



PROGRAM BOOK

The 67th

TEFLIN

International Conference

and The 9th ICoELT

**“English Language Teaching and Learning Beyond the Border:
Humanity, Innovation, Technology, and Communication”**

Padang, 9-11 September 2021



**English Language and Literature Department
Faculty of Languages and Arts
Universitas Negeri Padang**





**The Association of Teaching English as a Foreign Language in Indonesia
and
Universitas Negeri Padang**

proudly present

**The 67th TEFLIN International Conference
and the 9th the International Conference on English Language and
Teaching (ICoELT)**

*“English Language Teaching and Learning beyond the Border: Humanity,
Innovation, Technology, and Communication”*

PROGRAM BOOK

Supported by:



EnglishScore



Conference Secretariat

English Department

Faculty of Languages and Arts Universitas Negeri Padang

Website: <http://teflinic2020.fbs.unp.ac.id/>

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WELCOMING MESSAGES

From Rector of Universitas Negeri Padang



Welcome to the 67th TEFLIN and 9th ICoELT conference 2021. Through this prestigious virtual conference, I would like to express my warm regard and appreciation to the keynote and invited speakers for their acceptance to participate in this conference: 1).Prof. Beverly Derewianka from Australia, 2).Dr. Bradley Horn from USA, 3).Dr. Willy Renandya from Singapore, 4). Prof. Jihyeon Jeon from South Korea. 5).Prof. Susan Gaer from USA, 6).Prof. Jirada Wudhatayagom from Thailand, 7).Dr. Subhan Zein from Australia, 8).Colm Downes from British Council, 9).Prof. Joko Nurkamto from Indonesia, 10).Prof. Suwarsih Madya from Indonesia, 11).Prof. Ali Saukah from Indonesia, 12).Dr. Gumawang Jati from Indonesia and 13).Prof. Yenni Rozimela M.Ed. PhD from Indonesia.

As the rector of Universitas Negeri Padang, I thank you all for your participation and contribution in making this conference possible to happen. This big conference is indeed, a great opportunity for scholars from all over the world, to exchange knowledge and experiences in order to strengthen not only respective expertise in the field of language teaching especially English but also our worldly friendship. With the theme English Language Teaching And Learning beyond the Border : Humanity, Innovation, Technology and Communication I am sure this conference will open up access for English scholars who join this conference to some new and interesting ideas to appropriate the research and the teaching of English that will suit the emerging condition of the world's today. The advancement of technology has certainly enabled scholars in the world to work collaboratively to implement new ways of learning, teaching and also researching English that will be beneficial for making the world a better place to live for our young generation.

Please also allow me to express my gratitude to the TEFLIN Board, the committee of this conference, presenters of the parallel sessions, teacher and student participants and all the supporting partners who have all contributed in making this conference happen today amid the Covid 19 pandemic. I hope that we all will be mindful to always apply the Covid health protocols. Let's continue to pray and do our best to stop the spread of this pandemic.

Prof. Ganefri, Ph.D

Rector of Universitas Negeri Padang

From Dean of Faculty of Language and Arts Universitas Negeri Padang



As the Dean of Faculty of Languages and Arts, I would like to welcome all speakers and participants who are participating in the 67th TEFLIN International Conference and the 9th International Conference on Language and Teaching (the 9th ICOELT) who will present from all parts of Indonesia and some other countries. Unlike the previous eight ICOELTs, this year is particularly special and this is also an honour for us as we are given the opportunity to host the 67th TEFLIN International Conference in collaboration with the 9th ICOELT, despite the Covid-19 pandemic that is still going on around us.

Therefore, please allow me to extend my congratulations to the English Language and Literature Department of Faculty of Languages and Arts of Universitas Negeri Padang that has successfully conducted these two international conferences simultaneously. Then, I would like to express my appreciation to the conference organizing committee members who have devoted their tremendous and endless efforts and time to make this great event possible.

“English Language Teaching and Learning Beyond the Border: Humanity, Innovation, Technology and Communication” is the theme of the conferences which I find really relevant to the needs of current and future situation. In the era of IR 4.0, English teachers are not only demanded to be innovative but also to embrace the knowledge and skill of information, technology and communication. The ICT skills are especially essential during this pandemic. All of these knowledge and skills should then be transferred to their students who are expected to master them for their lives now and after.

These international conferences enable all speakers to present their research, experience and ideas related to the above theme. Through the presentations and discussions, issues around the theme would be able to be explored and problems encountered by the English teachers and practitioners would be exposed and resolved. I hope that the discussions during these three days will result in the improved English teaching and research; particularly in the specified sub-themes. I hope everyone will find them inspiring, enriching, and insightful.

While it is not possible for us to shake hands or sit down on a conference table side by side, I believe that our minds and hearts are still warm with the sights and smiles from each other through the computer screen. Finally, I thank you all and wish you a successful conference.

Prof. Dr. Ermanto, M.Hum.

Dean of Faculty of Languages and Arts

From Head of English Language and Literature Department, Faculty of Languages and Arts



Welcome everyone to the joint 67th TEFLIN and the 9th ICoELT Conference 2021, in Universitas Negeri Padang. This was the first time that the TEFLIN conference was held virtually due to the Covid-19 pandemic that first hit the world in 2019. It is such an honor that this year 67th TEFLIN Conference can collaborate with our 9th ICoELT conference to accommodate classroom practitioners, researchers and academics from all over the world to exchange best practices, research ideas and experiences. Under the theme “ English Language Teaching And Learning beyond the Border : Humanity, Innovation, Technology and Communication “

We hope that this conference can become an arena for language researchers and academics to find ways together to appropriate the teaching and research of English that suits the emerging conditions of life in the 21st century.

I would like to thank the Rector and the Vice Rectors of Universitas Negeri Padang, TEFLIN Board, The Dean and Vice Deans of the Faculty of Languages and Arts, British Council and all of other supporting partners and fellow committee members for their cooperation and hard work. Without such great teamwork, this conference would not have been possible.

To all conference participants, presenters and distinguished invited speakers of the 67th TEFLIN and the 9th ICoELT Conference 2021, I wish you all a successful conference, new insights and renewed inspiration from colleagues around the world. Enjoy the conference!

Desvalini Anwar, S.S, M.Hum, PhD.

Head of English Language and Literature Department

From the Chair of Organizing Committee



On behalf of the conference organizing committee, I am pleased to welcome you all to the 67th TEFLIN International Conference and 9th International Conference on English Language and Teaching (ICoELT) hosted by the English Department, Faculty of Languages and Arts, Universitas Negeri Padang.

The theme "English Language Teaching and Learning beyond the Border: Technology, Innovation, Communication, and Humanity." This theme is based on the Industrial Revolution 4.0 in education in Indonesia.

The four educational domains in the 21st century, namely technology, innovation, communication, and humanity, are essential to facilitating contemporary language learning. In addition, the core of this theme selection is also based on the desire to adapt to the dynamic educational paradigm. We anticipate the researchers, teachers, students, and professionals from around the globe who will benefit from the informative presentations to be delivered during the three-day conference.

This conference will focus mainly, but not exclusively, on the notion of "English language teaching and learning beyond the border" to make innovations get through the border. Living in this 21st century for two decades, at least four important domains have changed with significant implications for education: technology, innovation, communication, and humanity. In each of these domains, there is hope for a better future in the world of education where the world is more globally connected, efficient, and equal; in the world where learning and teaching can be done anywhere and anytime through various resources available in both online and offline mode without neglecting the sense of humanity.

We thank the board committee of TEFLIN, keynote and plenary speakers, featured speakers, and parallel speakers, participants, session chairs, abstract reviewing team, and sponsors for helping us to create this memorable and exciting conference program. We will make any possible effort to ensure that all presenters and participants will find this conference experience academically rewarding and can yield considerable knowledge and practical ideas for future application.

Prof. Dr. M. Zaim, M.Hum

The Chair of Organizing Committee

From TEFLIN President Prof. Dr. Joko Nurkamto, M.Pd.



As the president of TEFLIN, I am pleased to welcome you all to the 67th TEFLIN International Conference, hosted by Universitas Negeri Padang. The theme of the conference this year is “English Language Teaching and Learning beyond the Border: Humanity, Innovation, Technology, and Communication”. The theme implies that learning English (and other areas of discipline) nowadays is much easier than that in the past. Today’s society cannot be separated from the idea of digital technology. Human interaction has been borderless through the setting of more interconnected spaces facilitated by the high-tech innovation of communication technology.

The unexpected pandemic within the last two years adds a significant factor for us and the education world, in general, to consider digital technology as the most effective and efficient method to keep practicing the health protocols amidst the pandemic. The teaching and learning process has been forced to shift to a more digital model.

Consequently, our field, English Language Teaching, and Learning must adapt to the digital-based setting. It provides opportunities and challenges at the same time. Digital technology provides us with opportunities to teach beyond borders enhanced by technological development. Digital technology also offers various modes of teaching and learning, which is even possible to be conducted massively through interconnected technology. Developing innovative methods that align with the new setting is the challenge of today’s era. Within the Indonesia setting, technological supports could also be a challenge in some remote areas. I do hope that this conference could provide innovative ideas, thoughts, and practical references on how to develop English Language Teaching and learning align with those opportunities and challenges.

On behalf of the National TEFLIN Board, I would like to take this opportunity to express my sincere appreciation to the Honourable Rector of Universitas Negeri Padang, the Dean of the Faculty of Language and Art, and the Head of the English Department, for their willingness and availability to host this conference. In addition, I also wish to convey my deepest gratitude to the conference committee for all their hard work which has enabled the success of this conference.

I would also like to take this opportunity to extend my appreciation to our invited speakers: (1) Prof. Beverly Derewianka, University of Wollongong, Australia, (2) Prof. Yenni Rozimela, M.Ed, Ph.D., UNP Padang, Indonesia (3) Dr. Bradley Horn, RELO Jakarta, (4) Prof. Suwarsih Madya, M.A., Ph.D., UNY Indonesia, (5) Prof. Ali Saukah, Ph.D., Universitas Muhammadiyah Kalimantan Timur, Indonesia (6) Dr. Jihyeon Jeon, ASIA TEFL, South Korea, (7) Colm Downes, British Council Jakarta, (8) Ass. Prof. Dr. Jirada Wudthayagorn, Chulalongkorn University, Thailand, (9) Prof. Dr. Joko Nurkamto, M.Pd., Sebelas Maret University, Indonesia, (10) Prof. Susan Gaer, USA, (11) Dr. Willy A. Renandya, Nanyang Technological University, Singapore, (12) Subhan Zein, Ph.D., University of Queensland, Australia, and (13) Dr. Gumawang Jati, M.A., ITB Bandung, Indonesia.

My special thanks also goes to the featured speakers, representing TEFLIN’s loyal partner organizations. They are (1) Dr Adrian Raper (Clarity), (2) Dr. Joel Meniado (RELC, Singapore), (3) Asst. Prof. Thanis Tangkitjaroenkun (ThaiTESOL, Thailand), (4) Down Lucovich (JALT, Japan), (5) Dra. Dewi Rochsantiningasih, M.Ed., Ph.D. (TEFLIN, Indonesia), (6) Mr. Tharich Puttarak (ThaiTESOL, Thailand), (7) Assoc. Prof. Datin Dr. Cynthia Yolanda Doss SFHEA (MELTA, Malaysia), (8) Dr. Mian Md. Naushaad Kabir (BELTA, Bangladesh), (9) Dr. Xavier Pradheep Singh (ELTAI, India), (10) Park, Jihyun (ALAK, South Korea), (11) Michelle Avelena (EnglishScore), (12) Prof. H. Fuad Abdul Hamied, MA, Ph. D (TEFLIN, Indonesia). I am most grateful for your participation at every TEFLIN conference. It is our hope that these good working relations will become stronger in the future.

Last but not least, I want to thank participants of the conference for taking the opportunity to be a part of this conference.

Distinguished guests, ladies and gentlemen. I wish you all a very successful conference and a wonderful time learning from one another.

Prof. Dr. Joko Nurkamto, M.Pd.

TEFLIN President

THEME

“English Language Teaching and Learning beyond the Border: Humanity, Innovation, Technology, and Communication”

SUB-THEME

1. Innovation in Language Teaching and Learning
2. ICT Based Language Teaching and Learning
3. Ecological Teaching and Learning
4. Cross-Cultural Communication
5. Teacher Professional Development
6. Teaching and Learning Language Skills
7. ESP/EAP/CLIL
8. Curriculum and Material Development
9. Linguistics in Language Learning
10. Literature in Language Learning
11. Language Assessment
12. Critical Discourse

PROFILE OF SPEAKERS

PROFILE OF KEYNOTE AND PLENARY SPEAKERS



Beverly Derewianka is an Emeritus Professor at the University of Wollongong, Australia. She has worked in the field of Language Education at the primary, secondary and tertiary levels and has spent over thirty years as a literacy/TESOL teacher educator at the university. She has acted as consultant to various curriculum bodies nationally and internationally, advising on syllabus development and national assessment policy. Her research interests include literacy development across the years of schooling, and in particular improving students' academic writing across all areas of the curriculum. Currently retired, she spends her time working with teachers on implementing whole-school literacy programs in all states of Australia and overseas. Her publications include *Exploring How Texts Work*, *A Grammar Companion for Teachers*, *School Discourse: Learning to Write across the Years of Schooling* (with Frances Christie) and *Teaching Language in Context* (with Pauline Jones).



JOKO NURKAMTO is a Professor of TESOL in the Department of English Language Education, the Faculty of Teacher Training and Education at Sebelas Maret University, Indonesia. He is currently the President of TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia). His professional and research interests include language curriculum development and teacher professional development.



Susan Gaer wears many hats. She is a retired professor, President of CATESOL, Subject Matter Expert for the Outreach Technical Assistance Center, and a partner in World Education. She has published many articles and is a co-editor of the Project Success Series (Pearson). She is passionate about the power of technology in student learning and wrote an article about the Triple E Framework for Adult Education. Another article, on this framework is pending for the Adult Literacy Journal. She has two Master's degrees. One is in English: TESOL San Francisco State University and the other is in Educational Technology from Pepperdine University.

PROFILE OF KEYNOTE AND PLENARY SPEAKERS



Colm Downes – Colm has been involved in language education for over 20 years across Europe, the Middle East and East Asia. He is currently the Director English at the British Council Indonesia



Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. He is a frequent plenary speaker at ELT international conferences and has published extensively in the area of second language education. His publications include *Language Teaching Methodology: An anthology of current practice* (2002, Cambridge University Press), *Student-centred cooperative learning* (2019, Springer International), and a recently published book chapter *Growing Our Research Impact* (2020, Springer International). He maintains a large language teacher professional development forum called Teacher Voices



Jihyeon Jeon is a professor at Ewha Woman's University, Seoul, Korea. She has served as the president of AsiaTEFL for finance and publication (2017-2020). Her recent publications appear in the English for Specific Purposes and TESOL Encyclopedia of ELT (2018). Her recent talks include teacher communication from the perspectives of interpersonal communication.

Subhan Zein (PhD, Australian National University) teaches at the University of Queensland, Australia. He is the author of [*Language Policy in Superdiverse Indonesia*](#) (Routledge, 2020). He is Asia TEFL Director of Research Publications and Principal Investigator of the British Council's *English across ASEAN Education Systems Scoping Research* (2020-2021). He is the lead editor of [*Early Language Learning Policy in the 21st Century: An International Perspective*](#) (Springer, 2021), [*Early Language Learning and Teacher Education: International Research and Practice*](#) (Multilingual Matters, 2019) and [*English Language Teacher Preparation in Asia: Policy, Research and Practice*](#) (Routledge, 2018), and he is also the editor of [*Teacher Education for English as a Lingua Franca: Perspectives from Indonesia*](#) (Routledge, 2018). His articles have appeared in refereed journals including *Language Teaching*, *Professional Development in Education*, *Journal of Education for Teaching: International Research and Pedagogy*, *Applied Linguistics Review*, and *Asian Englishes*

PROFILE OF KEYNOTE AND PLENARY SPEAKERS



Jirada Wudthayagorn is a full-time lecturer at Chulalongkorn University Language Institute and a co-president of the Asian Association of Language Assessment (AALA). She received the Royal Thai Government scholarship and earned her Ph.D. in Applied Linguistics, specializing in instruction and learning from the University of Pittsburgh, USA. Her research interests include language policy and assessment, quantitative research, and sociolinguistics. She can be reached at jirada.w@chula.ac.th.



Prof. Dra. Yenni Rozimela, M.Ed., Ph.D. is Professor in English Language Teaching at English Language Education Program of Faculty of Languages and Arts, Universitas Negeri Padang, Indonesia. She is currently served as the director of Post Graduate Program, Universitas Negeri Padang.



Ali Saukah is a senior professor at the doctorate program in English Language Teaching (ELT) of State University of Malang. His research interests include English teaching education, assessment, teacher professional development, and journal publication writing.



Dr. Anuncius Gumawang Jati, M.A. is a lecturer at Bandung Institute of Technology ITB · Humanities. He is currently served as The President of i-TELL (Indonesia Technology Enhanced Language Learning Association). He is an experienced English Lecturer with a demonstrated history of working in the higher education industry. Skilled in English as a Second Language (ESL), Intercultural Communication, Lecturing, Educational Technology, and Instructional Design. Strong information technology professional with a Doctorate focused in ICT for Education from Universitas Pendidikan Indonesia.

PROFILE OF KEYNOTE AND PLENARY SPEAKERS



Suwarsih Madya has been an English language teacher educator since 1977. With a range of experiences in international cooperation and language teacher education, she now views language teaching from multi-perspectives by relating it to other important matters such as character education, identity formation, and world peace establishment. Her research interest is around teacher and instructional developments with emphasis on autonomous learning. She has written a number of articles among others on self assessment, teacher standards, curriculum development, instructional model development in the TEFLIN Journal. Her recent publications are: Language Teaching Methodology: From the Pre-method to Post-method era (in the Indonesian language), Learning English Pronunciation Systematically: A Resource Book for Student Teachers and Teachers of English., and Penelitian Tindakan: Dari Teori ke Praktik (Action Research: Theory and Practice)



Brad Horn is the Regional English Language Officer (RELO) for U.S. Embassy in Jakarta, Indonesia. In the course of his career as a diplomat (a diplomat and educator), Brad has worked with teachers and students of English in Poland, Hungary, Turkey, Jordan, Morocco, Algeria, the United States, and, most recently, South America. He holds an M.A. in Teaching English as a Second Language from Southern Illinois University, and a Ph.D. in Applied Linguistics from Northern Arizona University. His main areas of professional interest and expertise are language policy, assessment, technology-enhanced language learning, and writing and literacy instruction.

PROFILE OF INVITED SPEAKERS



Dr. Joel Meniado is a language specialist at the SEAMEO Regional Language Centre in Singapore. He teaches courses in Teaching Reading and Writing, Technology-Enhanced Language Learning, Classroom-Based Research, and Language Assessment. His research interests include exploring innovative ways in teaching reading and writing, and using technologies to teach second language and assess language learning. For more than 20 years, he has worked as English language educator in the Southeast Asian and Arabian Gulf regions. Presently, he serves in the Membership Professional Council of the TESOL International Association in USA and as external reviewer for renowned international professional journals








Dr Adrian Raper has been studying, developing and deploying Artificial Intelligence since his PhD at Southampton University, UK in the 1980s. After lecturing at Southampton and the Massachusetts Institute of Technology, he worked as a programming manager in industry before switching to the field of education. He co-founded Clarity English where he is now Technical Director. His role is to manage development not just of the Clarity English programs themselves, but also the delivery and support systems. He is responsible for the successful implementation of millions of learning and testing sessions rolled out across the world each year.



Dr M. S. Xavier Pradheep Singh teaches English Language and Literature at St. Joseph's College, Tiruchirappalli, Tamilnadu, India. His interest in research lies in Technology Integrated Language Teaching, Teacher Development, and Assessment. He serves on the editorial board of the following journals: The MEXTESOL Journal (Mexico), Journal of Teaching English with Technology (Poland), Journal of English Language Teaching (India), Journal of Teaching and Research in English Literature (India), and Journal of Technology for ELT (India). He also trains teachers in the use of technology. He has been the resource person for more than eighty professional development programmes such as conferences, webinars, workshops, and faculty development programmes.



Dra. Dewi Rochsantiningsih, M.Ed, PhD. Teaches at the English Department of FKIP Universitas Sebelas Maret (UNS), Surakarta. She's been teaching more than 30 years, which also that long she has been supervising for thesis completion. She gained her graduate studies in Australia; from Sydney University for her M.Ed, and from Macquarie University for her Ph.D. She has major interests in the Classroom Action Research (CAR), Curriculum Development, and English for Specific Purposes (ESP). She has been carried out various research on these fields.

PROFILE OF INVITED SPEAKERS	
	<p>Tharich Puttarak graduated from Chiang Mai University with a B.A. in Philosophy and M.A. in English. He is currently an English teacher teaching at Wattanothaipayap School in Chiang Mai, Thailand. He is also an on-duty Thai Master Teacher (TMT) under Office of Basic Education Commission. His primary goal is to improve his students' English literacy and other needed skills as well as critical communication skills.</p>
	<p>Ji-Hyun Park is an assistant professor in the Department of English Education at Gyeongin National University of Education. She received her Ph. D. in Second Language Studies from the Michigan State University. Her research interests include corpus linguistics, second language acquisition, L2 writing and assessment.</p>
	<p>Thanis Tangkitjaroenkun is currently an assistant professor, teaching English language and literature for undergraduate and graduate programmes at King Mongkut's University of Technology Thonburi. He received his BA and MA in English from Chulalongkorn University (Thailand), BA in French from Ramkhamhaeng University (Thailand), MA in International Relations from University of Durham (UK) and MA in Portuguese from University of Bristol (UK). His research interests lie in postcolonial literature, sociolinguistics and linguistic landscape. He can be contacted at thanis.bun@kmutt.ac.th</p>
	<p>Fuad Abdul Hamied, UPI professor, received his doctorate in Education in 1982 from SIUC, USA. In addition to being editor/reviewer in some other renowned international journals, he has been a former President of TEFLIN and of Asia TEFL, and now Editor-in-Chief of the Indonesian Journal of Applied Linguistics. His reports and articles on language education and policies are published among others by Cambridge University Press, Routledge, Nova, Springer, and Multilingual Matters.</p>
	<p>Michelle Avelena is the Director of Global Development at British Council EnglishScore. She is an Indonesian professional in the English language testing industry, with work experiences in Cambridge English (Cambridge, UK), Paragon Testing (Vancouver, Canada), and most recently at British Council's EnglishScore (London, UK). Her experiences include championing the transition of a high-stakes English test from test-centre delivery to remote proctoring. She has a Beng (Hons) degree in Architectural Environment Engineering from the University of Nottingham, and a Master of Business Administration degree from the University of Cambridge.</p>

PROFILE OF INVITED SPEAKERS



Dawn Lucovich is an American who was born in South Korea, and has lived and worked in the US, UK, Korea, and Japan. She is currently an Assistant Professor at The University of Nagano. As a Global Management faculty member at a brand-new university, she is committed to furthering international understanding and facilitating intercultural communication. She organizes the Global Language Table, a program which connects international visitors and residents of Japan with university students in Nagano. Her research interests include assessment, linguistic landscapes, and discourse communities. She is highly interested in how professional organizations can collaborate together for the benefit of their members, creating accessible and inclusive professional spaces, and the mentoring and orientation of new and early-career professionals.







