the limited research on the integration of Mobile-Assisted Language Learning (MALL) and Technological Pedagogical Content Knowledge (TPACK) among pre-service English teachers in Indonesia. Its primary objectives are to examine the TPACK level and MALL acceptance among pre-service English teachers, as well as to determine if there are significant differences in MALL acceptance across varying TPACK levels. This study is important for expanding our understanding of integrating technology in English education, especially in Indonesia, and providing valuable insights to improve teacher training and enhance education standards in the country. By using a quantitative design and questionnaire, data was collected and analyzed using descriptive statistics and ANOVA. The results indicate that pre-service teachers possess a moderate TPACK level, and regarding MALL acceptance, participants generally found it useful and relatively easy to use, though they displayed a low positive attitude towards it. The ANOVA analysis further revealed significant differences in mean MALL acceptance scores among groups with low, moderate, and high TPACK levels. The study findings can guide teacher education programs and professional development initiatives to enhance teachers' effectiveness in using MALL, while also adding to the literature on technology integration in English education, particularly in Indonesia.

The Higher Education Students' Perception of Implementation the Malay Local Wisdom as Listening Materials

5844

Kurniawan | Mohd. Fauzi

This research aims to gather students' opinions of good listening material and the student's perception of the implementation of Malay local wisdom as Listening material. A qualitative approach was used in this research. This research was conducted at Universitas Lancang Kuning. The participants were 71 students, consisting of 23 male and 47 female students from the English department. The data was collected through interviews. Meanwhile, the data about students' perceptions of the implementation of Malay local wisdom as good listening material was collected by using a questionnaire. The result showed that the students agreed that Malay local wisdom become listening materials, and the students gave their opinion about the advantages and disadvantages of implementing it. The students gave some of the Malay local wisdom that can be implemented in listening class, such as Malay arts, Malay folk games, Malay local foods, Malay folk tales, Malay stories, and Malay advice. there are considerations aspects in Malay local wisdom, such as listening material, such as Malay subject; design and organization related to the layout and material order; language content, the relevant topic of Malay local wisdom. The results of this study have implications that Malay local wisdom can be implemented in listening classes.

Implementing Personalized Learning Instruction in EFL Classroom: Benefits and Challenges (A Preliminary Study)

5848

Ignasia Yuyun | Nenden Sri Lengkanawati | Ika Lestari Damayanti | Fazri Nur Yusuf

Digital technologies have been widely integrated into higher education as a vital learning aid, especially during the Covid-19 pandemic. Thus, teachers must use digital tools to personalize learning to meet the fifth industrial revolution. However, implementing personalized learning instruction in EFL classrooms through the learning management system has been questioned from the standpoint of undergraduate students. This preliminary study utilized personalized learning instruction in three project-based activities, including the QUEST Project, Playlist Project, and Genius Hour Project, facilitated by a learning management system. The weekly progress report and questionnaire of 16 undergraduates in a fully online course using the personalized learning pedagogy were used to collect information for a closer look at the data. This group represents EFL (English as a Foreign Language) instruction in Indonesian higher education. The notable study has demonstrated that personalized learning instruction methods provide EFL students with various benefits and challenges. Significant benefits from the three projects in this study include using technology in education, interest, engagement, better learning strategies, respecting different values and cultural features, depth of understanding, creativity, and time management. On the other hand, EFL students found significant challenges in time management, idea brainstorming, researching, and peer collaboration. This research expands knowledge on the student-teacher dynamic in personalized online learning. To enhance learning outcomes, additional studies could examine teachers' perspectives.

Digital Comic for Teaching English to Young Learners: Pre-Service English Teachers' Experiences

5855

Iylen Nurlaelawati | Ika Lestari Damayanti | Sri Ratnaningsih

In the digital era, integration of ICT into materials development is one of teachers' skills to become effective teachers. The integration has the potential to promote students' participation and interactive activity. Despite its potential, limited studies have explored the development of digital teaching materials by preservice teachers, especially in the form of comics. This case study aimed at analyzing 23 preservice digital comics in an Indonesian university, as an assignment of a EYL material development course. It involved data taken from observations, interviews, and preservice teachers' digital comics. The findings show that the preservice teachers were skillful in selecting applications and creating teaching materials in the applications after the training provided in the course. The participants used a variety of applications for their materials such as Flipgrid, Padlet, Google Jamboard, Edpuzzle, Quizlet, Seesaw, Wheels of Name, Nearpod, etc. They reasoned that the integration of applications for teaching materials might give students new experience in EYL classrooms such as attracting students' attention and interests and providing interactive activities. However, the pre-service teachers needed more guidance in objective formulation, language use for EYL class, and sequence of learning activities. The study recommends that preservice teachers are not only trained with useful applications in the process of teaching materials development but also the pedagogical and content knowledge to provide effective teaching of English for young learners.