Mian Md. Naushad Kabir is Assistant Professor of English Language at the Institute of Modern Languages, University of Dhaka. He has a PhD in English Language Education from The English and Foreign Languages University, Hyderabad. Currently, he is the Vice President of Bangladesh English Language Teachers Association (BELTA), and the Founder Executive Editor of BELTA Journal. He has co-edited The Routledge Handbook of English Language Education in Bangladesh, UK: Routledge (in press). He works in the areas of curriculum, materials, assessment, and multilingualism.



Assoc. Prof. Datin Dr Cynthia Yolanda Doss is the Director of the Post Graduate Certificate of Higher Education Programme at the University of Nottingham Malaysian Campus. She has taught ESP, Critical Thinking, Pragmatics, Cross-cultural Interaction and Proficiency. Her areas of research interest are Brain-based learning, Literacy, Cognitive mapping and Critical Thinking.

PROFILE OF BRITISH COUNCIL PANEL DISCUSSION SPEAKERS

	<p>Sheryl Cooke – <i>Director, East Asia Assessment Solutions Team</i></p> <p>Sheryl Cooke leads a regional team that provides language assessment solutions for partners throughout East Asia including needs analysis, language assessment literacy training, test development, post-test services and teacher support.</p>
	<p>Trevor Breakspear – <i>Innovations Project Manager</i></p> <p>Trevor Breakspear has 18 years of teaching and training experience within the Chinese ESL and EAP contexts and over 10 years of project management experience within xviiiayantixviiiixviiiion and assessment fields. He is currently pursuing an MA in Language Testing with Lancaster University.</p>
	<p>Jan Langeslag – <i>Assessment Solutions Consultant</i></p> <p>Jan Langeslag is an experienced language instructor, trainer and assessment expert, holding an MA in Language Testing. His expertise lies in the assessment of the productive skills and analysis of rater xviiiayantixviii. In his current post with the British Council in Guangzhou, Jan promotes assessment literacy among teachers and other stakeholders through workshops and conference presentations and also plays a role in product validation research</p>
	<p>William Bayliss – <i>Assessment Solutions Consultant (Facilitator of the Panel Discussion)</i></p> <p>William Bayliss has worked in the field of language teaching and assessment for 10 years. Working as teacher and then academic manager in Chinese private language schools, before transitioning into the role of assessor, he has a wealth of experience in team management, programming and assessment delivery underpinned by an MSc in Applied Linguistics from Edinburgh University.</p>

ABOUT BRITISH COUNCIL ENGLISHSCORE



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For more information about EnglishScore Approved Partner Programme, please contact Tony Gunawan at tony.gunawan@englishscore.com



CONFERENCE ZOOM LINK

Meeting ID: 828 2745 1430

Passcode: 075499

- ✓ This is an occurring meeting ID and will be used for 3-day meetings, Thursday, September 9 until Saturday, September 11.
- ✓ For Plenary Sessions and British Council Panel's Discussion, all attendees will be automatically directed to a single main room.
- ✓ For Parallel Sessions, the zoom meeting will be splitted into 10 up to 11 separated breakout rooms, where participants can manually choose and enter any breakout rooms as they please; However, the parallel speakers must select the appointed breakout room. (Please refer to the conference timetable)
- ✓ Other participants who are not assigned as parallel speakers can return to the main room anytime then can select and go to another breakout room.
- ✓ One breakout room is designed for three parallel speakers and all breakout meetings will last approximately one hour before they are closed and all participants are returned back to the main room.
- ✓ All participants are expected to upgrade Zoom application to the latest version, and are required to sign in to anticipate any issues while using breakout room feature.

CONFERENCE TIMETABLE

Day 1, Thursday, 9 September 2021

*in Western Indonesia Time (WIB), Time zone in Jakarta (GMT+7)

TIME*	DESCRIPTION	VIRTUAL VENUE
09.00-10.00 OPENING CEREMONY		
09.00-10.00	<ol style="list-style-type: none"> 1. Preparation 2. Tari Pasambahan “The Welcome Dance” 3. The National Anthem of the Republic of Indonesia “Indonesia Raya” 4. The Hymn of TEFLIN 5. Holy Quran Recitation 6. Welcoming speech by the Conference Chair 7. Welcoming speech by the President of TEFLIN 8. Opening speech by the Rector of Universitas Negeri Padang 9. Doa recitation 	Main Room
<i>PiC: Master of Ceremony</i>		
10.00-11.30 1st PLENARY SESSION		
10.00-10.45 (13.00-13.45) in Australian Eastern Time, AET	Prof. Beverly Derewianka (Keynote Speaker) <i>(University of Wollongong)</i> Supporting Students’ Writing through a Teaching and Learning Cycle	Main Room
10.45-11.30	Prof. Yenni Rozimela, M.Ed, Ph.D <i>(Universitas Negeri Padang)</i> Reflective Teacher, Reflective Learner	
<i>Chair: Muhammad Taufik al Makmun, M.A.</i>		
11.30-12.30 1st PARALLEL SESSION		
	Natalia Faradheta Putri, Giovanni Chun Long Ma The Effect of Corrective Feedback on L2 Students’ Writing Performance	Breakout Room 1
	Dian Toar Y. G. Sumakul, Fuad Abdul Hamied, Didi Sukyadi Students’ perception of the use of AI in a writing class	
	Lestari setyowati, Sari Karmina, Ahmad Heki sujiatmoko, Nova Ariani Incorporating Environmental Education In EFL Writing Class: A Hope For A Better Future	
	Siti Mafulah The Effect of Direct and Indirect Corrective Feedback on Students’ Writing Quality	Breakout room 2

TIME*	DESCRIPTION	VIRTUAL VENUE
	<p>Lira Hayu Afdetis Mana The Development of Learning Material Model In Writing Scientific Papers By Using Guided Inquiry Method At Stkip PGRI Sumbar</p> <p>Winda Setia Sari, Anna Suryani Tambunan, Citra Anggia Putri, Juli Rachmadani Hasibuan Globalizing Local Culture through Writing Haiku: A Postcolonial Creative Writing Strategy in English Poetry Classroom</p>	
	<p>Ghina Zikra Winanda, Desvalini Anwar Analysis Of The Implementation Higher Order Thinking Skills In Tasks And Test Of English Subject At Smk Negeri 2 Padang</p> <p>Mike Okmawati Alternative Assessments in Speaking Skill Applied by English Teacher at SMA N 10 Solok Selatan</p> <p>Gita Mutiara Hati, Wisma Yunita English Teachers' Self-Assessment for Continuous Professional Development</p>	Breakout room 3
	<p>Delvi Wahyuni; Witri Oktavia; Leni Marlina; Ainul Addina Wading in the Uncharted Waters: Indonesian Teachers' Experience in Teaching Literature in English</p> <p>Desy Desmita Wulandari, Feni Munifatullah , Hery Yufrizal Modified Flipped Classroom model to Enhance Students' Reading Comprehension</p> <p>Istanti Hermagustiana, Desy Rusmawaty The Implementation of E-Learning through the Concerns-Based Adoption Model (CBAM): EFL Teachers' Experiences</p>	Breakout room 4
	<p>Luh Putu Artini Teachers' adaptive strategies in teaching online during the covid-19 outbreak and the impact on learners' learning autonomy in English subject</p> <p>Helena I. R Agustien Cloud-Based Modelling in Foreign Language Teaching</p> <p>Agus Husein As Sabiq, Anisatul Khusna, Dhelvy Ulfa Shita Adifia, Siti Hariroh Arwi Investigating Individual Differences, School Locality, and Management on the Indonesian Junior High School Students' Attitudes and Motivation toward EFL Learning</p>	Breakout room 5
	<p>Nuriyatul Hamidah, Ahmad Takhfif English Students' Remote Learning Experience During The Covid-19 Pandemic</p>	Breakout room 6

TIME*	DESCRIPTION	VIRTUAL VENUE
	<p>Zulafa Hayati Fauziyah, Dahlya Indra Nurwanti, Nia Kurniawati The Analysis of HOTS in English Test Items Used in Junior High Schools during the COVID-19 Pandemic: An Indonesian Context</p> <p>Nurdevi Bte Abdul Incorporating Synchronous And Asynchronous Learning Into English Language Activities (Ela): Strategies And Challenges In Covid-19 Pandemic Situation</p>	
	<p>Merliyani Putri Anggraini, Bambang Yudi Cahyono, Mirjam Anugerahwati, Francisca Maria Ivone Correlation Patterns between Online Reading Comprehension, Metacognitive Reading Strategy Awareness, Offline Reading Ability, and General English Proficiency</p> <p>Andi Inayah Soraya, Muhammad Ridha Anugrah Latif, Hidayatullah Yunus The Impact Of Reading Local Folklore In Improving Students Vocabulary Toward Indonesian Efl Learners</p> <p>Chuzaimah Dahlan Diem Students' Reading Avidity: How Educational Contexts of Literacy and Gender Make a Difference</p>	Breakout room 7
	<p>Desi Rochmawati, Ika Fathin Resti Martanti Enhancing English Speaking Skill By Using Aforn, An M-Learning Media For Nursing Students</p> <p>Patrisius Istiarto Djiwandono Implementing Merdeka Belajar (Independent Learning): Some Activities For English Department Students</p> <p>Ilham Hakim, Zul Amri An analysis of students' speaking Ability in class presentation during covid-19 Pandemic at IAIN Padangsidimpuan</p>	Breakout room 8
	<p>Sumarni, Aries Utomo Social Strategy In Language Learning Toward Online Platforms</p> <p>Ririn Ovilia, Ainul Addinna Students' paraphrasing strategies and Their Challenges in Paraphrasing</p> <p>Mukrim Efl Teachers' Motivation In Collaborative Action Research Engagement: Self Determination Theory Perspectives</p>	Breakout room 9
	<p>Ahmad Sugianto "Are they merely pictures?": Delineating the images represented in acrostic poems of a primary level EFL textbook</p>	Breakout room 10

TIME*	DESCRIPTION	VIRTUAL VENUE
	Sintha Tresnadewi, Ahmad Heki Sujiatmoko, Francisca Maria Ivone Adding Meaning to Online Grammar Classes through Pedagogical Translation	
	Titus Sulistyowati Developing And Validating The Metacognitive Awareness Speaking Questionnaires	
12.30-13.30 BREAK TIME		
13.30-15.45 2nd PLENARY SESSION		
13.30-14.15	Dr. Bradley Horn (Regional English Language Office) Relo Academic Writing Centres Program	Main Room
14.15-15.00	Prof. Suwarsih Madya, M.A., Ph.D. (Universitas Negeri Yogyakarta) Searching for an Appropriate Approach to Learning	
15.00-15.45	Prof. Ali Saukah, M.A., Ph.D. (Universitas Muhammadiyah Kalimantan Timur) The New Roles of Teachers in the Advancement of IT	
<i>Chair: Mariam Kartika Tresni, M.M.</i>		
15.45-16.30 BREAK TIME		
16.30-17.30 2nd PARALLEL SESSION		
	Aridah The Role of Language Learning Strategies in the Efficacy of Focused and Unfocused Feedback in Enhancing EFL Writing Ability	Breakout Room 1
	Asalia Iga Ambarinata, Irfan Rifai my supervision process is like a hell period": Examining Supervisory Support to EFL Students during Writing an Undergraduate Thesis	
	Zulkifli Tanipu, Novi Rusnarty Usu, Nurlaila Husain Recurrent Multi-word Sequences in the Research Abstracts of EFL Learners and EFL Professional Writers in Indonesia: A-Corpus Based Study	
	Liliana Harahap, Desvalini Anwar Students' Ability in Writing Argumentative Essay at English Department of Universitas Negeri Padang	Breakout room 2
	Annisa Salsabila, Christhoper Ariwinata, Khristina Designing Writing Skill Of Law Students With English Specific Purpose On Public And Private University	
	Nikmah Hayati Tanjung, Muhammad Al Hafizh Undergraduate Students' Ability in Writing Argumentative Essay at Universitas Negeri Padang	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Mega Safitri, Anik Nunuk Wulyani, Suharyadi The mismatch between students' expectation and the implementation of corrective feedback in the online class (Unheard voice from students toward assessment in online class)	Breakout room 3
	Muhammad Yoga Prabowo, Sarah Rahmadian Computer-Based English Competency Assessment for Scholarship Selection: Challenges, Strategies, and Implementation in the Ministry of Finance	
	Miftahurrizki Habiburrahman, Edi Trisno Evaluation Of Formative Assessment In The Textbook For Senior High School Grade Xi	
	Atiqah Nurul Asri, Faiz Ushbah Mubarak, Aly Imron The Implementation of Low-Cost Educational Videos in Teaching TOEIC ® Preparation for Non-English Department Students	Breakout room 4
	Yentri Anggeraini Exploring The Implementation Of Digital Tools In Online Classroom	
	Faishol Hadi, Achmad Anang Darmawan The Implementation of Virtual Board Games in Teaching Speaking to the Undergraduate Students	
	Ni Made Wahyu Suganti Cahyani, Made Hery Santosa Virtual Café: Equitizing Online Learning within Active and Meaningful Community of Learning in the EFL Content Subjects	Breakout room 5
	Diah Kristina, Ni Luh Putu Setiarini, Bob Morison Sigalingging ok (Recontextualizing English for Tourism in Indonesia: A Need Analysis Driven Approach)	
	Siti Maulida Kamaliyah Students' Speaking Activity On Zoom Application: A Need Analysis	
	Dian Yurnita Sari, Yetti Zainil The Implementation of Online Teaching During Pandemic Covid-19 and its problem in EFL Classrooms	Breakout room 6
	Ni made Anggi Arlinaputri, Rizqi Akbarani University Learners' Response toward English Online Learning during Covid-19 Pandemic	
	Eunae Kim, Lewinna C. Aguskin Teacher-Student Relationship In Promoting English Language Learners' Engagement For Online Learning During The Covid-19 Pandemic	
	Brigitta Septarini Rahmasari The Use Of Authentic Materials In Teaching Reading	Breakout room 7
	Rengganis siwi Amumpuni REAP (Read, Encode, Annotate, Ponder) Strategy in Teaching Reading	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Suyadi Reading Difficulties In Narrative Text Online Learning “Edmodo” At Vocational High School In Jambi City	
	Muflihatuz Zakiyah An Alternative Way for Assessing Speaking in Online English Teaching and Learning	Breakout room 8
	Syifa Fauziah Irsyad Teachers’ and Students’ Needs for Authentic Assessment for Speaking Skills in Online Learning	
	Zaiyana Putri, Sabrina, Marisa Yoestara, Septhia Irnanda, Nyak Mutia Ismail, Kamaliansyah Walil The Constraints of Online Teaching: The Perspectives of English Teachers in Underdeveloped Rural Areas of Aceh	
	Siti Muniroh Reconceptualising critical thinking in EFL teacher education in an Indonesian university	Breakout room 9
	IGA Lokita Purnamika Utami Inquiring English teachers with Non-English Education Qualification in Bali: Do They Know How to Teach English?	
	Utami Widiati, Yazid Basthomi, Utari Praba Astuti, Asih Santihastuti Exploring Vocational High School Teachers’ Critical Incidents: A Case Study	
	Annisa Tasyakurna M, Hermawati Syarif The Level Of Students’ Ability In Translating Report Text From Indonesian Into English At Universitas Negeri Padang	Breakout room 10
	Lafziatul Hilmi, Dian Safitri Discovering English Students Perception On Translation; A Pilot Study Of Project Based Learning In Translation Course	
	Arini Hidayah The Vocabulary Selection Strategy In Donald Trump’s Speech at A Public Event For The First Time Since After Covid-19 Diagnosis	

Day 2, Friday, 10 September 2021

*in Western Indonesia Time (WIB), Time zone in Jakarta (GMT+7)

TIME*	DESCRIPTION	VIRTUAL VENUE
08.00-09.00 FEATURED SESSIONS		
08.00-08.30 (09.00-09.30) in Hong Kong, HKT (UTC +8)	Dr Adrian Raper (Clarity) Pronunciation - poor relation or golden child?	Breakout Room 1
08.30-09.00 (09.30-10.00) in Singapore, SGT (UTC +8)	Dr. Joel Meniado (RELC) Universal Design for Learning (UDL) in Online Language Classrooms: Strategies and Insights <i>Chair: Dra. Yetty Zainil, MA, Ph.D</i>	
08.00-08.30 (08.00-08.30) in Bangkok, Thailand (UTC +7)	Asst. Prof. Thanis Tangkitjaroenkun (ThaiTESOL) Multicultural literature as Tool to Develop Thai University Students' Global Competence: Practices, challenges and suggestions	Breakout Room 2
08.30-09.00 (21.30-22.00) in New York, NY, USA *EDT (UTC -4)	Down Lucovich (JALT) Designing and Doing: Professional Development in the Zoom Era <i>Chair: Dr. Ratmanida, M.Ed</i>	
08.00-08.30	Dra. Dewi Rochsantiningsih, M.Ed., Ph.D. (TEFLIN) Self-Study on Thesis Consultation: A Reflection as an Undergraduate Thesis Supervisor	Breakout Room 3
08.30-09.00 (08.30-09.00) in Bangkok, Thailand (UTC +7)	Mr. Tharich Puttarak (ThaiTESOL) Using an OBEC English Debate Approach as a Tool for Developing Critical Communication Skills <i>Chair: Sitti Fatimah, SS, M.Ed., Ph.D</i>	
09.00-10.00 3rd PARALLEL SESSION		
	Eliasanti Agustina Utilizing Systemic Functional Linguistics (SFL) and Learning Management System (LMS) in EFL Writing Practice	Breakout Room 1

TIME*	DESCRIPTION	VIRTUAL VENUE
	<p>Dyah Sunggingwati The opportunities and tensions in writing a summary of academic articles: The voices of student teachers in an EFL context</p> <p>Dessy Atika Suri Hutasuhut, Muhammad Al Hafizh Graduate Students' Ability In Constructing Coherence In The Review Of Related Theories Of Thesis Proposal</p>	
	<p>Yulina Oktaviani Harahap, Hermawati Syarief Students' Anxiety In Writing Introduction Of Thesis Proposal At Universitas Muslim Nusantara Al Washliyah Medan</p> <p>Futia Mursela, Ratmanida Students' Perception In Using E-Learning For English Writing Activity</p> <p>Maria Safriyanti Enhancing Students' English Listening Comprehension Using Clustering Technique</p>	Breakout room 2
	<p>Dennisya Marwa The Washback Effect Of Minimum Competency Assessment (AKM) Test General Papers</p> <p>Kiki Rizki Amelia, Fitri Novia Investigating Students' Barriers In Young Adult Literature</p> <p>Hasnul Insani Djohar Teaching Women's Literature of the Ummah at the English Department of Universitas Islam Negeri Syarif Hidayatullah Jakarta.</p>	Breakout room 3
	<p>M. Zaim, Refnaldi, Yetty Zainil, Syifa Fauziah Irsyad The Implementation of Authentic Assessment for Assessing Students' Reading Skills at Senior High School</p> <p>Heriyanti Tahang, Gerda Gustiana Gifelem, Yuliana A Anagrams Technique: The Study Of Teaching Vocabulary To West Papuan Efl Students</p> <p>Ikhsanudin Using Podaca To Evaluate Local Culture-Based Learning Materials Evaluation Instrument</p>	Breakout room 4
	<p>Adhan Kholis, Heni Dwi Iryanti Integrating Digital Tools into ESP Teaching: A Need Analysis of a Business English Course</p>	Breakout room 5

TIME*	DESCRIPTION	VIRTUAL VENUE
	Asmi Rusmanayanti Need Analysis on Indonesian Students' Language Technology and Language Learning Autonomy	
	I Putu Indra Kusuma "I know how to teach with technology": Online English Learning in Rural Areas during the COVID-19 Pandemic	
	Nenden S.L. EFL teaching and learning during the pandemic: Intricacies and challenges	
	Richmond Stroupe Stroupe, Sukristiningsih Sukristiningsih English language education in West Papua Province: Challenges, successes, and recommendations for professional development	Breakout room 6
	Fitri Alfarisy, Girindra Putri Ardana Reswari Learning English through Social Media: University Students Perspectives	
	Tuminah Donie Fadjar Kurniawan, Noor Faridha The Effectiveness of Story Telling Using Book Creator in Learning Reading	
	Wenny Elsara Developing Sq3r Integrated With Digital Interactive Multimedia To Develop Students Reading Skill On Islamik Text At Smp Pmt Prof.Dr.Hamka 2 Padang	Breakout room 7
	Rohani Ganie, Tengku Silvana Sinar, Fikry Prastya Syahputra Intrinsic Analysis and Types of Question Understanding in Solving Reading Comprehension Question	
	Muzakki Bashori, Roeland Van Hout, Helmer Strik, Catia Cucchiarini Reducing foreign language speaking anxiety through automatic speech recognition-based websites	
	Irka Maharani, Supriyono, Adin Fauzi Patient's Complaint Jigsaw Card (Pcjc) To Teach Speaking Skill For Second Semester Nursing Students	Breakout room 8
	Sisri Ovalina Assessing Speaking Ability of First-year Students of English Department at Graduate Program of Universitas Negeri Padang	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Syamdianita The Voice of EFL Pre Service Teachers in Preparing Technology-Based Additional Teaching Materials	Breakout room 9
	Diah Safithri Armin Teacher Professional Development: An evaluation of Indonesian EFL novice teachers' perceived TPACK	
	Khoiriyah, Utami Widiati, Bambang Yudi Cahyono A Closer Look at Collaborative Lesson Planning in Online Teaching Practice Program: Shaping EFL Pre-service Teachers Professional Identity	
	Nihta V.P Liando, Chris Caesar Pikirang, Fergina Lengkoan Learner Autonomy in EFL Learning	Breakout room 10
	Yulmiati, Muhammad Zaim, Atmazaki Considering Students' Reading Interest in Developing Reading Assessment in Higher Education	
	Atsushi Iida Assessing second language poetry writing: Linking assessment, learning, and language use	
10.00-11.30 3rd PLENARY SESSION		
10.00-10.45 12.00-12.45 in Seoul, South Korea (UTC +9)	Dr. Jihyeon Jeon (Ewha Woman's University) Developing Cooperative Principles for Communication: An Audience-Centered Approach for a Global Context	Main Room
10.45-11.30	Colm Downes (British Council Indonesia) Climate Action in Language Education: integrating environmental issues into English language teaching.	
<i>Chair: Chairil Anwar Korompot, Ph.D.</i>		
11.30-13.30 JUMAH BREAK TIME		
13.30-15.00 4th PLENARY SESSION		
13.30-14.15 (13.30-14.15) in Bangkok, Thailand (UTC +7)	Ass. Prof. Dr. Jirada Wudthayagorn (Chulalongkorn University Language Institute) Investigating English language skills of grade 6 students in different English language learning programs	Main Room
14.15-15.00	Prof. Dr. Joko Nurkamto, M.Pd (Universitas Sebelas Maret) Interrogating The Discourse Of Teachers As Agents Of Change From An Agency Perspective	
<i>Chair: Dra. Dewi Rochsantiningsih, M.Ed., Ph.D.</i>		

TIME*	DESCRIPTION	VIRTUAL VENUE
15.00-16.00	4th PARALLEL SESSION	
	<p>Djatismika, Lastika Ary Prihandoko, Joko Nurkamto A Survey on Indonesian EFL Students' Growth Mindset, Self-Efficacy, and Metacognition in Academic Writing Performance</p> <p>Yanti Sri Rezeki Collaborative Writing during Remote Teaching: Challenges and Affordances for EFL Pre-service Teachers</p> <p>Wisma Yunita, Azhar Aziz Lubis, Mukhrizal Features Of Efl Students' Difficulties In Writing Paragraphs At The Tertiary Education Level Context</p>	Breakout Room 1
	<p>Epi Stiyo Pujowati, Afdal Ade Hendrayana Indonesian Efl Learners' Relative Clauses Interference</p> <p>Mirjam Anugerahwati, Sri Rachmajanti A Profile Of Primary School Students' Literacy Through Emi In Clil Context</p> <p>Siti Patonah, Rifki Irawan Bilingualism in English as a Foreign Language (EFL) Classroom Context</p>	Breakout room 2
	<p>Sisilia Setiawati Halimi Materials Development for Teaching English to Young Learners: A Community Engagement Program</p> <p>Ainun Fatimah, Rezky Ramadhani, Andi Inayah Soraya Syntatic Accuracy: Efl Learners In Using Modals And Modality In Sikola Virtual Learning</p> <p>Erna Nawir An Overview of Pedagogical Grammar Learning as a Second and/ or Foreign Language: Community Language Learning Method in an Open Learning Platform</p>	Breakout room 3
	<p>Arif Husein Lubis, Eri Rahmawati Incorporating flipped learning in teaching English grammar for EFL students across proficiency levels</p> <p>I Putu Yoga Purandina, Gusti Ayu Putu Diah Permata Sari AR Engaging Early Childhood Learners of EFL through Balinese Folklore Picture Books during Distance Learning in Singaraja Bali</p>	Breakout room 4

TIME*	DESCRIPTION	VIRTUAL VENUE
	Gusti Nur Hafifah, Francisca Maria Ivone, Bambang Yudi Cahyono Developing a Teacher Cognition on ICT Instrument: Confirmatory Factor Analysis	
	Ni Nyoman Padmadewi, Luh Putu Artini, Ni Made Ratminingsih, Putu Kerti Nitiasih The Use Of Blended Shape Poem Technique As An Inovative Literacy Program Of Teaching English For Young Learners During Pandemic Outbreak	Breakout room 5
	Yune Andryani Pinem, Andi Dian Rahmawa Elements in Games, Songs, and Movie in Remote Teaching during Covid-19 Affecting Vocabulary Achievement.	
	Kurniasih, Bambang Y.C, Utari Praba Astuti, Nunung Suryati EFL Students' Writing Anxiety During Online Learning Environment During the Covid-19 Pandemic	
	Darliza Listari, Yenni Rozimela The Perception of Students in Using ICT in ESP Course at the Faculty of Mathematics and Science of Universitas Negeri Padang	Breakout room 6
	Fadhilah, Hamzah The Perceptions toward the Implementation of Online Learning: A Study on ESP Teachers and Students of UNP	
	Murni Mahmud Students' Voices In The Use Of Facebook And Instagram In The University Context	
	Satyawati Surya, Dian Anggriyani Think Aloud for Teaching Extensive Reading	Breakout room 7
	Muhammad Iqbal Siregar English for Specific Purpose: Exploring Current Issues in Vocational High School	
	Jufri The Effectiveness of Scaffolding Model in Teaching Reading towards the Students' Reading Ability at SMA in Padang City. 2018	
	Pipit Rahayu, Yenni Rozimela, Jufrizal Students' Public Speaking Assessment for Persuasive Speech	Breakout room 8

TIME*	DESCRIPTION	VIRTUAL VENUE
	Herlina Daddi A Case Study On Male And Female Lecturers' Strategies In Teaching Speaking Skill At Tertiary Education Context	
	Fatin Amira, Zul Amri Students' Speaking Ability On Youtube Based Video Project In Online Class During Covid19 Pandemic At Universitas Asahan	
	sutarno, Novita Eka Tristiana The Impact of Online Microteaching Class on Pedagogical Competence or EFL Pre-service Teachers in Indonesia	Breakout room 9
	Susilo Instructed comprehensible input as manifested in EFL virtual classes practiced by the pre-service teachers in the PPG	
	Fadhil Ramadhani English Teachers' Attitudes Towards Google Form as an Online Assessment Tool	
	Richmond Stroupe, Priyatno Ardi, Maskota Delfi, Made Hery Santosa, Masitowarni Siregar Effective educational leadership in the Indonesian context: Leaders in secondary schools	Breakout room 10
	Anna Riana Suryanti Tambunan, Winda Setia Sari, Fauziah Khairani Lubis, Widya Andayani Engaging Students into A Community of Practice to Support Students' Academic Writing: A Study in Higher Education	
	Kurniawan The Online Teaching and Learning Listening's Subject in higher Education During the COVID-19 Pandemic	
16.00-16.30	BREAK TIME	
16.30-17.30	BRITISH COUNCIL PANEL DISCUSSION	
16.30-17.30	Sheryl Cooke, Trevor Breakspear, Jan Langeslag <i>(British Council)</i> Technology in Language Assessment: Impact on the Classroom	Main Room
<i>Chair: William Bayliss</i>		

Day 3, Saturday, 11 September 2021

*in Western Indonesia Time (WIB), Time zone in Jakarta (GMT+7)

TIME*	DESCRIPTION	VIRTUAL VENUE
08.00-09.00 FEATURED SESSIONS		
08.00-08.30 (09.00-09.30) in Malaysia (UTC +8)	Assoc. Prof. Datin Dr. Cynthia Yolanda Doss SFHEA (<i>MELTA</i>) An Ecosystem Promoting English Language as a Positive Force for Intercultural Communication, Peace and Unity	Breakout Room 1
08.30-09.00 (07.30-08.00) in Dhaka, Bangladesh (UTC +6)	Dr. Mian Md. Naushaad Kabir (<i>BELTA</i>) Online assessment during COVID-19 at the tertiary level of education in Bangladesh: Current practices, challenges and choices	
<i>Chair: Dr. Muhd. Al Hafizh, S.S.,M.A.</i>		
08.00-08.30 (06.30-07.00) in India (UTC +5:30)	Dr. Xavier Pradheep Singh (<i>ELTAI</i>) Gamification – A Panacea for Engagement Crisis in ELT	Breakout Room 2
08.30-09.00 (10.30-11.00) in Seoul, South Korea (UTC +9)	Park, Jihyun (<i>ALAK</i>) A construction-based analysis of syntactic diversity across L2 proficiency levels	
<i>Chair: Andi Muhammad Irawan, S.S., M.Hum., Ph.D</i>		
08.00-08.30	Michelle Avelena (<i>EnglishScore</i>) Impact of COVID-19 in Accelerating Mobile Delivery for English Language Testing	Breakout Room 3
08.30-09.00	Prof. H. Fuad Abdul Hamied, MA, Ph. D (<i>TEFLIN</i>) Why and how much should English as a lingua franca be accommodated in the Indonesian context?	
<i>Chair: Witri Oktavia, S.Pd, M.Pd.</i>		
09.00-10.00 5th PARALLEL SESSION		
	Ni Luh Putu Setiarini Focusing the Content of Articles, Yet Neglecting the Citation and Reference Style	Breakout Room 1
	Dewi Sartika Enhancing Students' Writing Skill Using Roundtable Technique	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Gita Sri 15ayanti, Yenni Rozimela Using Contextual Teaching and Learning (CTL) strategy to improve Students' Writing Skill.	
	Nahdhiyah The Role of Learning Literary Work in Enhancing the Awareness of Loving Nature	Breakout room 2
	Reimundus Raymond Fatubun The Significance of George Orwel's Animal Farm in Contemporary Indonesian Socio-Political Situation and Its Pedagogical Implication for the EFL Classroom	
	Richard J. Stockton EAL learner identity research through fictional narrative: Cases in Indonesia TESOL	
	Alber , Erna Nawir, Widya Syafitri, Marhamah, Yulianto , Arimuliani Ahmad Media Based-Technology: Distraction Or Diversion? (A Review Of Digital Media As Instructional Aids To "Path" Teachers' Digital Competence)	Breakout room 3
	Indah Muzdalifah Analysis of Using Google Voice as Learning Media through Task-Based Learning Method	
	Arif Suryo, Issy Yuliasri, Widhiyanto, Sri Suprpti English Podcast As Media To Improve English Skills in The Covid-19 Pandemic Situation In Higher Education	
	Lia Agustina A Case Study Method in Teaching ESP Course Enhance Students' Communication Skill	Breakout room 4
	Seri Malini Promoting Creative Thinking Of Students Through Literary Teaching	
	Sumarsih The Implementation of Lectora Inspire as Interactive Learning Media on Reading Narrative Text for the Eight Grade Students at SMP N 27 Medan	
	Ahmad Ridho Rojabi EFL Students' Experiences in Exploiting Microsoft Teams as a Videoconferencing System in Times of COVID-19	Breakout room 5
	Lastika Ary Prihandoko, Djatmika, Joko Nurkamto Challenges and Solutions to Undergraduate Thesis Supervision during the COVID-19 Pandemic in Indonesia: A Sequential Mixed Method	

TIME*	DESCRIPTION	VIRTUAL VENUE
	A.ST.Aldilah Khaerana, Andi Inayah Soraya, Muh. Ridha Anugrah Receptive And Productive Skills Online Learning During Covid-19 Pandemic	
	Sri Yuliani Webtoon Short Story In English Class: Students' Perception	Breakout room 6
	Setyo Prasiyanto Cahyono Register in Classroom Discourse: an SFL Perspective	
	Aryuliva Adnan, Yosannia Arnaz, Ratmanida Microteaching students' perception of discovery learning method	
	Fitrawati, Hermawati Syarif, M.Zaim Critical Reading Text Book Analysis: A Feasibility of Teaching Material Evaluation	Breakout room 7
	Noor Rachmawaty, Weningtyas Parama Iswari, Effendi Limbong Teaching English Remotely: Issues, Challenges and Opportunities	
	Maulana Mualim, Indah Puspitasari Examining Students' Self Efficacy Beliefs in Mobile Assisted Language Learning during the Emergency Remote Teaching	
	Dian Misesani Promoting Confidence To Communicate And Interact Through The Lecturer-Developed Academic Speaking Course Book	Breakout room 8
	Fadel Nur Irsyad, Ratmanida ELT Students' Communication Strategy on Speaking Performance Defined by Gender In Universitas Negeri Padang	
	Yulinda Oktaviana Harahap, Yenni Rozimela The Level Of Students'anxiety In Speech At Universitas Muslim Nusantara Al Washliyah Medan	
	Yetti Zainil, Zul Amri, Ratmanida EFL Teachers' Oral Questions at Junior High Schools: A Conversational Analysis and Stimulated Recall Interview	Breakout room 9
	Nur Arifah Drahati Production-Oriented Approach Enactment in Co-Designing Pedagogical Content Knowledge 21CL with Indonesian Teachers	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Untari Gunta Pertiwi, Evi Azizah Vebryanti, Dana Waskita, Lusia M Nurani Teacher's Self-Efficacy on Designing Digital Material in E-learning: A Case Study in a Vocational School	
	Rohfin Andria Gestanti Translation Strategies in English Test: What Students Employ Beyond the Test.	Breakout room 10
	Fatchul Muin Interference of Students' Native Language in Their Oral Production of English	
	Nyak Mutia Ismail The Impacts Of Modelled-Reading Strategies On Students' Reasoning Skill Ability	
	Hengki Using Praat to see Error made by Fourth semester students of English study program in Pronouncing English Voiced and Unvoiced Dental Fricative	Breakout room 11
	Mercya Christ Sita Dewi, Kenti Sugiyati, Widya Ratna Kusumaningrum An Exploratory Case Study on Indonesian EFL Students Tendency on Virtual Classroom	
10.00-10.45 5th PLENARY SESSION		
10.00-10.45 Friday, Sept 10, 20.00-20.45 in Santa Ana, CA, USA	Prof. Susan Gaer (Catesol) The Triple E Framework: Integrating Technology into Instruction	Main Room
10.45-11.30 (11.45-12.30) in Singapore, SGT (UTC +8)	Dr. Willy A. Renandya (Nanyang Technological University, Singapore) How to improve proficiency via extensive reading and listening	
<i>Chair: Dr. Ikhsanuddin</i>		
11.30-12.30 6th PARALLEL SESSION		
	Yeli Eka Sintya, Muhammad Al Hafiz Undergraduate Students' Ability In Constructing Cohesion In The Background Of The Problem Of Thesis	Breakout Room 1
	Fitri Novia, Eva Saptarina, Lestari Process Writing Approach (Pwa): The Correlation Between Writing Habit And Students' Writing Achievement	

TIME*	DESCRIPTION	VIRTUAL VENUE
	fitri handayani Utilizing Essay Punch in Teaching Essay Writing: EFL University Students' Perception	
	Eripuddin , Jufrizal, Agustina Thanking Expressions in Teaching and Learning Process at English Department of Pasir Pengaraian University	Breakout room 2
	Nuriska Noviantoro, Didi Suherdi, Pupung Purnawarman Reconstructing Learners' Engagement in an ESP-based MOOCs: Learners' Perspectives	
	Winnie Berliana An Analysis of Using PISA, AKM and UN	
	Muflihatuz Zakiyah English Language Needs of Boarding Students	Breakout room 3
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ABSTRACTS

The 67th

TEFLIN

International Conference

and The 9th **ICoELT**

“English Language Teaching and Learning Beyond the Border:
Humanity, Innovation, Technology, and Communication”

Padang, 9-11 September 2021



English Language and Literature Department
Faculty of Languages and Arts
Universitas Negeri Padang





The Association of Teaching English as a Foreign Language in Indonesia
and
Universitas Negeri Padang

proudly present

**The 67th TEFLIN International Conference
and The 9th the International Conference on English Language and
Teaching (ICoELT)**

*“English Language Teaching and Learning beyond the Border: Humanity,
Innovation, Technology, and Communication”*

ABSTRACT BOOK

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**The 67th TEFLIN
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Abstracts

KEY NOTE SPEAKER

Supporting Students' Writing through a Teaching and Learning Cycle

Beverly Derewianka
University of Wollongong

Abstract

This presentation will describe how two teachers from a centre for new arrivals in Australia scaffolded their young students' writing using the teaching and learning cycle (TLC) developed by Rothery and colleagues (1994). The TLC draws on a Vygotskian sociocultural approach, which asserts that learning is an essentially social process in which the support of more experienced others plays a crucial role as learners work towards independently achieving their learning goals. The teachers built the students' knowledge of the topic ('Shelter') through class discussions, videos, photos and drawings along with supported reading practices (modelled, shared, guided, collaborative and independent reading). They explicitly taught the class about the purpose for writing (the genre of description) and some relevant language features for describing, drawing on Halliday's (Halliday & Matthiessen 2014) functional grammar. They provided models of the target genre and analysed these with the class. Throughout the task, the teachers supported the students' writing by demonstrating how they would write such a text, jointly constructing a similar text with the students, encouraging collaborative writing, and conferencing with groups and individuals about their drafts. The students' final drafts revealed a level of success far higher than what they would have achieved without such support.

Bio-Beverly Derewianka is an Emeritus Professor at the University of Wollongong, Australia. She has worked in the field of Language Education at the primary, secondary and tertiary levels and has spent over thirty years as a literacy/TESOL teacher educator at the university. She has acted as consultant to various curriculum bodies nationally and internationally, advising on syllabus development and national assessment policy. Her research interests include literacy development across the years of schooling, and in particular improving students' academic writing across all areas of the curriculum. Currently retired, she spends her time working with teachers on implementing whole-school literacy programs in all states of Australia and overseas. Her publications include *Exploring How Texts Work*, *A Grammar Companion for Teachers*, *School Discourse: Learning to Write across the Years of Schooling* (with Frances Christie) and *Teaching Language in Context* (with Pauline Jones).

PLENARY SPEAKERS

Developing Cooperative Principles for Communication: An Audience-Centered Approach for a Global Context

Jihyeon Jeyon
Ewha Woman's University

Abstract

Have you ever experienced difficulties communicating with people around you? In this talk, we will view an audience-centered approach and explore some of the difficulties that we may face in dealing with a global context, where people of different cultures and native languages are communicating in English. How can we communicate effectively to succeed in our work performance and to foster good human relationships? Cooperative principles for communication will be suggested to teach students to be able to communicate with global audiences.

Bio-Jihyeon Jeon is a professor at Ewha Woman's University, Seoul, Korea. She has served as the president of AsiaTEFL for finance and publication (2017-2020). Her recent publications appear in the English for Specific Purposes and TESOL Encyclopedia of ELT (2018). Her recent talks include teacher communication from the perspectives of interpersonal communication.



RELO Academic Writing Centres Program

Bradley Horn

Regional English language Office (RELO)

Abstract

In this plenary session, the speakers will talk about the establishment of academic writing centers at Universitas Indonesia (UI), Institut Teknologi Sepuluh Nopember Surabaya (ITS), Universitas Negeri Malang (UM), and Universitas Airlangga Surabaya (UNAIR) as part of the 2021 Academic Writing Center Support Funds Program from the Regional English Language Office (RELO), U.S. Embassy Jakarta. RELO Director Dr. Bradley Horn will explain the background of the initiative and the series of activities that RELO, U.S. Embassy Jakarta developed to support scholarly publications in Indonesia. Professor Diah Arimbi (UNAIR), Professor Maria Anintyasari (ITS), Dr. Harni Kartika Ningsih (UI), Dr. Yusnita Febrianti (UM) will share their successes and challenges in setting up the centers and initiating day-to-day operations. They will elaborate on how they developed the policies and procedures, tutor training, consultations, workshops, webinars, and other programs to improve academic writing in English as a Foreign Language at their respective centers.

Bio - Brad Horn is the Regional English Language Officer (RELO) for U.S. Embassy in Jakarta, Indonesia. In the course of his career as a diplomator (a diplomat and educator), Brad has worked with teachers and students of English in Poland, Hungary, Turkey, Jordan, Morocco, Algeria, the United States, and, most recently, South America. He holds an M.A. in Teaching English as a Second Language from Southern Illinois University, and a Ph.D. in Applied Linguistics from Northern Arizona University. His main areas of professional interest and expertise are language policy, assessment, technology-enhanced language learning, and writing and literacy instruction.



Interrogating the Discourse of Teachers as Agents of Change from an Agency Perspective

Joko Nurkamto
Universitas Sebelas Maret
jokonurkamto@gmail.com

Abstract

The Indonesian Government through the Ministry of National Education and Culture has enacted a new curriculum policy so called *Merdeka Belajar* (democratic learning). This policy has led to the *Guru Penggerak* (teachers as agents of change) program. In this program, teachers must possess the ability to help students improve their competence, sustain teacher professional development (teacher learning), and enact their role as agents of change at meso and micro levels. The ultimate goal of this policy is to empower teachers to act as future educational leaders who can create spiritually and intellectually competent learners. In this plenary talk, I would like to address the notion of *Guru Penggerak* from a policy perspective. Then, I wish to interrogate what *Guru Penggerak* means and how to help teachers materialize this concept through an agency lens. I argue that understanding teacher agency can make teachers aware of their positions and roles of being agents of change and lifelong learners.

Key words: *agents of change, guru penggerak, teacher agency*

Bio-Joko Nurkamto is a Professor of TESOL in the Department of English Language Education, the Faculty of Teacher Training and Education at Sebelas Maret University, Indonesia. He is currently the President of TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia). His professional and research interests include language curriculum development and teacher professional development.