A Systematic Review: Unveiling the Potential and Addressing the Challenges of Podcasts in English Language Learning in Higher Education

5856

Ilma Nurlatifah | Darmahusni | Sri Sumarni

Podcasts have gained popularity as an educational tool, yet there is still a need for further understanding of their impact in the context of English language learning. This study conducts a comprehensive analysis of relevant studies to explore the effectiveness of podcasts, examine their benefits, and identify the challenges faced by educators and learners. This review focuses on unveiling the potential and address the challenges of podcasts in English language learning in higher education. In doing so, this study employs a systematic review as its method. The preferred reporting items for systematic review and meta analysis (PRISMA) 2020 is used to ensure the systematic analysis of the selected publications. A total of 32 peer-reviewed journal publications from 2019 to 2023 are collected from data bases; Connected Paper, Publish or Perish, Google Scholar. The finding highlights the activities of using podcasts in English language learning and teaching, and potentials for enhancing some skills. However, the review also identifies challenges such as how the effectiveness in English language learning. The findings of this review are expected to enable educators to enhance English language learning experiences for students in higher education by considering the potentials of Podcasts.

Implementation of Case Method to Improve Students' Critical Thinking Skill

5871

Rofiqoh Rofiqoh | Maghfira Maghfira | Maf'ula Maf'ula | Annisa Nur Azizah

This study aims to explain the process of implementing a Case Method and discovering the impact of applying the Method in improving the critical thinking skills of Students of English Education Study Program in English Language Learning (ELL) Assessment Course. This study used Classroom Action Research (CAR) method which consisted of four stages, namely planning, implementing, observing, and reflecting. The research subjects were 36 students of the English Education Study Program who programmed the ELL Assessment Course in the odd semester of 2022/2023. The data analysis technique used were mean score and data reduction by selecting and transforming raw

data from field results records. The process of implementing the Case Method in improving the thinking skills of students of the English Education Study Program Tadulako University in ELL Assessment Course used five phases, namely 1) Orientation to problems, 2) Organizing students for learning, 3) guiding information/data searched, 4) facilitating the presentation of findings/information searched, and 5) analyzing and evaluating the problem solving process. The results showed that all students' scores increased from Cycle 1 to Cycle 2 compared to their scores before the treatment. In addition, the students' activeness and critical thinking skills were very high, reaching a score of 81.94. Therefore, it can be concluded that the application of Case method can improve the students' learning achievement in ELL Assessment Course.

Audiobook and Textbook Implementation in Xreading Website: EFL Undergraduate Students' Perceptions and Challenges

5877

Jalu Wintang Widodo

Based on PISA reading comprehension evaluation in 2015, Indonesia' students' reading/literacy rank is still low. This research aims to explore the students' perception and challenge in using audiobook and textbook in Xreading website. This research is conducted to EFL undergraduate students through qualitative. By using semi-structured interview, the four undergraduate students are involved to gain the data of the research. Based on the research, the EFL undergraduate students can utilize the audiobook and textbook during the extensive reading activity. The audiobook is proved to be effective to improve the students' listening skill and understand the unfamiliar words' pronunciation also easy to use in every condition. However, the audiobook have some weaknesses such as it needs strong internet data and connection and cannot control the audio speed. The textbook give the students experience as reading the physical book and the grammatical understanding. Nevertheless, the use of textbook is more time consuming and takes more time for students who have the lower reading skill to understanding the book. Hopefully, this research will be developed into the low level of education not only in undergraduate level, but also in the secondary school and this website expanded into the intensive reading.

Micro-teaching Class: Tendency in Technology Application for Teaching Practice

5897

Sri Yuliani | Shalawati | Sitti Hadijah

Trending in using technology for micro-teaching class currently become popular in practice teaching. The situation of teaching environments for new instructors, they put the situations with actual students before they demonstrate their real abilities and moreover, not all students have the same experiences. Technology can fill the gap between graduate training and practical application by combining simulation and microteaching. Micro-teaching class with a hybrid of conventional micro-teaching techniques and human simulations is criticized and problematized in this study by drawing on contextual learning and reflective practice ideologies. 62 students from the Department of English Language Education Faculty of Education and Teacher Training Universitas Islam Riau participated in a quantitative research methodology approach using documentation data. The results of the data showed that the students were helped by having technology teaching skill through the development of skills, building self-assurance, lowering tension and dread, the capacity to control classroom circumstances, choosing educational objectives wisely and creating lesson plans, the right worksheet, test, material, and techniques, improvement in ability to ask questions and speak in front of a group, as well as effective time management. Based on the results of the documentation data, their ability in the Micro-Teaching course by employing technology was more

efficient. The study recommends to overview the usage of technology in micro-teaching class.