Foreseeing the Partnership with Artificial Intelligence in ELT

Anuncius Gumawang Jati

Abstract

The perspective of emerging technology could be seen from two different lenses. The view that technology would threaten society as it could take over some existing jobs, and the view that technology could create opportunities that offer new ways to learn, communicate, share, create, and collaborate (Winthrop, R., Barton, A. & McGivney, E. 2018). It is suggested that the education personnel start building a harmonious partnership with intelligent machines. In the attempt to transform and revolutionize the educational system. The focus of this presentation is to bring your attention to the uses of AI in the area of English Language Teaching (ELT). This topic is far too broad to cover in this short presentation, so I will narrow my focus to the partnership of AI with English teachers and students. Five schools of thought; dystopian, utopians, technology optimists, productivity sceptics and optimistic realists (Knickrehm, M. 2019) is going to be presented first and followed by how AI can be utilized in ELT. The second part, the possible partnership of AI with English teachers will be discussed and elaborated. AI as a “personal tutor” especially in the area of writing will be demonstrated and discussed. The last part of this presentation will mainly discuss the possibilities of using AI for supporting teachers in preparing a lesson.

Key words: *mobile learning, educational technology, AI*

Bio- Dr. Anuncius Gumawang Jati, M.A. is a lecturer at Bandung Institute of Technology ITB · Humanities. He is currently served as The President of i-TELL (Indonesia Technology Enhanced Language Learning) Association). He is an experienced English Lecturer with a demonstrated history of working in the higher education industry. Skilled in English as a Second Language (ESL), Intercultural Communication, Lecturing, Educational Technology, and Instructional Design. Strong information technology professional with a Doctorate focused in ICT for Education from Universitas Pendidikan Indonesia.



Climate Action in Language Education: Integrating Environmental Issues into English Language Teaching

Colm Downes
British Council Indonesia

Abstract

We have a climate emergency. The negative effects of climate change will be particularly strong in Indonesia. This talk will focus on the importance of integrating environmental issues into English language teaching, and practical ways teachers can develop and deliver lessons with a sustainability focus in engaging and meaningful ways. We need to bring climate change education into our classrooms now and help our learners prepare for the future, where climate change resilience and adaptation will be essential skills for survival and success.

Bio-Colm has been involved in language education for over 20 years across Europe, the Middle East and East Asia. He is currently the Director English at the British Council Indonesia



The Triple E Framework: Integrating Technology into Instruction

Susan Gaer & Kristi Reyes
CATESOL

Abstract

Have you ever wondered how well you were integrating technology into your lessons? The Triple E Framework, developed by Dr. Liz Kolb in 2011, is a framework designed to help educators measure how well they integrate technology tools into instruction and provide ways to help increase its use. The Triple E Framework is a useful extension of previous technology integration frameworks like SAMR (Puentedura, 2012), TPACK (Thompson & Mishra, 2007), and TIM (University of Florida 2005), which focus guidance on how teachers should design learning. In contrast, the Triple E Framework focuses more on what students do with technology. The goal of the framework is to ensure that technology use supports student engagement, and then, while engaged, their learning is enhanced and extended by technology.

Bio-Susan Gaer wears many hats. She is a retired professor, President of CATESOL, Subject Matter Expert for the Outreach Technical Assistance Center, and a partner in World Education. She has published many articles and is a co-editor of the Project Success Series (Pearson). She is passionate about the power of technology in student learning and wrote an article about the Triple E Framework for Adult Education. Another article, on this framework, is pending for the Adult Literacy Journal. She has two Master's degrees. One is in English: TESOL San Francisco State University and the other is in Educational Technology from Pepperdine University.

Bio-Kristi Reyes, MA TESOL, has been an ESL instructor in the noncredit ESL program of MiraCosta College in California, USA since 1998. She has experience in providing professional learning opportunities for the adult education field as a subject matter expert for the Outreach and Technical Assistance Network (OTAN), a state leadership project in California.



Investigating English Language Skills of Grade 6 Students in Different English Language Learning Programs

Jirada Wudthayagorn
Chulalongkorn University Language Institute

Abstract

In Thailand, improving English language ability has been one objective of education reforms. The current policy has been aimed at lowering the age to start learning the English language in compliance with the use of the Common European Framework of Reference (CEFR). It has been mandated that English is taught every day from grade 1 onward (one hour per day, five days a week), and by the end of grade 6, students should achieve the CEFR A1. This research investigated English language ability of grade 6 students in one school where two different English language learning programs were offered. The non-English Program (EP) group of students studied all subjects in Thai, and the English Program (EP) group of students studied Math and Science in English. In English classes, these two groups either joined the Thai program (TH), where the students studied English mainly with Thai teachers of English, or joined the Language Specialized (LS) Program where the students studied English with native speakers. At the end of the school year, 108 grade 6 students took the Cambridge Young Learners English Test (Mover A1 level). The results showed that, on the whole, the students achieved A1. When looking in greater detail, many students received full scores for all skills being assessed. In summary, young Thai learners seemed able to achieve CEFR A1 within six years. That is, they were ready to progress to the next level while some might need extra help in some skills.

(Acknowledgement: This research project was fully funded by Chulalongkorn University and was carried out the research team including Chatraporn Piamsai and Phasphan Thanompongchart)

Bio-Jirada Wudthayagorn is a full-time lecturer at Chulalongkorn University Language Institute and a co-president of the Asian Association of Language Assessment (AALA). She received the Royal Thai Government scholarship and earned her Ph.D. in Applied Linguistics, specializing in instruction and learning from the University of Pittsburgh, USA. Her research interests include language policy and assessment, quantitative research, and sociolinguistics. She can be reached at jirada.w@chula.ac.th.



Searching for an Appropriate Approach to Learning

Suwarsih Madya
Yogyakarta State University

Abstract

The goal of teaching English as a foreign language is the learners' ability to use this international language for various communication purposes. Believing that learners are basically the subjects of learning, the EFL teachers should base any of their instructional decisions on their students' learning needs, which are to a great extent related to their characteristics. Assuming that the success of learning EFL depends on the students' determination to invest their resources and considering that an EFL class consists of students of different levels and types of intelligences and different types of personalities, the teacher needs to apply some appropriate learning approach. In this connection, this paper will explore three main approaches to learning, i.e. pedagogy, andragogy, and heutagogy, to search for the appropriate one that can support the development of students' capacity to be a lifelong learner. Lifelong learning capacity will ensure the continued improvement of their English proficiency.

Key words: *approach, capacity, investment, intrinsic motivation, self-determination*

Bio - Suwarsih Madya has been an English language teacher educator since 1977. With a range of experiences in international cooperation and language teacher education, she now views language teaching from multi-perspectives by relating it to other important matters such as character education, identity formation, and world peace establishment. Her research interest is around teacher and instructional developments with emphasis on autonomous learning. She has written a number articles among others on self-assessment, teacher standards, curriculum development, instructional model development in the TEFLIN Journal. Her recent publications are: Language Teaching Methodology: From the Pre-method to Post-method era (in the Indonesian language), Learning English Pronunciation Systematically: A Resource Book for Student Teachers and Teachers of English., and Penelitian Tindakan: Dari Teori ke Praktik (Action Research: Theory and Practice)



How to Improve Proficiency via Extensive Reading and Listening

Willy A Renandya

National Institute of Education

Nanyang Technological University, Singapore

Abstract

Numerous studies have shown that students who do a great deal of self-selected pleasure reading and listening develop more positive attitudes towards language learning, have wider vocabulary and more sophisticated grammar, and become better language users. Despite these remarkable language learning benefits, extensive reading & listening continues to receive little attention in the language classroom in Indonesia. The aim of my presentation is to (1) provide an update of the theory that underpins extensive reading & listening (2) discuss best practices for implementing it in various L2 contexts and (3) offer practical tips on how English teachers can integrate it in their teaching.

Bio-Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. He is a frequent plenary speaker at ELT international conferences and has published extensively in the area of second language education. His publications include *Language Teaching Methodology: An anthology of current practice* (2002, Cambridge University Press), *Student-centred cooperative learning* (2019, Springer International), and a recently published book chapter *Growing Our Research Impact* (2020, Springer International). He maintains a large language teacher professional development forum called Teacher Voices.



The New Roles of Teachers in the Advancement of IT

Ali Saukah

Universitas Muhammadiyah Kalimantan Timur

Abstract

Teaching is a profession which will apparently exist forever. We need teachers to help students learn, and learning is life-long. Nobody can stop learning. In the advancement of Information Technology enriched with Artificial Intelligence, however, online education is a promising alternative to the conventional one for quality education. Access to learning resources through the internet of things is now inevitable. Learning resources in the internet exceed the amount which can be provided by the presence of teachers in the class. Teachers should not ignore the fact that there is more knowledge available in the internet than knowledge that teachers have. The paper will address the following questions: Can all the roles of a teacher in the class be replaced by IT? Can the presence of a teacher in the class be replaced by anything else? Must teachers be IT-literate to help students learn in the class and outside the class? If the teachers are still needed to help students learn, how should they help their students learn?

Bio- Ali Saukah is a senior professor at the doctorate program in English Language Teaching (ELT) of State University of Malang. His research interests include English teaching education, assessment, teacher professional development, and journal publication writing.



TEFLIN in the 21st century: Towards national frameworks of teachers' English Proficiency

Subhan Zein

British Council & The University of Queensland

Abstract

This presentation focuses on national frameworks of Indonesian teachers' English proficiency. It outlines statistics on English teachers in Indonesia. It describes the need for using the Common European Framework Reference (CEFR) for languages as a framework of English teachers' proficiency, as argued in Renandya, Hamied, and Nurkamto (2018). The presentation draws on data generated from a British Council-funded study on English in basic education in ASEAN as reported in Zein (In Press-a, In Press-b) to learn from the experiences of other ASEAN member states on their adoption of the CEFR. Data show that Malaysia, Thailand, and Vietnam struggle in their use of the CEFR, with issues including unrealistic expectations set by CEFR-based policies, misrepresentation of national curricula, and inappropriate assessment practices. Analysis shows that the CEFR does not cater for the recently endorsed Southeast Asia Teachers Competency Framework (SEA TCF) and new approaches such as translanguaging and English as a lingua Franca (ELF). Given the absence of national English proficiency standards, it is argued that the CEFR may be used temporarily while academics and TESOL scholars work to develop: 1) *General English Proficiency Framework*; 2) *English-for-Teaching Framework*. General English Proficiency Framework, intended for teachers and students, deals primarily with appropriate use of the language in various discursive situations. English-for-Teaching Proficiency Framework, intended for teachers, focuses on the use of appropriate register of English for classroom teaching in consideration of the complex relationship between teacher language, classroom interaction, and learning (Freeman, 2017; Walsh, 2011, 2013; Young, et al. 2014). The presentation outlines the working principles for the two frameworks of proficiency to prepare for TEFLIN in the 21st century.

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Bio-Subhan Zein (PhD, Australian National University) teaches at the University of Queensland, Australia. He is the author of *Language Policy in Superdiverse Indonesia* (Routledge, 2020). He is Asia TEFL Director of Research Publications and Principal Investigator of the British Council's *English across ASEAN Education Systems Scoping Research* (2020-2021). He is the lead editor of *Early Language Learning Policy in the 21st Century: An International Perspective* (Springer, 2021), *Early Language Learning and Teacher Education: International Research and Practice* (Multilingual Matters, 2019) and *English Language Teacher Preparation in Asia: Policy, Research and Practice* (Routledge, 2018), and he is also the editor of *Teacher Education for English as a Lingua Franca: Perspectives from Indonesia* (Routledge, 2018). His articles have appeared in refereed journals including *Language Teaching*, *Professional Development in Education*, *Journal of Education for Teaching: International Research and Pedagogy*, *Applied Linguistics Review*, and *Asian Englishes*

Reflective Teacher, Reflective Learner

Yenni Rozimela
Universitas Negeri Padang
yenni.rozimela@fbs.unp.ac.id

Abstract

Reflective practice is an important aspect of teacher professional development to improve the quality of teaching and learning process and result. Even though this topic been around for decades and has attracted a great attention from educationists and researchers, its implementation by many teachers and learners seem to be unnoticed. This presentation will explore the concept of reflective practice, the strategies of reflective teaching and learning, and how teachers can help learners to be reflective individuals. Reflective teaching or learning can be generally defined as is a process of reconstructing or reorganizing experience to enhance the meaning of an experience (Rodgers, 2002). Teachers' beliefs, teachers' metaphors, and maxims can also be brought to the level of awareness through reflective practice. There are three types of reflection- reflection for action, reflection in action, and reflection for action. Each has its own purpose and main activities. Research, experiences, and observations reveal the benefits and challenges of reflective practice. To illustrate, a couple of studies dealing with reflective practice conducted by the writer and other researchers will be explained in order to show the extent to which reflective practice affects various aspects of teaching and learning. Based on these studies, it is argued that reflective practice has to be programmed as such that teachers and students do it on a regular basis. Thus, the process can be monitored and the result can be assessed for continuous improvement.

Key words: *reflective, professional, quality, teacher, learner*

Bio- Prof. Dra. Yenni Rozimela, M.Ed., Ph.D. is Professor in English Language Teaching at English Language Education Program of Faculty of Languages and Arts, Universitas Negeri Padang, Indonesia. She is currently served as the director of Post Graduate Program, Universitas Negeri Padang.



FEATURED SPEAKERS

Pronunciation — Poor Relation or Golden Child?

Adrian Raper

Clarity

adrian.raper@clarityenglish.com

Abstract

It is obvious that good pronunciation is key to effective communication. Why, then, is it neglected in so many English courses? We will start this session by looking at research from different countries that provides answers to this question. Among these is the so-called “dark cycle” – a lack of confidence among teachers, which then transfers itself to the next generation — described in a study from Wesley College of Education, Ghana. We will look at how we can use technology to break this cycle, and to build confidence in teachers and students, in both the segmental and suprasegmental aspects of pronunciation. As teachers, we owe it to our students to bestow a little more love on pronunciation, transforming it from the neglected poor relation to the treasured golden child.

Bio-Dr Adrian Raper has been studying, developing and deploying Artificial Intelligence since his PhD at Southampton University, UK in the 1980s. After lecturing at Southampton and the Massachusetts Institute of Technology, he worked as a programming manager in industry before switching to the field of education. He co-founded Clarity English where he is now Technical Director. His role is to manage development not just of the Clarity English programs themselves, but also the delivery and support systems. He is responsible for the successful implementation of millions of learning and testing sessions rolled out across the world each year.



An Ecosystem Promoting English Language as a Positive Force for Intercultural Communication, Peace and Unity

Cynthia Yolanda Doss

MELTA

cnyrich@gmail.com

Abstract

Last year was a rude awakening for the world, especially for educators and policy makers. The coronavirus pandemic upended almost every aspect of education. It was not just the move from classrooms to computer screens but also tested basic ideas about instruction, attendance, testing, the role of technology and the human connections that hold it all together. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. This has helped move learning beyond the classroom and into the world at large. The education that a child will receive through this system will ensure their all-round, holistic development—something that is crucial in making a capable workforce for the unpredictable future. Furthermore, with today's many challenges, English language education can be an instrument to drive the goals of UNESCO to teach mutual respect and understanding through intercultural communication. After all, the status of English is that it is a global language and the language of science, technology, business, tourism, diplomacy and global problem solving. This paper hopes to showcase an English Language Ecosystem that helps connect students, encourages intercultural communication and collaboration and fosters mutual understanding and respect. This will help not only view learners as brains to be filled with structures and vocabulary, but also as whole persons living and moving in a globalised environment.

Bio-Assoc. Prof. Datin Dr Cynthia Yolanda Doss is the Director of the Post Graduate Certificate of Higher Education Programme at the University of Nottingham Malaysian Campus. She has taught ESP, Critical Thinking, Pragmatics, Cross-cultural Interaction and Proficiency. Her areas of research interest are Brain-based learning, Literacy, Cognitive mapping and Critical Thinking.



Self-Study on Thesis Consultation: A Reflection as an Undergraduate Thesis Supervisor

Dewi Rochsantiningih
Universitas Sebelas Maret (UNS)
dewi_roch@hotmail.com

Abstract

This paper shares a self-study in which I am reflecting on my practice as a teacher educator in regard with my roles and responsibilities as an undergraduate thesis proposal. The success of a thesis/dissertation for under graduate and graduate students relies on the roles of the supervisor. As to the supervisor, the skills and competence to assist the students in the journey of conducting the research to the completion of the thesis is perceived as an academic achievement and personal complimentary. On the other hand, questions are self-directly asked at the situations of a supervisee student failed to complete the thesis beyond the faculty/university deadline. This self-study is my effort to understand my students struggling in their way of completing their thesis, and how I am able to supervise them better. In trying to clarify the problem, I came to the points of questioning 1) the most difficult/easiest chapter to work on; 2) challenges during thesis completion; 3) to what extent the supervisor assisting the students; and 4) the expectations to the supervisors. The data were collected from about 50 students through questionnaires, interviews, and my reflectivenotes on the consultation.

Key words: *self-study, teachereducator, reflectivepractice, thesis supervisor*

Bio-Dra. Dewi Rochsantiningih, M.Ed, PhD. teaches at the English Department of FKIP Universitas Sebelas Maret (UNS), Surakarta. She's been teaching more than 30 years, which also that long she has been supervising for thesis completion. She gained her graduate studies in Australia; from Sydney University for her M.Ed, and from Macquarie University for her Ph.D. She has major interests in the Classroom Action Research (CAR), Curriculum Development, and English for Specific Purposes (ESP). She has been carried out various research on these fields.



Why and How Much Should English as a Lingua Franca Be Accomodated in the Indonesian Context

Fuad Abdul Hamied
Indonesian University of Education

Abstract

Given the global need for English, the transition from English as a foreign language to English as a lingua franca needs to be taken into consideration. In short, language education should develop useful contextual and multicultural resources and approaches in order to properly meet the demands of a changing society. Therefore, I will highlight the features of Indonesian multilingualism while discussing why and how much we have to accept English as a lingua franca for language education, for the teaching of English throughout the country. Meanwhile, disturbing phenomena have created educational problems and hidden blessings, especially in multicultural and multilingual environments where teachers need to deal with new teaching techniques and methods as well as assessment tools on a day-to-day basis, especially in order to take advantage of the available technologies. The benefit of this phenomenon is that we could position English as a lingua franca as a medium to present our rich cultural diversity and multitude.

Bio- Fuad Abdul Hamied, UPI professor, received his doctorate in Education in 1982 from SIUC, USA. In addition to being editor/reviewer in some other renowned international journals, he has been a former President of TEFLIN and of Asia TEFL, and now Editor-in-Chief of the Indonesian Journal of Applied Linguistics. His reports and articles on language education and policies are published among others by Cambridge University Press, Routledge, Nova, Springer, and Multilingual Matters.



Designing and Doing: Professional Development in the Zoom Era

Dawn Lucovich
JALT
president@jalt.org

Abstract

This presentation will discuss how a virtual community of practice (CoP) was designed to bring people together via technology in order to communicate, collaborate, and provide professional development opportunities during the COVID-19 pandemic. Details from the first six months of a new initiative for connecting researchers and teachers virtually will be examined, including how a peer-to-peer model benefits both peripheral and active members of the community (Lave & Wenger, 1991). How the emerging CoP has differences from and commonalities with distributed and other online communities of practice will also be discussed (Kimble, et al., 2000; Wenger, et al., 2002). Examples of successful collaboration and innovation, in the form of projects that began as a result of the initiative, will be provided. Finally, future ways to improve the initiative and further establish and promote the virtual CoP will be proposed.

Bio-Dawn Lucovich is an American who was born in South Korea, and has lived and worked in the US, UK, Korea, and Japan. She is currently an Assistant Professor at The University of Nagano. As a Global Management faculty member at a brand-new university, she is committed to furthering international understanding and facilitating intercultural communication. She organizes the Global Language Table, a program which connects international visitors and residents of Japan with university students in Nagano. Her research interests include assessment, linguistic landscapes, and discourse communities. She is highly interested in how professional organizations can collaborate together for the benefit of their members, creating accessible and inclusive professional spaces, and the mentoring and orientation of new and early-career professionals.



Universal Design for Learning (UDL) in Online Language Classrooms: Strategies and Insights

Joel Meniado
RELC
joel.meniado@relc.org.sg

Abstract

In many countries, addressing diversity and inclusivity issues remain a struggle. Some school policies and practices cause disparity and inaccessibility, while some instructional activities and resources at classroom level engender inequality. During the Covid-19 pandemic, these scenarios became even more apparent when schools went online and marginalized learners had extremely limited access to required information and resources. This paper will examine an educational approach that can possibly help address these issues. It will explore how the Universal Design for Learning (UDL) – a framework that provides flexibility for learners to access knowledge and demonstrate their learning – can be properly implemented in (online) English language classrooms. It will also illustrate UDL best practices that can be adopted/adapted by language teachers in the Southeast Asian region. Participants are expected to gain some insights on how they can apply different UDL principles and strategies suitable to their own EFL/ESL contexts.

Bio-Dr. Joel Meniado is a language specialist at the SEAMEO Regional Language Centre in Singapore. He teaches courses in Teaching Reading and Writing, Technology-Enhanced Language Learning, Classroom-Based Research, and Language Assessment. His research interests include exploring innovative ways in teaching reading and writing, and using technologies to teach second language and assess language learning. For more than 20 years, he has worked as English language educator in the Southeast Asian and Arabian Gulf regions. Presently, he serves in the Membership Professional Council of the TESOL International Association in USA and as external reviewer for renowned international professional journals



Using an OBEC English Debate Approach as a Tool for Developing Critical Communication Skills

Tharich Puttarak
ThaiTESOL
Dishy_guy@hotmail.com

Abstract

Education in 21st century anticipates students to be critical thinkers as well as critical communicators. However, it can be a difficult business to produce such an aforementioned skilled-equipped person. Being aware of the particular fact, the purposes of this study were, first, to create critical communication skills through the use of educational innovation called, "DARE" while the second objective was to have the students apply the skills gained to participate in the 2019 OBEC English Debate Competition: Central Zone. The instruments used to deliver the critical communication skills, based on the compilation and the adaptation of OBEC English Debate approach, were writing, listening, and speaking exercises as well as a pre and post evaluation form. Percentages were used to analyze the data. The results of study found that the innovation DARE succeeded in improving students' critical communication skills. 39 out of 45 students, 86.67 %, went above the minimum requirement of 75% goal. Students therefore, effectively D:declare their main statements; A:analyze the information they have profoundly reviewed to support their declarations; and R:reassure what they have stated with reliable E:evidence to critically credit their speeches. This innovation also succeeded in enabling the student representatives to apply the skills and competing in OBEC English Debate Competition. With the application of the skills, they proudly received a gold medal in the provincial cluster round (Central Zone) and a bronze medal from the national tournament.

Bio-Tharich Puttarak graduated from Chiang Mai University with a B.A. in Philosophy and M.A. in English. He is currently an English teacher teaching at Wattanothaipayap School in Chiang Mai, Thailand. He is also an on-duty Thai Master Teacher (TMT) under Office of Basic Education Commission. His primary goal is to improve his students' English literacy and other needed skills as well as critical communications skills.



A Construction-Based Analysis Of Syntactic Diversity Across L2 Proficiency Levels

Jihyun Park

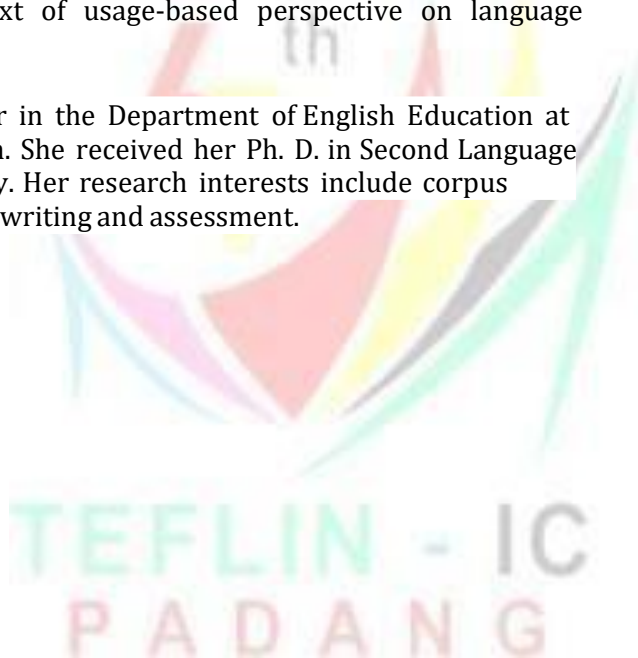
ALAK

jhpark21@ginue.ac.kr

Abstract

Syntactic complexity has long been regarded as an important construct in second language (L2) proficiency. Researchers have pointed out its multidimensional nature and developed a variety of measures to tap into different dimensions of the construct. However, widely used measures of complexity mostly capture the degree of sophistication or elaboration, but not so much the range or diversity, though this dimension has been widely investigated in terms of lexical complexity. This study attempts to fill the gap by looking into the dimension of diversity from a verb-argument construction (VAC) perspective. We investigated whether the use of more diverse types of VACs could be indicative of more advanced L2 proficiency. The specific research questions were as follows: 1) What are the distributional frequencies of VACs in EFL learners' writings? 2) Do these distributional frequencies change across proficiency levels? 3) Do different VACs emerge at different levels? A corpus of 390 essays written by Korean EFL learners was compiled and analyzed. The essays were grouped by proficiency levels which were independently measured by a cloze test. All instances of VACs in the corpus were retrieved and analyzed using a part-of-speech tagging tool and a concordance tool. Thirteen verb-argument constructions and their sub-patterns were identified. The occurrence and frequencies of each construction were then tallied at the level of the individual essay (writer) and proficiency group. The implicational scaling technique was employed to investigate the emergence of the construction relative to proficiency level. The results showed that more advanced writers tended to use more diverse VACs, and different constructions did emerge at different proficiency levels. The findings will be discussed in the context of usage-based perspective on language development.

Bio-Ji-Hyun Park is an assistant professor in the Department of English Education at Gyeongin National University of Education. She received her Ph. D. in Second Language Studies from the Michigan State University. Her research interests include corpus linguistics, second language acquisition, L2 writing and assessment.



Online Assessment During COVID-19 at the Tertiary Level of Education in Bangladesh: Current Practices, Challenges and Choices

Mian Md. Naushaad Kabir

BELTA

naushaadk@gmail.com

Abstract

Since March 2020, all the educational institutes were shut down due to health threats posed by Covid-19. As a quick alternative to such standstill in education, online teaching (OT) appeared to be effective and popular among the stakeholders worldwide. Though the technology used for OT has hardly been explored and utilized to such a massive extent in the past, stakeholders, soon enough, self-educated themselves with new technological features. Challenges, however, appeared when the issues of assessment, both formative and summative, needed to be dealt with. Maintaining validity, reliability, fairness and academic integrity in learner assessment became an insurmountable task for both the assessors and the assesseees. On the one hand, maintaining these cornerstones of assessment seemed to be a daunting task, while, on the other hand, a call for resilience and empathy for the assessors and the assesseees, especially who faced discriminations in terms of access, equity, economic stability due to Covid 19, became essential. In response, the Government had to compromise with the standard practices of assessment. However, the private universities continued to assess learners. This paper reports current practices, challenges and opportunities of online-based assessment at Bangladeshi private universities during the pandemic. Primary data was collected in the latter half of 2020 from a nationwide survey of the private universities. Findings show how the fundamental concepts, and initial concerns of immediate stakeholders regarding assessment are treated in an education system run in a top-down fashion.

Bio-Mian Md. Naushad Kabir is Assistant Professor of English Language at the Institute of Modern Languages, University of Dhaka. He has a PhD in English Language Education from The English and Foreign Languages University, Hyderabad. Currently, he is the Vice President of Bangladesh English Language Teachers Association (BELTA), and the Founder Executive Editor of BELTA Journal. He has co-edited The Routledge Handbook of English Language Education in Bangladesh, UK: Routledge (in press). He works in the areas of curriculum, materials, assessment, and multilingualism.



Multicultural Literature as Tool to Develop Thai University Students' Global Competence: Practices, Challenges and Suggestions

Thanis Tangkitjaroenkun
ThaiTESOL
thanis.bun@kmutt.ac.th

Abstract

By definition, global competence roughly revolves around having “cultural awareness and respectful interactions” in our diverse societies for collective well-being and sustainable social development (PISA, 2018). To cultivate and foster global competence effectively, teachers are expected to expose their students to a wide variety of today’s challenging issues: race, politics, gender and environment. A question then arises to EFL and ESL teachers in Thailand and probably elsewhere as in how they can take part in this process and contribute to the goal of global competence education. As an advocate of English literature, I trust that the study of literature can be exploited for the stated purpose. The benefits of literature have been extensively discussed and English and/or literature teachers can take full advantage of literary texts that are both rich in quality and thick in quantity. However, upon investigation, multicultural literature which by definition means the literature written by minority writers can urge us to revisit the notion of minority itself. Since minority authors such as Toni Morrison, Alice Walker, Kazuo Ishiguro or Amy Tan have long been celebrated and included in the literary canon of the West, the word ‘minority’ needs to be seriously reconsidered. On the other hand, prominent authors from the East, Southeast Asia included, have not received the same attention from the international literary circle and should therefore be regarded as the true ‘minority’ authors. In this talk, I will cover the common practices of literature teaching and learning in Thailand by drawing examples from 10 leading universities. Also, existing challenges of deploying multicultural literature in our curriculum will be highlighted and discussed. The final part of the talk is the possible suggestions on what we, ‘minority’ English and/or literature teachers, can do to tackle those challenges and to promote true multicultural literature written by multicultural authors in our pedagogical practices.

Key words: *global competence, multicultural literature, literature teaching, Thailand*

Bio-Thanis Tangkitjaroenkun is currently an assistant professor, teaching English language and literature for undergraduate and graduate programs at King Mongkut’s University of Technology Thonburi. He received his BA and MA in English from Chulalongkorn University (Thailand), BA in French from Ramkhamhaeng University (Thailand), MA in International Relations from University of Durham (UK) and MA in Portuguese from University of Bristol (UK). His research interests lie in postcolonial literature, sociolinguistics and linguistic landscape. He can be contacted at thanis.bun@kmutt.ac.th

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Gamification - A Panacea for Engagement Crisis in ELT

Xavier Pradheep Singh

ELTAI

pradheepxing@gmail.com

Abstract

Learner engagement is a key to addressing problems of low achievement, learning loss, boredom, and high dropout rates. It is a malleable state of being that is shaped by contextual factors such as the policies and pedagogical practices of the educational institutions. Learner engagement results in cumulative learning, long-term achievement, and eventual academic success. Engaged learners make a psychological investment in learning and use metacognitive strategies to plan, monitor and evaluate their learning. They also strive for mastery by going beyond the minimal requirements of the curriculum. Engagement also indicates the level of learners' motivation. But not all ESL learners are engaged enough to acquire the desired proficiency in English, especially in the emergency remote teaching during the time of this pandemic. This engagement crisis can be aptly addressed by gamifying ESL lessons. Gamification is the use of game design elements – such as points, badges, leaderboards, performance graphs, avatars, teammates, meaningful narratives, and so on – in non-game contexts. This presentation will elaborate on gamification by differentiating it from games and game-based learning. It will further concentrate on the principles of gamification and finally will enumerate a few web tools that make use of gamification.

Bio-Dr M. S. Xavier Pradheep Singh teaches English Language and Literature at St. Joseph's College, Tiruchirappalli, Tamilnadu, India. His interest in research lies in Technology Integrated Language Teaching, Teacher Development, and Assessment. He serves on the editorial board of the following journals: The MEXTESOL Journal (Mexico), Journal of Teaching English with Technology (Poland), Journal of English Language Teaching (India), Journal of Teaching and Research in English Literature (India), and Journal of Technology for ELT (India). He also trains teachers in the use of technology. He has been the resource person for more than eighty professional development programs such as conferences, webinars, workshops, and faculty development programs.



Impact of COVID-19 in Accelerating Mobile Delivery for English Language Testing

Michelle Avelena
British Council

Abstract

In this half hour session, Michelle will take the audience back to February 2020 to see how the world of language testing delivery was pre-pandemic, and how in March 2020, COVID-19 accelerated the move from in-person delivery to mobile, remote delivery. She will then discuss with the audience on the impact of these changes to test-takers, English teachers, and preparation providers. All of these are also framed through her personal experiences working inside the operational headquarter of some of the world's leading English testing names.

Bio- Michelle Avelena is the Director of Global Development at British Council EnglishScore. She is an Indonesian professional in the English language testing industry, with work experiences in Cambridge English (Cambridge, UK), Paragon Testing (Vancouver, Canada), and most recently at British Council's EnglishScore (London, UK). Her experiences include championing the transition of a high-stakes English test from test-centre delivery to remote proctoring. She has a BEng (Hons) degree in Architectural Environment Engineering from the University of Nottingham, and a Master of Business Administration degree from the University of Cambridge.



BRITISH COUNCIL PANEL DISCUSSION

Technology in Language Assessment: Impact on the Classroom

Sheryl Cooke, Trevor Breakspear, Jan Langeslag, & William Bayliss

Abstract

Assessment plays a pivotal role in language learning and teaching but is at a critical juncture as the pandemic threatens traditional modes of delivery and innovative technologies present new ways of testing. Developments affect not only language learners but also teachers tasked with preparing students for exams that seem to evolve in unexpected ways. Understandably, this can lead to uncertainty among educators about what these changes mean and how to respond to them. The aim of this forum is to inform language teachers of technology-related change in language testing and discuss the potential implications for the classroom.

This presentation will take the form of a live online panel discussion, where each of the presenters briefly introduces one aspect of technology influencing language assessment practices and the repercussions this has on language teachers and their work. Throughout, the audience will be invited to post questions in the chat window, for discussion by the panel.

The British Council's East Asian Assessment Solutions Team is closely involved in the research and development of new language testing products. Each of the presenters has extensive experience in both English teaching and assessment. Four presentations will precede discussion of remote assessment, the effects of computer-based delivery on writing assessment, and the implications of machine-rating for test-taking strategies and English varieties. Particular emphasis will be on the potential impact of changes on teaching and learning, and the key considerations teachers need to take into account.

Bio-Sheryl Cooke – Director, East Asia Assessment Solutions Team. Sheryl Cooke leads a regional team that provides language assessment solutions for partners throughout East Asia including needs analysis, language assessment literacy training, test development, post-test services and teacher support.

Bio-Trevor Breakspear – Innovations Project Manager. Trevor Breakspear has 18 years of teaching and training experience within the Chinese ESL and EAP contexts and over 10 years of project management experience within localization and assessment fields. He is currently pursuing an MA in Language Testing with Lancaster University.

Bio-Jan Langeslag – Assessment Solutions Consultant. Jan Langeslag is an experienced language instructor, trainer and assessment expert, holding an MA in Language Testing. His expertise lies in the assessment of the productive skills and analysis of rater behaviour. In his current post with the British Council in Guangzhou, Jan promotes assessment literacy among teachers and other stakeholders through workshops and conference presentations and also plays a role in product validation research.

Bio-William Bayliss – Assessment Solutions Consultant (Facilitator of the Panel Discussion). William Bayliss has worked in the field of language teaching and assessment for 10 years. Working as teacher and then academic manager in Chinese private language schools, before transitioning into the role of assessor, he has a wealth of experience in team management, programming and assessment delivery underpinned by an MSc in Applied Linguistics from Edinburgh University.

PARALLEL SPEAKERS

Receptive and Productive Skills Online Learning during Covid-19 Pandemic

A.St. Aldilah Khaerana

Universitas Hasanuddin

aldilah.khaerana@englishdept.unhas.ac.id

Abstract [ID 591]

COVID-19 pandemic situation has prevented people from doing their outdoor activities including learning and teaching activities. The challenges faced by EFL classroom lecturers is particularly concerned with the teaching of listening, writing, reading and speaking as part of productive and receptive skills. These skill courses are generally approached using offline system in the classroom which enables the lecturers and the students to have direct interaction. Teaching these courses online would be a challenging task for EFL classroom lecturers as it requires additional technological devices. This study addresses students' experiences in learning listening and speaking in EFL classroom before and during COVID-19 pandemic. In addition, this study can have positive contribution in providing appropriate and productive teaching methods which is applicable for EFL classroom context. The students' experiences are elicited through questionnaire method that are analyzed by means of descriptive qualitative research design. This study showed the crucial differences that need to be taken into account by teaching practitioners in the Indonesian context, particularly in teaching English during the COVID-19 pandemic era.

Key words: *Online learning, EFL, COVID-19, listening, speaking*

University Students' Perceptions of Extensive Reading: Evidence from Hasanuddin University, Indonesia

Abidin Pammu, Sitti Sahraeny, & Rosmiaty

Universitas Hasanuddin

abidinpammu60@gmail.com

Abstract [ID 474]

This paper reports the findings drawn from a six-month survey on first year students' perception on Extensive Reading. The purpose of this survey was to reveal the extent to which the samples agreed on some aspects of language learning as impacts of the reading intervention. Other aspects were also examined to the degree of improvement such as students' belief about eclecticism and social identity. Data were obtained from questionnaire surveys consisting of 7 close-ended statements and with four rating scales from 120 fresh undergraduates delivered to the students at the end of the second semester. These were then analyzed quantitatively where "strongly agreement" was tallied from the total samples. The greater the percentage of the agreement rate the stronger the perceptions so as the higher the tendency of the positive impact of extensive reading. The findings came up with encouraging results where greater proportion of the samples reported significant improvement in aspects contributing to language learning. These include improved vocabulary, writing skills, reading rate, comprehension, confidence and motivation. Perceived gaining of social identity, as well as reduced degree of eclecticism in dealing with English texts were also evident from the study. The findings supports the previous research that confirms assurance of reading improvement through extensive reading, such as by Conradi et al. (2013) who concluded that reading engagement encouraged students' belief and interests that improved their reading comprehension. The survey warrants pedagogical implication for teachers to constantly embark high intensity of reading activities for students to inculcate reading habits so as to improve personal study skills and encourage autonomous learning.

Key words: *Extensive Reading; language teaching; learner autonomy*

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Integrating Digital Tools into ESP Teaching: A Need Analysis of a Business English Course

Adhan Kholis & Heni Dwi Iryanti
Universitas Nahdlatul Ulama Yogyakarta
adhank74@gmail.com

Abstract [ID 435]

This case study was a preliminary stage of an on-going research and development project on developing a business English textbook integrated with digital tools for students majoring in English Education at Nahdlatul Ulama University of Yogyakarta. It investigated the students' perceived needs on their business English course. To collect the data, a needs analysis questionnaire was administered to the students using Google form. Both quantitative and qualitative methods were used to analyse the collected data. The results showed that this needs analysis served as a needs assessment including the students' necessities, lacks, and wants for a practical business English course design. It defined the context in which the students would use business English in their future profession. The students responded positively in the questionnaire about their challenges and expectations for learning specific language skills in business English with the aid of digital tools. The students' responses served a guideline of textbook development. Results showed that the students were still in medium toward English mastery. Lack of motivation toward English became substantial concerns to be elaborated. Integrating digital devices afforded the challenge into teaching and learning even the students' demands. Consequently, it was necessary to integrate digital tools into learning activities. Digital tools offered more stimulus, students' engagement and improvement, and self-directed learning.

Key words: *business English, digital tools, English for Specific Purposes (ESP), needs analysis*

Investigating Individual Differences, School Locality, and Management on the Indonesian Junior High School Students' Attitudes and Motivation toward EFL Learning

Agus Husein As Sabiq, Anisatul Khusna, Dhelvy Ulfa Shita Adifia, & Siti Hariroh Arwi
IAIN Purwokerto

husein@iainpurwokerto.ac.id, anisatulkhusna1@gmail.com, dhelvyulfa@gmail.com, hariroharwi@gmail.com

Abstract [ID 535]

Some researchers have extensively investigated students' attitudes and motivation with various aspects. However, the interrelated attitudes and motivation with individual differences at the same time need to explore and investigate more. Thus, this study aimed to investigate gender differences, age, learning experience, school locality, and school management on the students' attitudes and motivation toward English learning. This research used a survey adapted from the Attitude/Motivation Test Battery (AMTB) and delivered to 334 junior high school students. Besides, interviews were conducted to explore the students' attitudes and motivation regarding those variables. The researchers employed Linear Regression for quantitative data and the Miles and Huberman model for qualitative data analysis. The findings showed a significant effect of gender differences, age, learning experience, school locality, and school management on the students' attitudes and motivation toward English learning ($\text{sig} < 0.05$ with R value = 0.335). The results also showed that school locality (urban and rural) and learning experience did not significantly correlate to the students' attitudes and motivation. The distinction of availability and accessibility of learning resources in rural and urban schools did not affect the students' attitudes and motivation. However, providing authentic materials and exposure became some of the key points to improve meaningful learning experiences.

Key words: *Attitude; English Learning; Individual Differences; Motivation; School Locality and Management*

EFL Students' Experiences in Exploiting Microsoft Videoconferencing System in Times of COVID-19

Ahmad Ridho Rojabi

IAIN Jember

ahmadridhorojabi@gmail.com

Abstract [ID 578]

A videoconferencing system to communicate synchronously is indispensable for educators, teachers, students, parents, and administrators due to the pandemic. One of the effective online learning platforms that can increase student engagement in class, student interaction, and online learning environments is Microsoft Teams. This research aimed at exploring EFL students' experiences in exploiting Microsoft Teams as a videoconferencing. The design of this study is qualitative, hence online interviews were collected from 30 students to explore students' experiences of synchronous learning with Microsoft Teams during Covid-19. The results revealed that Microsoft Teams helps students in engaging and motivating them in virtual class due to its ease of use and fun features. Further research is highly recommended exploiting Microsoft Team to facilitate innovations in a virtual classroom.

Key words: *Microsoft Teams, qualitative methodology, videoconferencing*

"Are they merely pictures?": Delineating the images represented in acrostic poems of a primary level EFL textbook

Ahmad Sugianto

Universitas Pendidikan Indonesia

ahmadsugianto@upi.edu

Abstract [ID 703]

A picture is considered to have significant roles in facilitating the students' English learning. Thus, understanding the picture represented in an EFL textbook considered one of the sources through which the students learn the English materials is crucial. Nevertheless, to the best of the writers' knowledge, few studies investigating the interrelations between visual and verbal text focusing on the learning material of acrostic poems were found. Thereby, this study aimed to scrutinize the interrelations of the visual-verbal text concerning acrostic poems. To that end, a qualitative research method using a content analysis will be employed to investigate the analysis units, i.e., the acrostic poems included the images of a primary level EFL textbook. Besides, Royce's (1998, 2007) intersemiotic complementarity and Kress and van Leeuwen's (2006) grammar of visual design deriving from Halliday's Systemic Functional Linguistics (1994, 2004, 2014) constitutes the frameworks used to analyze the data. The findings are expected to provide insights concerning the visual meanings vis-à-vis the verbal meanings represented in the acrostic poems of the textbook scrutinized. Furthermore, pedagogical implications concerning the image-text relations from the present study's findings will be advocated.

Key words: *Acrostic poem; grammar of visual design; image-text relations, intersemiotic complementarity; multimodal text analysis*



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Syntactic Accuracy: EFL Learners in Using Modals and Modality in Sikola Virtual Learning

Ainun Fatimah, Rezky Ramadhani & Andi Inayah Soraya

Universitas Hasanuddin

ainunfatimah@unhas.ac.id

Abstract [ID 484]

This study aims to determine the use of English modals and modality at the syntactic level of students and to reveal the percentage of students' accuracy in answering modals and modality questions by using Sikola virtual learning as an online learning media in Covid-19 pandemic era. This study uses qualitative techniques in describing the use of student modal and modality that has been uploaded to the Sikola virtual learning. The data were analyzed using a syntactic approach. The results of the study were 68% accurate answers and only 32% inaccurate answers were made by 30 students. Students' inaccuracies in answering modality questions dominate in the negative sentences in modality, the modality that is followed by the first form of verbs and the modality used for all subjects. Based on the results of this study, it can be concluded that the understanding of modals and modality of English Department students of Universitas Hasanuddin batch 2020 using Sikola virtual learning media is still good but need to be improved.