Exploring the Impact of Technology-Enhanced Learning on Improving EFL Learners' Collaboration Skills in Short Functional Text

5919

Diki Riswandi | Yanuarius Mujiyanto | Sri Wuli Fitriati | Sukarno

This article aims at finding the significance of technology-enhanced learning (TEL) in improving the collaboration skills of English as a foreign language (EFL) learners specifically in the context of short functional text. The study explores the impact of TEL interventions on the collaboration skills of 10th-grade students at SMA Taruna Nusantara during the academic year of 2022/2023. Employing a case study research design, the study involves a sample of 25 participants. The research instrument consists of questionnaire, classroom observations, and participant interviews. TEL interventions are utilizing digital tools which are designed to enhance collaboration skills in the context of short functional text. Data collection is carried out through a qualitative method, and the collected data are analysed thematically. The results of the study demonstrate a positive impact of TEL on EFL learners' collaboration skills in short functional text. The participants showed enhanced abilities in generating ideas, providing feedback, and engaging in effective collaborative writing. The integration of digital tools facilitates communication, coordination, and cooperation among students during collaborative tasks. Additionally, learners' motivation and engagement levels improved throughout the intervention. Based on the findings, it is recommended that educators incorporate TEL approaches and use digital tools to enhance the collaboration skills of EFL learners. These interventions can create interactive and collaborative learning environments, foster collaboration skills and increase engagement among EFL learners.

The Effect of Youtube Animation Video on English Language Development in Children Group B At Sion Kindergarten, Palu City

6018

Andi Agusniatih | Widyana Putri | Durrotunnisa

The problem with this research is that children's understanding of English is still low because they think that language does not need to be introduced to children, especially in early childhood. This study aims to implement YouTube animation video, animal animation videos in English. This research method is descriptive with a quantitative approach to the type of experimental research. The aspects examined are the names of animals in English; interpreting animal names in English; designate the name of the animal according to the picture in English. Data collection techniques are carried out through observation, interviews, and documentation. The research sample was group B of Sion Palu Kindergarten, totaling 14 children who experienced difficulties in English proficiency. Data before treatment using YouTube animation video media, 0% Developing Very Well, 21.43% Developing According to Expectations, 42.86% Starting to Develop, and 35.71% Not Developing. After treatment, 21.43% developed very well, 42.86% developed according to expectations, 28.57% started to develop, not yet developed 7.14%. The results of the test analysis for the calculated t value is -10.212 in the t-test plus-minus sign is not considered so the value is $10.212 > 1.770$, it can be concluded that H_0 is rejected and H_1 is accepted which means there is an influence of YouTube animation video on the development of children's English in the group B Sion Kindergarten.

A Glimpse into AI-Supported English Language Learning Tools among Indonesian EFL Learners

6097 Anik Nunuk Wulyani | Utami Widiati | Siti Muniroh | Tengku Intan Suzila Tengku Sharif

The integration of artificial intelligence (AI) into English-language essay development is not a novel concept in English as a foreign language (EFL) learning and higher education. As AI evolves in foreign language education, the need to reconsider assessment methods for writing proficiency arises. Yet, the extent of AI tool usage among Indonesian EFL learners remains largely unexplored. This study seeks to investigate the degree of AI-assisted learning technologies employed by Indonesian students, crucial for justifying tailored assessment frameworks. Conducted via survey research, Indonesian EFL learner data was collected. The survey underwent a pilot phase with 20 students and validation by two experts. After refinement, it was shared with tertiary students through EFL teachers using snowball sampling. Data collection spanned July 7 to August 7, 2023, with 199 university student responses. Descriptive analysis unveiled usage patterns. The survey explored student familiarity, engagement, perceived ease, intention, and rationale concerning AI tools. Key findings include students' general AI awareness, varying familiarity with tools like Grammarly and Google Translate, and user-friendliness differences between well-known and lesser-known tools, students foresee using ChatGPT, Articoloo, and QuillBot and recognize AI's benefits in gathering information, essay writing, paraphrasing, and grammar checking. The limitations of the study and suggestions will be discussed further during the talk.

Does it really “help”? Exploring the Impact of AI-generated Writing Assistant on the Students’ English Writing

6134 Regina Rahmi | Zahria Amalina | Andriansyah | Adrian Rodgers

The increasing use of tools that can assist English as a Foreign Language (EFL) learners in writing fluency has brought attention to fast changing prospect of AI in education. This study reports on an evaluation of the AI-generated writing assistant in English learning. The focuses are on the potential impact and the extent of AI-generated writing assistant on L2 learners’ writing. This study recruited four seventh-semester EFL students based on the homogeneous purposive sampling characteristic. Data collection was done by means of the test and questionnaire. Analysis of the data includes text comparison to measure the Lexical Diversity indices follows by descriptive analysis of the text. Subsequently, the survey results were summarized in a descriptive manner to draw a final conclusion. The results indicate that while the AI writing assistant does help in correcting the grammatical errors and improving text cohesion and coherence, it lack of content density. Sometimes the writer’s intended message and thought were not successfully delivered and inclusion of ideas that does not correlated with the initially topic.