Key words: *Modals, modality, EFL, syntactic accuracy, virtual learning Sikola*

Media Based-Technology: Distraction or Diversion? (A Review of Digital Media as Instructional Aids to "Path" Teachers' Digital Competence)

Alber, Erna Nawir, Widya Syafitri, Marhamah, Yulianto, & Arimuliani Ahmad

Universitas Islam Riau, Universitas Negeri Padang, IAIN Bukittinggi, Universitas Islam Riau

alberuir@edu.uir.ac.id, erna.nana97@gmail.com, widyasyafitri260780@gmail.com, marhamahamid@edu.uir.ac.id,

yulianto@edu.uir.ac.id, arimuliani@edu.uir.ac.id

Abstract [ID 507]

In spite of its emergence in 1980s and the introduction of the "Love Bird" or Digital Media in 1990s has been well known to this day, yet it is still questioned whether its presence is merely distraction or diversion in teaching and learning process. Due to the facts gained from several conducted studies, the two terms are raised. Hindrance and assistance are two contradictive words occurring along the use of digital media or media-based technology in classrooms. Answering the question, library research was carried out by using some sources and references in getting and analyzing the data. Then, the writers integrated their ideas by synthesizing in drawing conclusion. Delving into the essence of four learning theories (behaviorism, cognitivism, constructivism, connectivism) and their integration with technology, particular media use and their functions are recognized through a systematic procedure in certain digital learning approach as one alternative for teachers in selecting and utilizing digital media in learning process, one of the examples is SAMR. The choice has also to be supported by understanding the intensive relation between teachers and their learners' roles and the instructional strategies in integrating media and technology used which will awaken not only teachers' digital literacy but especially their digital competence as well shown through their ability to be intricately connected to digital media use. In short, the comprehensive understanding learning theories approach of teachers and their ways in utilizing media-based technology determines the function of the media itself whether it is distraction or diversion during teaching and learning process.

Key words: *Digital Media; Instructional Aid; Teachers' Digital Competence*

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Inferential Thinking to Develop Students' Techniques to Paraphrase Research Paper

Andi Dian Rahmawan & Yune Andryani Pinem

University of PGRI Yogyakarta

andi@upy.ac.id, j.andryani@gmail.com,

Abstract [ID 525]

Paraphrasing is not simply finding synonyms of one word and one sentence to another, but more on doing Inferential Thinking (IT). Defined as the perception and elaboration of information as a product of a series of conclusions, IT can be challenging for students to accomplish output-based education. It is expected that this research would be an alternative solving problem for students to avoid Plagiarism. Parties, students and lecturers should be more carefully consider IT as a way for students to have more critical thinking during the paraphrasing. 30 students from English Department were required to paraphrase the research article provided by the researcher. These students have joined the vocabulary, reading, and writing classes. After that, a questionnaire would be shared with students to identify their difficulties during paraphrasing. The treatment of IT would be focused heavily on students' most basic problems. In the next round, they are required to do the second paraphrasing to reveal what has been fixed and developed, before and after the treatment of IT. It would be analyzed descriptively using the Error Analysis Approach. The results of the research reveal that the lack of vocabulary, sentence structure, analogical thinking, and reading comprehension becomes the students' low quality of paraphrasing products. This research becomes a warning for English lecturers at any level of the academic year to be sophisticatedly more aware of these students' obstacles.

Key words: *Error Analysis, Inferential Thinking, Paraphrasing, Plagiarism*

The Impact of Reading Local Folklore in Improving Students Vocabulary Toward Indonesian EFL Learners

Andi Inayah Soraya, Muhammad Ridha Anugrah Latif, & Hidayatullah Yunus

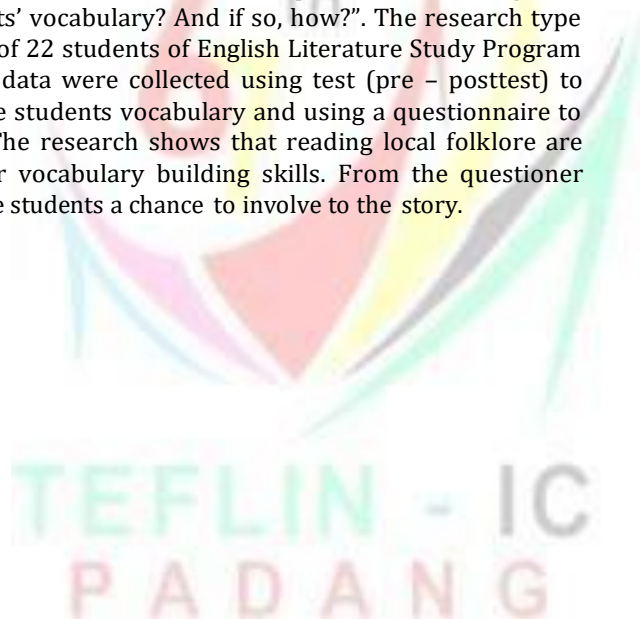
Universitas Hasanuddin

andiinayahsoraya@unhas.ac.id, ridha@englishdept.unhas.ac.id, hidayatyunus@unhas.ac.id

Abstract [ID 528]

Indonesian students which study English as a Foreign Language usually have problems in vocabulary mastery. The aims of this study are to find the answer to the question "Do reading local folklore is potential activity to improve students' vocabulary? And if so, how?". The research type was an action research. The subject consisted of 22 students of English Literature Study Program of UNHAS in 2020-2021 academic years. The data were collected using test (pre - posttest) to know the impact of reading folklore to improve students vocabulary and using a questionnaire to know students opinion toward this method. The research shows that reading local folklore are effective in helping students to improve their vocabulary building skills. From the questioner results also shows that reading local folklore give students a chance to involve to the story.

Key words: *Folklore, vocabulary ability, EFL*



Translation Strategies in English Test: What Students of Non-English Department Employ beyond the Test

Andria Gestanti

Universitas Muhammadiyah Ponorogo

rohfigestanti@umpo.ac.id

Abstract [ID 694]

English in Indonesian tertiary context is learned as a foreign language. Therefore during the process, it is a common thing that sometimes students need assistances in understanding the language aspects. Finding the equivalence of English words in students' native language is still considered an option for students who are not familiar enough with English context or barely communicate in English. Getting the Indonesian equivalences may help students grasp the core of the materials, especially during a test. Simply, a process of translation is took place and a set of translation strategies is employed. This current study aims to investigate translation strategies employed by students of non-English department in accomplishing an English test. An open-ended questionnaire covering items to define translation strategies is used and distributed to Social and Political Science students currently taking an English course and administered for a mandatory English test in the university. The results are reported qualitatively and it unveils that students used particular translation strategies during the test yet they are not aware of the strategies they used. Along with this finding, discussion as well as limitations and suggestion on the field are also elaborated. Translation indeed comes with beneficial strategies to be implemented, however it also may hinder students to effectively work on their learning.

Key words: *Translation, translation strategies, English test, English as Foreign language (EFL)*

Engaging Students into A Community of Practice to Support Students' Academic Writing: A Study in Higher Education

Anna Riana Suryanti Tambunan, Winda Setia Sari, Fauziah Khairani Lubis, & Widya Andayani

Universitas Negeri Medan

annatambunan@unimed.ac.id

Abstract [ID 789]

This paper describes an effort to involve undergraduate students in extracurricular writing activities to instil them with the tacit knowledge and understanding of a writing community. It is held to assist higher education students in meeting their academic writing needs. A community of practice called Student Writing Community was formed using the Instant Messaging application (WhatsApp). A preliminary survey was conducted to determine the technological readiness of 57 participants (43 female and 14 male students) for discussion in order for them to construct their identities as members of that subject group. Interactions among students and being supervised by the lecturer significantly improved. The findings show that Virtual Zoom Meeting is the most preferred application by participants for sharing knowledge and collaborating on writing. This paper concludes that the writing community may be a valuable extracurricular activity for promoting autonomy among undergraduate students and that Academic Writing tutors may be uniquely positioned to capitalize on it.

Key words: *community of practice; higher education; Indonesia; virtual; zoom meeting*

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Designing Writing Skill of Law Students with English Specific Purpose on Public University

Annisa Salsabila, Christoper Ariwinata, & Khristina

Universitas Internasional Batam

pinkmarionette041201@gmail.com, christoperariwinata973@gmail.com, khristina.hong@gmail.com

Abstract [ID 635]

English as a universal language has a load of purpose behind the word itself, basically as language are known as having a great influence over the world in every single aspect including Law. This research is motivated by the problems that arise between Law Students in several private and also public universities, especially in writing skills. Also, the purpose of using English for the Law Students still not triggered any of the purpose itself. This study aims to explore and evaluates the material that should be included and to design an eligible English Language material based on need analysis in the Law Study Program. The researcher uses Qualitative Descriptive, and the results will be described in term. The results indicate that the English Specific Purposes (ESP) for Law Study Program current needs is Writing Skill. Creation of English language materials consists of several Writing Practice Assignment, many introductions to some specific terms in Law, analyzing text, and some information that the Law Study Program learners need to know.

Key words: *ESP; Law; Material; Public University; Writing Skill*

The Level of Students' ability in Translating Report Text from Indonesian into English at Universitas Negeri Padang

Annisa Tasyakurna M & Hermawati Syarif

Universitas Negeri Padang

annisatasyakurna@gmail.com

Abstract [ID 561]

Translation is a process to transfer source language into target language. In translation, it is not only translating common language, but also it includes translating the kinds of text. This study aims to find out the students' students' translation ability in translating report text from Indonesian into English. The subject of the research is Department of English Language and Literature, and there are twenty five students in translation class. To gathering the data, the researchers need the instruments to know how the students' ability through translation test. In analyzing the data, the researchers need the indicators to decide students' ability. The indicator use the assessment of students' translation quality, they are accuracy, acceptability, and readability. The result of this study showed that the students had ability in translating report text.

Key words: *Report Text, Translation, Translation Ability*



The Role of Language Learning Strategies in the Efficacy of Focused and Unfocused Feedback in Enhancing EFL Writing Ability

Aridah

Universitas Mulawarman

aridah27@yahoo.com

Abstract [ID 434]

Feedback as one of the elements in writing process has been believed to be able to enhance student writing ability. However, sometimes teachers find it frustrating when there are still some students who do not take benefits from feedback. One of the variables hypothesized to affect the efficacy of feedback is learning strategies. This study aims to investigate whether learning strategies play a role in mediating the efficacy of focused and unfocused written feedback in enhancing EFL writing ability. This study was quantitative with quasi-experimental design. The Participants consisted of 62 students and were divided into 3 groups: two groups for experiments and one group for control. The students were assigned to write five different essays. The teacher gave different feedback on their papers. One experimental group received focused feedback and the other received unfocused feedback, while the control group received peer feedback. Then, the students filled out the questionnaire of Strategy Inventory for Language Learning (SILL) proposed by Oxford (1990). The One-way ANOVA with repeated measures and two-way ANOVA were used to analyze the data. The findings showed that there was an improvement of students writing ability after they received feedback. The three types of feedback significantly interacted with the learning strategies in improving students' writing ability, meaning that learning strategies had a mediating role in the efficacy of feedback.

Key words: *Focused Feedback, unfocused feedback, EFL writing, learning strategies*

Incorporating Flipped Learning in Teaching English Grammar for EFL Students Across Proficiency Levels

Arif Husein Lubis & Eri Rahmawati

Universitas Pendidikan Indonesia

lubis.ah07@gmail.com

Abstract [ID 403]

Flipped learning is nothing new in the realm of EFL teaching and learning in higher education milieu. Previous research has reported that flipped learning can enhance the students' grammar and clinical soft skills. However, some challenges remain mainly on the students' ignorance and demotivation due to increased workload that should be accomplished. Moreover, empirical evidence on the benefits of flipped learning across proficiency levels in EFL context is considerably scant. This study, therefore, reports on the incorporation of flipped learning in teaching grammar to 94 first-semester undergraduate students majoring in information technology at a private university in South Jakarta, Indonesia. Embracing a quantitative and qualitative design, three grammar tests (pre- mid- and post-tests) were administered to explore the impact of flipped learning on the students' grammar skills across proficiency levels. A questionnaire was handed in to the students afterwards followed by interview sessions. Several validity and reliability tests on the grammar tests items, the students' scores of pre- and post-tests, and the questionnaire items was performed by using SPSS 23. An inter-coder reliability test was conducted to ensure the credibility of the qualitative data. This paper will present and discuss two main points: (1) the impact of flipped learning on the development of students' grammar skills; (2) the students' perceptions on the significance of flipped learning in promoting their learning autonomy, motivation, and agency; and (3) the encountered challenges during the course. Recommendations for future research and teaching practices are also presented.

Key words: *Flipped learning; teaching grammar; grammar skills; EFL undergraduate students; English proficiency levels*

English Podcast as Media to Improve English Skills in the covid-19 Pandemic Situation in Higher Education

Arif Suryo P., Issy Yuliasri, Widhiyanto, & Sri Suprapti

Universitas Negeri Semarang

arifsuryo@mail.unnes.ac.id

Abstract [ID]

The purpose of this study is the application of English Podcast as a language learning medium in higher education due to the COVID-19 pandemic. This research is an evaluation of the research conducted in 2018 about online radio. Based on the finding, it was found that 1) the use of English in students' daily lives (60.5% never, 23.7% always, 7.9% sometimes, 5.3% rarely and 2.6% often) and 2) the use of English on campus (36.8% always, 36.8% sometimes, 15.8% rarely and 10.5% often). The research is the answer to the development of the blended-learning learning model. The result of this research is an online radio design using caster.fm software. The results of the online radio design can be seen at <http://englishb3.caster.fm/>. As the learning process still uses an online approach, it is necessary to create a RND research using Podcast in learning to describe the use of podcast to improve English skills. The subject of this research is a Podcast by conducting trials on small and large scale to determine the utilization and effectiveness towards the process of learning English using podcast media in higher education in some learning process in higher educations of Semarang. The results of this study are to describe Podcast in learning English in higher education that contributes theoretically, practically and pedagogically.

Key words: *podcast, learning, English, higher education*

The Vocabulary Selection Strategy In Donald Trump's Speech at A Public Event For The First Time Since After Covid-19 Diagnosis

Arini Hidayah

Surakarta University

ariniunsa@gmail.com

Abstract [ID 664]

This study used a critical discourse analysis approach in Donald Trump's speech at the first public event since after Covid-19 diagnosis. The purpose of this study is to describe the vocabulary selection strategy in Donald Trump's speech at a public event for the first time since after Covid-19 diagnosis. This research is a descriptive qualitative research. Technique of collecting data is documentation. The research data were taken from Donald Trump's speech at the first public event since after Covid-19 diagnosis on October 10, 2020. The results of this study are 3 types of vocabulary for classifying, 4 types of vocabulary for limiting views, 3 types of vocabulary for discourse fighting, and 3 types of vocabulary for marginalization.

Key words: *Critical discourse analysis, speech, and vocabulary*



Students' Perception of Discovery Learning in Microteaching Class

Aryuliva Adnan & Yossania Arnaz

Universitas Negeri Padang

Aryuliva.adnan@yahoo.co.id

Abstract [ID 0]

The Indonesian government created an educational program based on the Indonesian 2013 Curriculum to meet the 21 century learning skills. Discovery learning methods are suitable for achieving 21st century skills. It has a greater impact on students' ability to think creatively. However, discovery learning also has its disadvantage such as it can be a very time-consuming method. Because of these advantage and disadvantage, microteaching students have diverse perspectives on discovery learning. The aim of this study is to describe students' perceptions of discovery learning in microteaching class at English Department, Universitas Negeri Padang. This research used descriptive quantitative research. The sample for this research was 56 microteaching students of English Department in Universitas Negeri Padang. The data collection technique used in this research was a questionnaire with 6 indicators through google form application. Therefore, the results of this study showed that the majority of microteaching students in English Department had a positive perception of the implementation of discovery learning. The students agree that the use of discovery learning motivates students to be more active in class, improves students' critical thinking, interpretation, communication, collaboration skills. However, the microteaching students still encounter obstacles to encourage the students to answer the question and be active in the class.

Key words: *Perception, Discovery Learning and Microteaching*

"My Supervision Process Is Like a Hell Period": Examining Supervisory Support to EFL Students During Writing an Undergraduate Thesis

Asalia Iga Ambarinata & Irfan Rifai

Universitas PGRI Adi Buana Surabaya.

asaliaiga@gmail.com, irfan.rifai@unipasby.ac.id

Abstract [ID 462]

There is considerable anecdotal evidence which suggests that the success or failure of students writing thesis is notably dependent upon their supervisor's support. To this end, this study is intended to report undergraduate students' experience of receiving support from their supervisors during writing an undergraduate thesis. Two central questions are posed: how much support is provided by the supervisors and how the students perceive the supports. This study adopts qualitative case study. Nine English language department students who already completed their theses participated in individual interviews and a small group interview. The data obtained were transcribed in verbatim and analyzed thematically. The current research indicates that there are two major supports provided by the supervisors to EFL students during writing a thesis. They are knowledge support and psychological support. Knowledge support includes teaching technical skill and method, providing suggestion, supplying references, and developing productive skills. Meanwhile, psychological support includes supplying encouragement, fostering a healthy relationship, enacting positive attitudes, supplying positive feedback, and available virtually and physically. Although knowledge and psychological supports benefitted students during their writing thesis, the supports are often interpreted by the students to be insufficient and irritating. They perceive that their supervisors incline to use their own lens when providing support, resulting in the supervision process is like hell.

Key words: *Supervisory support, undergraduate thesis, EFL students*

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Exploring Vocational High School Teachers' Critical Incidents: A Case Study

Asih Santihastuti, Utami Widiati, Yazid Basthomi, & Utari Praba Astuti

Universitas Negeri Malang

utami.widiati.fs@um.ac.id

Abstract [ID 596]

This study aims at identifying and exploring the critical incidents (CI) experienced by English vocational high school teachers. Their particular tasks, such as creating learning opportunities and resources that must meet the students' specific needs, bring them some challenges and difficulties. Despite the importance of CI for fostering teachers' reflective skill as well as teachers' professional development, the teachers are still unfamiliar with this systematical reflection activity. Besides, Research on this subject has been mostly restricted to EFL teachers in general and left ESP teachers like vocational teachers unexplored. By interviewing three vocational high school teachers and analyzing their CIs reflection, this study found that the most CIs teachers encountered are behavioral and students' language proficiency. Besides, their perspective on using CI as a self-reflection tool is somehow similar to the previous studies which notify that reflection is seen as challenging as well as rewarding at the same time. Some insight referring to the use of CI for a collaboration activity is seen as a promising activity for a professional development program.

Key words: *Critical Incident, ESP, Reflection, TPD, Vocational Teachers*

Need Analysis on Indonesian Students' Language Technology and Language Learning Autonomy

Asmi Rusmanayanti

Eotvos Lorand University

indonesia.asmi@gmail.com

Abstract [ID 526]

Developing learner autonomy and responsibility is one of the finest things to get students prepared for conducting educational process. Learner autonomy development is a procedure in which students are anticipated to become more active and deeply involved, attempt more difficult tasks, acquire higher achievement, and learn more efficiently. Everyone is required to improve their capability and be up-to-date with the newest Information and Communication Technologies (ICT), especially since language learning autonomy is a long-running process. For Indonesian students, learning a foreign language is an integrated process of the four language skills. This study was conducted for exploring language applications such as Computer Assisted Language Learning (CALL) or Mobile Assisted Language Learning (MALL) that can aid Indonesian students in EFL educational process. 100 students at the Faculty of Teacher Training and Education at Lambung Mangkurat University were randomly selected to be chosen as study samples. A mixed-method is employed by utilizing a set of open-ended questionnaires was distributed to all 100 samples, then 30 samples that were chosen randomly from whole samples were given a set of close-ended questionnaires was distributed to, and then 10 samples were chosen to join an in-depth interview session for acquiring thorough result. The students mentioned the use of some language applications, and high motivation was found to be related to autonomous learning.

Key words: *CALL; language learning autonomy; language technology; MALL*

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The Implementation of Low-Cost Educational Videos in Teaching TOEIC ® Preparation for Non-English Department Students

Atiqah Nurul Asri, Faiz Ushbah Mubarak, & Aly Imron

Politeknik Negeri Malang

atiqah.nurul@polinema.ac.id, faizum@polinema.ac.id, aly.imron@polinema.ac.id

Abstract [ID 517]

Due to the global pandemic, the development of educational practices has now been shifting from mostly offline classes into online ones. This sudden unexpected situation has overwhelmed the language teachers especially at the Information Technology Department of State Polytechnic of Malang. The faculties had to to teach Test of English for International Communication (TOEIC) through online meetings. Lecturers were encouraged to rapidly adapt and find applicable ways in teaching the TOEIC materials within a short time. Despite the teachers' lack of expertise, experience, and supporting equipment, one way that best suited this need was by making the tutorial videos. We created the materials using numerous supportive video editing software, namely Camtasia, PowToon, and Final Cut Pro. The videos were then being uploaded on YouTube for the students to access. It was done due to the fact that the students might not have better internet connection and data packages as well as other technical issues. Further, the materials were also delivered synchronously using video conference applications such as Zoom or Google Meet on each meeting. There were seven videos that had been made on six meetings and followed by the mini tests to evaluate the students' comprehension. Thus, the paper presents the procedures and the implementation of the teacher's-made videos in teaching and learning activities especially TOEIC preparations to the non-English Department students.

Key words: *Teacher's made video; Low cost educational videos; Test of English for International Communication; Teaching TOEIC preparation*

Assessing Second Language Poetry Writing: Linking Assessment, Learning, and Language Use

Atsushi Iida

Gunma University

a.iida@gunma-u.ac.jp

Abstract [ID 648]

Previous studies of second language (L2) poetry writing have addressed the issue of voice, emotionality, and identity (Chamcharatsri, 2013; Hanauer, 2010, Iida, 2016). While these studies provide empirical support for the assertion that L2 poetry writing has the potential to develop L2 literacy, we know very little about how poetry written by L2 learners can be assessed. Focusing on haiku poetry— a three-line Japanese poem with a specific number of syllables in each line, the current study addresses this issue by exploring issues and challenges of assessing L2 poetry writing. This qualitative, case-study research was based on the investigator's critical self-reflection of teaching and assessing L2 haiku poetry writing in the Japanese EFL university context. Data collected were three different assessment tools designed and used by the investigator in his first-year college English courses during the years of 2011-2019. Data analysis involved examining the content of each assessment tool and identifying what aspect of L2 haiku poetry writing was emphasized. The research findings showed that each assessment tool had a stronger emphasis on the content of L2 haiku writing (e.g., the writer's voice or emotionality) than L2 linguistic convention. Reflecting on the findings, the presenter will discuss how L2 teachers can design rubrics in order to develop students' overall English language proficiency.

Key words: *second language writing; poetry writing; assessment; rubrics*

EFL Students' Writing Anxiety During Online Learning Environment During the Covid-19 Pandemic

Bambang Yudi Cahyono, Utari Praba Astuti, Nunung Suryati, & Kurniasih Kurniasih

Universitas Negeri Malang

bambang.yudi.fs@um.ac.id, utari.praba.fs@um.ac.id, nunung.suryati.fs@um.ac.id, kurniasih@unisma.ac.id

Abstract [ID 530]

Research on writing anxiety has been widely done in offline setting for many years. The results showed that students were at various levels of writing anxiety. Due to the global pandemic, language classroom has been shifted into emergency remote learning. It is susceptible that students also experience writing anxiety in an online learning environment. This quantitative study attempts to examine the students' writing anxiety in online setting. More specifically, it reveals the levels and types of writing anxiety across gender. As many as 216 EFL students from three universities in Indonesia participated in this study. Data obtained from Online SLWAI questionnaire adopted from Cheng (2004) were analyzed quantitatively to find out the levels and types of students' writing anxiety. Independent sample t-test was used to figure out difference of levels and types of writing anxiety across gender. The findings showed that EFL students experience writing anxiety in online setting. Both male and female students had moderate level of writing anxiety. Female students' average score (63.8) was slightly higher than male students' (62). Statistical analysis showed that there was no significant difference of levels of anxiety across gender. In addition, male and female students experienced three types of writing anxiety: cognitive, avoidance behavior, and somatic. The male and female students' cognitive anxiety and avoidance behavior anxiety was at moderate levels; however, the two groups had a high level of somatic anxiety.

Key words: *Gender, levels of anxiety, online writing class, types of anxiety, writing anxiety*

The Use of Authentic Materials in Teaching Reading

Brigitta Septarini Rahmasari

Universitas PGRI Madiun

brigitta@unipma.ac.id

Abstract [ID 623]

Teaching reading has become the subject of the research in many recent years. Authentic material can be used to teach reading based on learners' need. The purposes of this research are to describe the use of Authentic materials in teaching reading and to find out the advantages and disadvantages of using authentic material in teaching reading. In this research, the researcher uses qualitative research. The data are collected from observation, interview and documentation. To analyze data, the researcher uses data condensation, displaying data, and conclusion drawing and verification. The research discovers that the use of authentic materials in teaching reading are the authentic material are distributed to the students, then give a brief explanation and assignments. While the students are working on the assignment, the researcher helps them by answering questions and commenting on their work. Once the allotted time is up, the researcher collects the material along with the question handout and go over the difficult questions with the class. Meanwhile, the advantages are highly motivating, giving a sense of achievement when understood and encourage further reading. There are some disadvantages of using authentic materials. They are the complexity of the language, the learning burden, time consuming and frustrating. The conclusion is the authentic materials should be used in accordance with the students' level of knowledge.

Key words:

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Students' Reading Avidity: How Educational Contexts of Literacy and Gender Make a Difference

Chuzaimah Dahlan Diem

Universitas Sriwijaya

cd_diem@fkip.unsri.ac.id

Abstract [ID 531]

Students' reading avidity is believed to be efficacious as students are actually determined to read regardless the educational contexts of their school and gender. Four hundred-fifty-three students of Islamic parochial-junior-high schools of four regencies in South Sumatra were involved as sample of this study. The purpose was to find out how students' reading avidity as measured by reading frequency, reading-time spent, and number of books read may differ based on gender and schools' accessibility to literacy formats– printed or digital. The results show that the students' reading avidity is both statistically different in terms of their school access to literacy and gender. Effectively, females outperform males although the level of their reading avidity is still below average. These findings may be related to the interrogation and cognition of gender identities which are still inconsistent, and also social contexts and power relations within these contexts may have affected student reading eagerness to read. Hence, it is suggested that the schools re-conceptualize reading identity by including more aspects of reading, providing more experiences for students to explore their own identities as readers, and doing research on the effects of media literacies which are prevalent in schools nowadays in this 21st century.

Key words: *Reading avidity, parochial schools' students, school access to literacy, gender*

The Perception of Students on Using ICT at ESP course at Faculty of Mathematics and Science of Universitas Negeri Padang

Darliza Listari & Yenni Rozimela

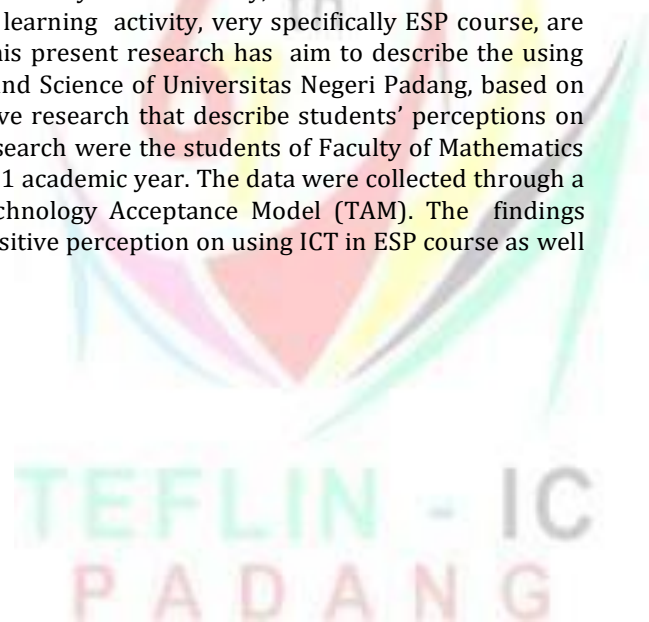
Universitas Negeri Padang

darlizalistari96@gmail.com

Abstract [ID 617]

Information Communication and Technology (ICT) is a form of technology used for creating, displaying, storing, manipulating, and exchanging information to support teaching and learning activity. Since 2017, Universitas Negeri Padang using ICT as teaching and learning media in order to improve the quality of teaching and learning activity. Unfortunately, studies about evaluation of user acceptance on using ICT in teaching and learning activity, very specifically ESP course, are still under-researched. Related to this issue, this present research has aim to describe the using ICT in ESP course at Faculty of Mathematics and Science of Universitas Negeri Padang, based on the perceptions of students. This is a qualitative research that describe students' perceptions on using ICT in ESP Course. The subject of this research were the students of Faculty of Mathematics and Science that taken ESP course in 2020/2021 academic year. The data were collected through a closed-ended questionnaire based on the Technology Acceptance Model (TAM). The findings reveal that a large majority of students have positive perception on using ICT in ESP course as well as for their future careers.

Key words: *Perception, ICT, ESP course*



The Perspective of Academic ESL/EFL Writing in A Non-Native English Speaking Environment

Dedy Subandowo

Pázmány Péter Catholic University

dedy.subandowo@gmail.com

Abstract [ID 398]

This paper discusses the perspective of academic ESL/EFL writing in a non-native English speaking environment. The basic idea behind this study is the increasing number non-native English speakers (Non-NESs) who have enrolled at universities as international students in a non-native English speaking environment. Accordingly, the use of English as a medium of communication at universities in a non-NES environment is likely to raise some academic adjustment problems for non-native English learners. This condition is challenging for the second language users because they must invest more time, effort and money into formally learning the language and they may experience greater difficulties when writing in English. Considering possible challenges in academic writing, issues for further investigation may include the linguistic, educational and cultural background, social relationships with mentors, class activities like reading materials and writing task requirements, as well as students' background adaption to academic environment and departments. In addition, it is reasonable to expect that providing some regulation strategies and solutions to manage learners' fear and anxiety also their decisions when they face problems will be the keys to understanding how they improve their writing better. By the same token, being persistent and taking additional academic writing classes could be a proposed solution for the academic writing development.

Key words: *Academic writing, mix-method study, non-native English speakers (Non-NES), thinks aloud protocols, writing development*

The Washback Effect of Minimum Competency Assessment (AKM) Test General Papers

Dennisya Marwa

Universitas Negeri Padang

dennisyamarwa39@gmail.com

Abstract [ID 445]

Washback is one of principles of language assessment besides practicality, reliability, validity, and authenticity. Washback plays the role of language assessment that influence within the preparation of the test. It concerns the students' do in learning to face the test as the effect of the test to review or exercise the materials in doing test. Washback effect influenced the students in AKM test or Minimum Competency Assessment test which is provided by the government of Indonesia through Ministry of Education and Culture. Minimum Competency Assessment (AKM) test was used to assess students' ability and how good students' achievement is that requires students' high order thinking. The test provided variety of test form which is multiple choice, short answer, or essay. Therefore, the Washback effect provided any strategies for students that influenced students for facing the test. It is to ensure students' learning process in preparing the test. It used adopted questionnaire by Brown (2002) in identifying students did for facing the test including before, during, and after the test. It used to determine how good students in preparing themselves for the test as well as washback effect that influence the students for taking the test.

Key words: *Washback, Minimum Competency Assessment (AKM) test*

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Enhancing English Speaking Skill by Using AFORN, an M-Learning Media for Nursing Students

Desi Rochmawati & Ika Fathin Martanti

Politeknik Kesehatan Kemenkes Yogyakarta, STTKD Yogyakarta

brilliantdesy@gmail.com

Abstract [ID 406]

Speaking skill is one of four language skills in English. For doing good communication in educational or professional situation, the ability in speaking is important. In Nursing Program, the students are supposed to be able to communicate in English to support their academic affair and professionalism. But the exposures to English lesson are very limited. Active English for Nursing (AFORN) was developed to accommodate the students' need. AFORN is a learning media for learning English speaking which can be accessed at anytime and anywhere. This research was aimed at observing the students' enhancement in their speaking skill by using AFORN. This research was an Action Research study. The subject of this research were the second semester students of Nursing Program. The data was obtained by doing observation, interview, and test. The stages in this study used 4 stages; planning, action, observation, and reflection. Action stages in this study focused on implementing AFORN as an m-learning media which can be accessed at anytime and anywhere. The result of this study was the improvement of students' speaking ability that they would be master in vocabulary, grammar, language expressions, pronunciation. The students would also be motivated to learn English as the use of alternative learning media by using android-based application like AFORN that could be accessed at anytime and anywhere.

Key words: *AFORN, enhance, speaking, m-learning*

Graduate Students' Ability in Constructing Coherence in the Review of Related Theories of Thesis Proposal

Dessy Atika Suri Hutasuhut & Muhammad Al Hafizh

Universitas Negeri Padang

dhutasuhut8@gmail.com, m_alhafizh@yahoo.com

Abstract [ID 562]

Coherence is one of elements that should be taken into consideration in writing, especially in writing review of related theories of thesis proposal. Furthermore, it is also known if review of related theories is one of prominent sections in the thesis proposal since the students' understanding related to topic of study can be seen in this section. Their understanding in this section can be seen when they have to find out, explain, and review the theories from some experts. However, some coherence issues occur in writing review of related theories of thesis proposal. The issues are the students often lack in using the transitional signals to connect the ideas in writing the review of related theories, grammatical problem, and the way of students in organizing the ideas. Related to these issues, this article has aim to seek the ability of graduate students in constructing coherence in the review of related theories of thesis proposal. The descriptive research design was used in this study to describe their ability in constructing coherence. To find out their ability, 25 reviews of related theories from different thesis proposals were chosen by using purposive sampling. It was found that most of graduate students had good ability in constructing coherence in their review of related theories of thesis proposal. Thus, it can be interpreted if graduate students had a good understanding and could apply the coherence well enough in writing review of related theories.

Key words: *Coherence; review of related theories; thesis proposal*

TEFLIN - IC
PADANG

Critically applying Krashen's Comprehensible Input in the Language Classroom

Dewi Andriani

The University of Queensland, Australia

d.andriani@uq.edu.au

Abstract [ID]

This presentation will provide a critical reading of Stephen Krashen's Comprehensible Input and its application in the language-teaching classroom. Krashen is the proponent of the much-discussed Monitor Model theory in Second Language Acquisition (SLA). The Monitor Model, consisting of five hypotheses, has generated debates and controversies. Comprehensible Input is one such controversy that has been criticised for its vagueness (McLaughlin, 1987), and McLaughlin has further argued that Krashen never defined the concept of comprehensible input precisely. In the same vein, I would argue that Krashen's formulation of $i+1$ (input+1) leans towards positivist thinking which is assumed to be accurately measurable. Can we quantitatively measure the level of comprehension? I would argue that learning a language is more complex than the calculable formulation that Krashen offered. I believe that comprehensible input should be open to multiple interpretations. This multiplicity of interpretations can be the strength of Krashen's argument regarding comprehension input rather than its weakness. It is open to language teachers to interpret the way in which we provide input that is meaningful and comprehensible. My key point is that the target language should be understood by learners, even if they are not familiar with the words and structures. In this presentation I will reflect on how I interpret comprehensible input in my language classrooms, using the IML-UQ (Institute of Modern Languages – the University of Queensland) as a context as I teach Indonesian as a foreign language there. I believe that it can be applied to teaching English as a foreign language to engage learners with interactive activities.

Key words: *Comprehensible input, Krashen, the language classroom*

Enhancing Students' Writing Skill Using Roundtable Technique

Dewi Sartika

Islamic University of Ogan Komering Ilir Kayuagung

faizahuwieks@yahoo.co.id

Abstract [ID 658]

The students who are poor in writing English should be encouraged so that their writing skills will be improved, therefore, the teacher could use the roundtable technique. This study aimed to see whether roundtable technique could improve students' writing achievement and to check the students' progress in terms of writing aspects. The research was conducted to the seventh graders of SMP Negeri 2 Sungai Pinang using the quasi-experimental method. A purposive sampling method was applied in choosing the sample. The instrument used was the written test. To analyze the data, t-test was applied. The result showed that the students who were taught by using roundtable technique could improve their writing achievement and the highest percentage of the students in terms of aspect of writing was content which reached 30%. In short, most of the students had better progress in writing descriptive text especially in terms of the content.

Key words: *Writing, descriptive text, roundtable technique*

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Recontextualizing English for Tourism in Indonesia: A Need Analysis Driven Approach

Diah Kristina, Ni Luh Putu Setiarini, & Bob Morison Sigalingging

Universitas Sebelas Maret

diahkristina@staff.uns.ac.id, nlpsetiarini@gmail.com, bob-morison@ubb.ac.id

Abstract [ID 674]

The industrial revolution 4.0 has changed the face of world tourism through trimming the exploration process of tourist destinations which includes airplane tickets and hotel reservations, detailed exploration of tourist destinations such as tourist activities. Method of collecting data was done through conducting 5 focus group discussions (FGD) involving students and lecturers of the English for Tourism classes, the Association of Tourist Guides (HPI), Heads of the Indonesian Association of Hotels and Restaurants in Central Java and Yogyakarta (PHRI), member of the National Body of Educational Standard (BNSP), representative of Surakarta Tourism Office (Dispar), and a professional tourism blogger from Jakarta. Through the 5 stages of online FGD due to Covid-19 pandemic, it was revealed the very determining role of social media which includes promotion, info-engine booking, customized trip planning. Therefore, the issue of multi-tasking and professionalism are obligatory keywords that should be addressed in the curriculum of English for Tourism in the tertiary education level. From an intensive discussion and interviews during the FGD, a reconstruction and re-contextualization of curriculum and focus of English for Tourism and Hospitality Industry is badly needed that may include the inclusion of competencies such as how to adapt, how to entertain, the psychology of service, language delicacies, and building empathy in tourism industry. Besides, it was also found that Javanese values and ethics contribute positively to the personality of the future tourism professionals.

Key words: *Recontextualizing, need analysis, multi-tasking, hospitality industry, customized trip planning*

Teacher Professional Development: An Evaluation of Indonesian EFL Novice Teachers' Perceived TPACK

Diah Sahfitri Armin

UIN Sumatera Utara

diahsahfitriarmin@uinsu.ac.id

Abstract [ID 626]

Many kinds of research in teacher professional development have been carried out, such as characteristics of teacher professional development, approaches to improve teachers' professionalism, school principal's role in teacher professional development, and others. Technological Pedagogical Content Knowledge (TPACK) is one of the frameworks which provides various resources for researching teacher professional development. This paper was mixed-method research using the TPACK framework to analyze novice EFL teachers' perceived TPACK and its effects on their professional development. The 50 Indonesian EFL novice teachers, both male, and female, with varying teaching experiences, were selected from various schools in Indonesia for the quantitative process. For qualitative data, ten of the participants were selected for a structured interview. The quantitative result showed that the EFL novice teachers have a high score in pedagogical knowledge, technological knowledge, and TPACK. The qualitative findings indicated that the EFL novice teachers prefer various professional development programs appropriate to their needs. Also, they chose to collaborate with their colleagues to fill the gap of knowledge in their professional development programs.

Key words: *EFL, EFL teacher, teacherprofessional development, TPACK*

Promoting Confidence to Communicate and Interact Through the Lecturer-Developed Academic Speaking Course Book

Dian Misesani

Nusa Nipa University

dianmisesani@gmail.com

Abstract [ID 418]

This research reports the contribution of lecturer-developed course book in promoting confidence to communicate and interact in speaking for academic purpose for higher students at Nusa Nipa University. The focus of this study was on the contextual teaching and learning approach. This was a qualitative action research in which the data were gathered from lecture's field note, students' video recordings, and scores in academic speaking. The results of this research revealed that the learning goal associated with learners' needs underlying lecturer-developed course book supported the relevant materials and contextualized activities directing to confidence and interaction in the Speaking for Academic Purpose class. Yet, audio-video materials were also needed by students to figure out the real situation of academic presentation. Such significant learning activities promoted an academic atmosphere where students learn to prepare themselves well prior to performances for academic speaking class. The developed course book had a positive impact on students' confidences and readiness supporting their academic communication in presentation and interaction during the question-answer session. In conclusion, the developed course book along with the implementation of contextual teaching and learning also facilitated students to improve their academic speaking performances.

Key words: *Developed-course book, contextual teaching and learning, academic speaking*

Students' Perception of the Use of AI in A Writing Class

Dian Toar Y. G. Sumakul, Fuad Abdul Hamied, & Didi Sukyadi

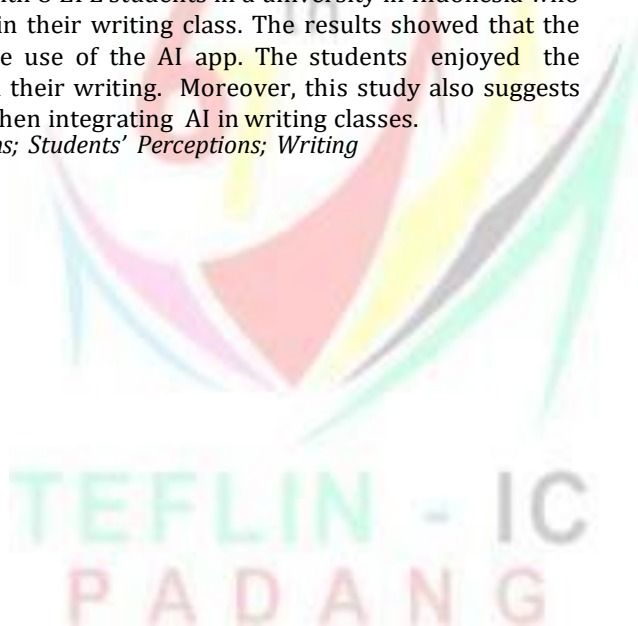
Universitas Kristen Satya Wacana

toar.sumakul@uksw.edu

Abstract [ID 432]

With its current developments, Artificial Intelligence (AI) has started to influence how teachers teach and how students learn, including the ones in English as a Foreign Language (EFL) classrooms. However, there have been debates on whether AI could be beneficial to students' learning or not. One way to see this issue is from the perspectives of the students. Hence, this study aimed at investigating how students perceive the use of AI in their learning. The data was collected through semi-structured interviews with 8 EFL students in a university in Indonesia who had the experience with the use of an AI app in their writing class. The results showed that the students had positive perceptions towards the use of the AI app. The students enjoyed the learning and the AI app helped the students in their writing. Moreover, this study also suggests that there are also several things to consider when integrating AI in writing classes.

Key words: *Artificial Intelligence; EFL Classrooms; Students' Perceptions; Writing*



The Implementation of Online Teaching During Pandemic Covid-19 and its Problem in EFL Classrooms

Dian Yurnita Sari & Yetti Zainil

Universitas Negeri Padang

dianyurnitabeni82@gmail.com, yettizainil@fbs.unp.ac.id

Abstract [ID 757]

Due to the Pandemic situation, online teaching is recommended by the Indonesian government. However, the implementation of online teaching may still become a dilemma for English teachers since each school has different facilities, students' and teachers' competence, and schools' different conditions. This paper presents the findings of a study of the implementation of online teaching English that focus on the teaching and learning process: pre-teaching, whilst teaching and post-teaching activity and its problem in one of the senior high schools in Padang. Descriptive qualitative is used in this research. The data is collected through the recording of classroom observation of English teachers in the EFL classroom and the Stimulated Recall Interview (SRI) with the respective teachers. The Stimulated Recall Interview was done to find out teachers' problems in online teaching. The participants are five English teachers in SMAN 16 Padang. The result was not all English teachers did all the activities in each stage suggested. In pre-teaching activity, the teachers take attendance, greet and give motivation to the students. Then, they jump to give the assessment to the students and ask them to submit it. Some of the activities in whilst and post-teaching activity were not done by the teachers. These were because they have the problem in pre-teaching activity: the preparation, choosing, and using the appropriate platform and strategy based on learning objective. Thus, the effect of these situations was that the online teaching of English became not effective.

Key words: *Online teaching English, Pandemic Covid-19, EFL Classrooms*

Wading in the Uncharted Waters: Indonesian Teachers' Experience in Teaching Literature in English

Delvi Wahyuni, Witri Oktavia, & Ainul Addina

Universitas Negeri Padang

Delvi_wahyuni@fbs.unp.ac.id

Abstract [ID 477]

The aim of this study is to discuss about the experience of Indonesian high school teachers in teaching literature in English. For several decades literature in English is excluded from high school curriculum for English subject. However, the implementation of Curriculum 2013 sees the re-introduction of literature in English: it is one of the mandatory texts taught to high school students who take English as elective class. This study involved several English teachers who are the member of High School English Teacher Forum Chapter Agam Regency. In-depth interview was used to gather the data. The results of the study show that teachers were not prepared to teach literature in English. Lacking of the needed knowledge and experience in teaching this subject was cited as one of the major reasons for their unpreparedness. They also have a negative attitude toward literature. The most common teaching approaches they used are language-based approach, personal-response approach and moral and philosophical approach.

Key words: *literature in English, Curriculum 2013, teaching approach*

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E-Learning2 UNP: The Teaching Solution for Large English Classes at Universitas Negeri Padang

Dinovia Fannil Kher, Yati Aisyah Rani, & Carbiriena Solusia

Universitas Negeri Padang

dinovia.rezi@fbs.unp.ac.id

Abstract [ID 477]

The research aimed at describing how the E-learning2 UNP the online learning platform become the solution of teaching and learning large English classes, that consist of 50 students, different backgrounds of the study, and managed by a single lecturer. 8 classes were taken as the subject of the research. Each class was managed by using the LMS, and it was presented by utilizing all the features offered by the system such as students' attendance, teaching and learning materials, quiz, midterm test, and final test. During offline classes, before the pandemic, it was found that many of the large English classes were failed to meet the learning outcome. The Students' quizzes, mid-term and final results showed that the percentage of students who did not meet the expected learning outcome was high, or more than those who did. However, by utilizing e-learning2, students were taught differently. Seen from their quiz, mid-term and final result, it was found the percentage of students who met the expected learning outcome was higher than those who did not. Therefore, it could be concluded that the UNP learning management system, known as E-learning2 UNP was the solution for teaching and learning large English classes.

Key words: *Learning Management System, Large Class, English Class*

Interactions amongst Indonesian EFL Students' Growth Mindsets, Self-Efficacy, Metacognition, and Academic Writing Performance

Djarmika, Lastika Ary Prihandoko, & Joko Nurkamto

Universitas Sebelas Maret

djarmika@staff.uns.ac.id

Abstract [ID 585]

The current literature on EFL academic writing performance has offered some strong factorial variables. Those variables range from growth mindset, self-efficacy, to metacognition. However, a dearth of studies on those variables has been conducted in the context of Indonesian EFL students. Accordingly, the present study seeks to conduct a survey on Indonesian EFL students' growth mindset, self-efficacy, and metacognition in the realm of academic writing performance. 450 Indonesian EFL students from Sumatera, Java, and Papua were selected conveniently to be the respondents. The data from respondents are collected using valid and reliable questionnaires. Validation based on experts' judgments followed by piloting studies to pursue the construct validity and reliability has been conducted before the questionnaires are distributed to the respondents. The data are analyzed using the principles of descriptive statistics. The results of this study will provide the portrayals of Indonesian EFL students' writing performance profiles in the aspects of their growth mindset, self-efficacy, and metacognition as a set of contributive factors which determine the capacity of their English academic writing performance. Furthermore, this study's results will provide beneficial pedagogical references for EFL students seeking to improve their academic writing performance and for lecturers seeking to create effective interventions in teaching academic writing that are oriented towards those three variables.

Key words: *Growth mindsets, self-efficacy, metacognition, academic writing performance*

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The Opportunities and Tensions in Writing a Summary of Academic Articles: The Voices of Student Teachers in an EFL Context

Dyah Sunggingwati
Universitas Mulawarman
sungggingwati@gmail.com

Abstract [ID 538]

A summary deals with brief statements that represent the solid information accessible to a subject and reflect the gist of the discourse. It is one of essential strategies to facilitate learning as it assists readers to clarify meaning and significance of the discourse. As a writing activity, the production of a summary based on existing text particularly academic articles is fundamentally different from the average composing task. The author presumes that producing a summary from academic articles is more complex. This study involved one class of 28 student teachers who enrolled in the reading and writing class focusing on reading academic articles and summarizing them. Seven randomly selected students participated in this study. The data were mainly gathered from interviews, reflective journals and documents. Using the content analysis, the findings revealed that the students found challenges from the first stage of reading the articles. They were unfamiliar with the type of text, academic vocabulary and sentence constructions. They had to deal with themselves in terms of self-discipline, procrastination, time management, and emotions. As they got along with the tasks, they were happier with what they had done so far. They encountered fewer difficulties related to the text and self-problems. Their self-reflection improved as they knew more about their weaknesses and tried to lessen it. These provide an implication that the students need to have assignments that challenge academically but also personally.

Key words: *Academic articles; opportunities and tensions; summary*

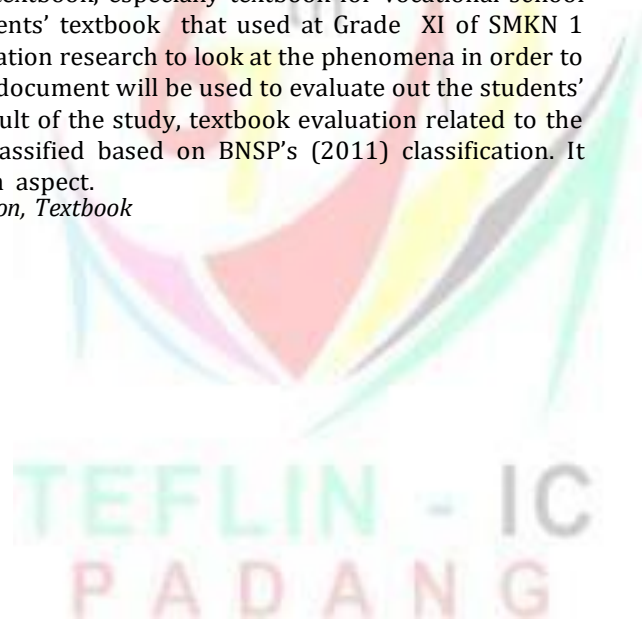
Textbook Evaluation of English Learning Material at SMKN 1 Lembah Melintang

Dzulfia Eka Putri
Universitas Negeri Padang
dzulfiaekaputri.tbi@gmail.com

Abstract [ID 490]

Textbook is one of sources to provide English learning material. Textbook is not only helping the teachers during the teaching and learning process. The textbook also assists the students to gain the material related to the English learning. Based on the explanation above, this study aimed to evaluate the English learning material in the textbook, especially textbook for vocational school students. Source of data in this study is students' textbook that used at Grade XI of SMKN 1 Lembah Melintang. This study belongs to evaluation research to look at the phenomena in order to describe the existed condition in the field. The document will be used to evaluate out the students' textbook as English learning material. As a result of the study, textbook evaluation related to the English learning material is identified and classified based on BNSP's (2011) classification. It consists of content, language, and presentation aspect.

Key words: *English Learning Material, Evaluation, Textbook*



Flipped Classroom Learning: A Current Issue in English Language Teaching in Pandemic Era (A Study on the Teachers' Perspectives)

Eka Sustris Harida

Institut Agama Islam Negeri Padangsidempuan

ekasustris@iain-padangsidempuan.ac.id

Abstract [ID 651]

English language teaching in the current era must be done minimally by using blended learning. This condition happened because the pandemic era in all countries in the world, include Indonesia. One kind of blended learning is flipped classroom, in which the process of learning done out of the classroom and inside of the classroom. The aim of this study is to explore the teachers' perceptions on flipped classroom learning. The research is done through quantitative approach in which used questionnaires to gain the data about. Based on the result, the teachers have positive perception on flipped classroom learning, they felt that the new era in teaching must be followed. They are ready to face the industrial era by this kind of learning and ready to prepare themselves become teachers with able to use technology.

Key words: *Blended learning, flipped classroom learning, technology era, and teachers' perception*

Utilizing Systemic Functional Linguistics (SFL) and Learning Management System (LMS) in EFL Writing Practice

Eliasanti Agustina

Universitas Negeri Surabaya

eliasanti.20011@mhs.unesa.ac.id

Abstract [ID]

This study aims to describe the employment of Systemic Functional Linguistics (SFL), and Learning Management System (LMS) using Edmodo in EFL Writing Practice. 30 eleventh graders who were exposed to analytical exposition text were chosen as subjects in this research. Students' texts are then analyzed using the SFL approach, focusing on schematic structure, theme, thematic progression, and cohesive devices used in the text. The findings revealed that all of the students' texts follow the correct schematic structure of the text. All texts successfully used macro themes and hyper themes, indicating that students could plan and organize their text well. Middle and high-achiever students utilized all themes specifically topical, interpersonal, and textual. Whereas, low achiever students missed the interpersonal subject. Concerning theme progression, they were successfully embraced reiteration, zig-zag, and multiple theme patterns implying all students have appropriate skills in composing a text which has a good connection, unity, and smooth flow among clauses. Furthermore, cohesive devices used by students namely referential, conjunction, substitution, reiteration, synonym, and hyponymy. Writing cycle helps them in understanding and composing analytical exposition text. Moreover, the idea of moving conventional paper writing to Edmodo appears advantageous for them in facilitating them in the process of editing and doing peer review. It makes the writing practice appears real as their writing can be examined by others. Besides, the concept of peer feedback is useful for them to reflect on their writing and to receive corrections from their peers.

Key words: *SFL, LMS, Edmodo, writing, analytical exposition text*

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English for Mechanical Engineering Online Learning in the Midst of Covid-19 Pandemic: Students' Perspectives

Elok Putri Nimasari, Rohfin Andria Gestanti, Kaukabilla Alya Parangu, Eliasanti Agustina, Arief Budiono, Setya Yuwana Sudikan, & Sumarwan

Universitas Muhammadiyah Ponorogo, Universitas Negeri Surabaya, Universitas Muhammadiyah Surakarta, Dinas Pendidikan Provinsi Jawa Timur

nimasari@umpo.ac.id, upin.ndutz@gmail.com, Kaukabilla.20008@mhs.unesa.ac.id, Eliasanti.20001@mhs.unesa.ac.id, poehariff@yahoo.com, elokputrinimasari@gmail.com, bapaksumarwan@gmail.com

Abstract [ID 659]

The Covid-19 pandemic has disrupted pedagogical management in the worldwide countries. School and university closures have reinvented the way teachers manage the class and students learn. Indonesian educational institutions continue to conduct online and distance learning to ensure the continuity of learning for students. Technology-based class system through social media and video conferencing platforms become the new norm for early to higher education sectors. This study examines the Indonesian tertiary students' perspectives towards English for Mechanical Engineering online learning class in a private university amid the Covid-19 pandemic. An open-ended questionnaire has been distributed to 110 undergraduate students after they have completed 14 online meetings and 2 tests. The findings are reported qualitatively and highlight that online learning boosts students' authority to learn and delivers several challenges due to technological matters. Although online learning has indicated great attempts from both teacher and learners, it offers unprecedented opportunities for multidisciplinary educational context and access.

Key words: *Covid-19, online learning, ESP class, Indonesian tertiary context, students' perspective*

Exploring Challenges and Strategies for Classroom Interaction

Entusiastik

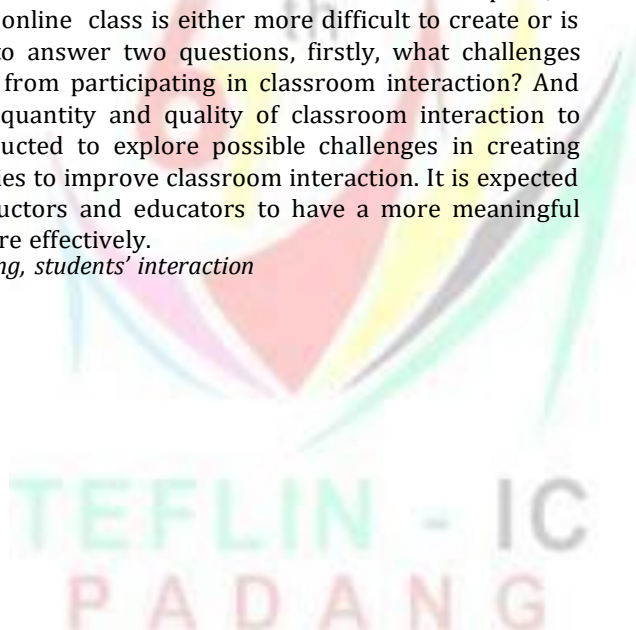
Universitas Islam Kadiri, Kediri

entusiastik@uniska-kediri.ac.id

Abstract [ID 534]

Research has indicated the importance of classroom interaction as one of the determinant factors for language learning to be successful. However, it is considered more difficult to create a supportive classroom interaction with classes now switched online. Both the teachers and students rely on the technological resources to interact both synchronously or asynchronously. Although theoretically, the online platforms are available to make interaction more explicit, it seems that interaction among learners during online class is either more difficult to create or is not fully encouraged. This research intends to answer two questions, firstly, what challenges students face which potentially prevent them from participating in classroom interaction? And secondly, what can be done to improve the quantity and quality of classroom interaction to maximize learning. An online survey is conducted to explore possible challenges in creating interactive learning activities as well as strategies to improve classroom interaction. It is expected that the research may offer insights for instructors and educators to have a more meaningful classroom interaction and engage learners more effectively.

Key words: *Classroom interaction, online learning, students' interaction*



Indonesian EFL Learners' Relative Clauses Interference

Epi Stiyo Pujowati & Afdal Ade Hendrayana

Universitas Negeri Padang

epi.kewes3@gmail.com

Abstract [ID 487]

The role of relative/adjective clauses in introducing new information, connecting with given information in sentences structures plays role in constructing grammatical sentences and doing well communication to face the global challenge. While some EFL learners still have sufficient knowledge in using relative clauses, it is assumed that not all EFL learners know how to construct relative clauses grammatically and understand cognitively. This study shows how EFL learners at three universities in Indonesia (Universitas Negeri Padang, Universitas Pamulang, and Universitas Negeri Jambi) constructing relative clauses in writing short descriptive essay. What learners' problems as effect of lack competence on English grammar rules and some deviations which is caused by the Indonesian interference in English use since two languages have different pattern are discussed in this study as well. Through the analysis of 40 pieces of learners' short descriptive essay, it identifies and describes learners' interferences interlingually (transfer error, mother tongue interference, literal translation) and intralingually (overgeneralization, ignorance of rule restrictions, incomplete application of the rules, false concept hypothesized); problems in distinguishing between the antecedent, typically in a main clause and the relative pronoun in the relative clauses, difficulties in differentiating between restrictive and non-restrictive relative clauses with their separation markers are also problems in constructing adjective clause. The analysis of the data and discussion in this study are based on the theories of English grammatical, especially learning EFL and this study is derived and further developed based on a research report conducted in 2012, 2016 and 2017.

Key words: *Interference, relative, clause, descriptive, writing, Indonesia*

Thanking Expressions in Teaching and Learning Process at English Department of Pasir Pengaraian University

Eripuddin, Jufrizal, & Agustina

Pasir Pengaraian University

eripuddin85@gmail.com

Abstract [ID -]

The purposes of this research were to find out the kinds and the meaning of thanking expressions used by the multiculturalism students. The data was collected from 11 fourth semester students. This study used descriptive qualitative. The instrument was a discourse completion test (DCT). The result showed there were 110 responses, it divided into 5 kinds of thanking expressions they were 99 responses of thanking (90%), 6 responses of appreciation (5,4%), 2 responses of positive feelings (1,8%), 1 response of apologizing (0,9%), and 2 response of repayment (1,8%). This research has examined kinds and meanings realized by the students. Based on the data, it could be seen that there are different meanings and styles based on their own cultural perspective.

Key words: *Thanking Expressions, Learning Process, Discourse Completion Test.*



An Overview of Pedagogical Grammar Learning as a Second and / or Foreign Language: Community Language Learning Method in an Open Learning Platform

Erna Nawir

Universitas Negeri Padang

erna.nana97@gmail.com

Abstract [ID 766]

Given the urgency of changing the learning context caused by the current covid-19 pandemic, learning of pedagogical grammar, especially in learning English as an effort to acquire the language as a second language and or foreign language, does not only stop at the learning process which has been mostly done face-to-face directly, but can also be carried out through one alternative e-learning known as Open Learning technology-based platform. As a new atmosphere in the use of technology, especially in the field of education through the use of Massive Open Online Course (MOOC), Open Learning is an alternative of e-Learning platform that can be used as a learning medium used in the online learning process which is increasingly popular today. By applying the Community Language Learning method for improving language skills, especially in pedagogical grammar learning, language learners can be facilitated in the learning process by making maximum use of the features of the Open Learning platform in accordance with the basic principles they have which are constructive and community-based and it is in accordance with the pattern of educational tools contained in the Open Learning philosophy itself, namely empowering students, learning concepts that are authentic, active and constructive, and focusing on building an effective educational community.

Key words: *Pedagogical Grammar Learning; Community Language Learning; Open Learning Platform*

Teacher-Student Relationship in Promoting English Language Learners' Engagement for Online Learning During the Covid-19 Pandemic

Eunae Kim & Lewinna C. Aguskin

Bandung Independent School

eunae.kim@bisedu.or.id

Abstract [ID 680]

In one classroom, students bring various motivations to learn English. However, not all motivations directly lead to their engagement in class. Students' engagement affects their learning and long-term success, so it plays a meaningful role in Second Language Acquisition. Mercer and Dörnyei (2020) defined that Teacher-Student Rapport as an essential foundation for critical engagement in class. (p. 51) Since March 2020, due to Covid-19, Indonesian students have had to go through massive learning changes without being much prepared. This research aims to inquire what factors influence university students' engagement and investigate to what extent the Teacher-Student Relationship affects the engagement of university students during online English learning using a qualitative case study method. Data collection was based on surveys using the Student Instructor-Relationship Scale (SIRS), open-ended questions, and video recordings containing the reflections from 36 students. The purpose of the data collection was to measure students' perceptions of how much they feel connected to their teachers and determine the negative factors influencing online English learning. The researchers also evaluated students' formative and summative assessments to analyze the connection between the Teacher-Student Relationship and the students' engagement or performance in class. Results showed that Indonesian students at this specific university faced various challenges that could cause them to feel distracted in class. Also, the Teacher-Student relationship played a significant role in the process of English Language Learning. Teachers should find various approaches to meet the needs of their students to overcome the challenges and promote positive Teacher-Student Relationship in online learning.

Key words: *Engagement; Second Language Acquisition; Online Learning; COVID-19; Teacher-Student relationship*

ELT Students' Communication Strategy on Speaking Performance Defined by Gender in Universitas Negeri Padang

Fadel Nur Irsyad & Ratmanida

Universitas Negeri Padang

fadelnurirsyad@gmail.com

Abstract [ID 625]

Communication strategy which is performed by ELT students might be different one to another in accordance with their speaking proficiency. This study aims to analyze the communication strategy on the speaking performance of ELT students and which strategy is most frequently used by male and female students. The subject of the study is the English Department students of Universitas Negeri Padang as the representative of ELT students. This study belongs to descriptive research with a qualitative approach to look at the natural things that happen in human being and the phenomena directly from the field. The data elicited from the video recordings of conversations and oral presentations to investigate the communication strategies used by students as well as students' problems in communication. The design is still in the preliminary stage and still continuing. The data will come from the observation of students' utterances on their speaking performance. As a result of the study, the ability of male and female students in speaking performance is identified and categorized into sixteen types of communication strategy by Kongsom (2009).

Key words: *ELT students, communication strategy, speaking performance, gender difference*

English Teachers' Attitudes Towards Google Form as an Online Assessment Tool

Fadhil Ramadhani

Universitas Pendidikan Indonesia

fadhilramadhani2197@gmail.com

Abstract [ID 702]

Information technology, which is experiencing rapid development in the era of the industrial revolution 4.0, can be optimized to improve the quality of technology-based teaching and learning. Google Form is a form of technology that is used as a tool to assess students' English abilities online. This study aims to analyze the attitudes of English teachers towards the use of Google Form as an online assessment tool in three aspects of accessibility, ease of use, and users' satisfaction. It also analyzes the improvements that could be made in Google Form to make it better as an online English assessment tool. This study employed a descriptive design with a mixed-methods approach. A survey questionnaire and interviews were used in this study to elicit the responses of 107 respondents, consisting of English teachers in Indonesia. The findings in the study show that the majority of English teachers tend to show a positive attitude to the usefulness and ease of assessing students online through Google Form. Still, several aspects need to be improved to simplify evaluation and increase the effectiveness and efficiency of Google Form as an online assessment tool, such as features to prevent cheating and provide direct feedback to students.

Key words: *English teacher; Google Form; online assessment; teachers' attitude*

TEFLIN - IC
PADANG

The Perceptions toward the Implementation of Online Learning: A Study on ESP Teachers and Students of UNP

Fadhilah & Hamzah
Universitas Negeri Padang
dhila.chanas@gmail.com

Abstract [ID 714]

Online learning has been an important part of education and is claimed to offer unique benefits in the learning process. Although online learning management system has been used by almost all of academic community as one of facilities in teaching and learning, some people still do not believe that online classes will revolutionize classroom. This study will attempt to elaborate some insights about the perceptions of teachers and students toward the implementation of online learning in English for Specific Purposes (ESP) class of Universitas Negeri Padang (UNP). This study conducted in Department of Electronics Engineering and Department of Sports Coaching. The data carried through video recording and e-questionnaire. The implementation of online learning in ESP class could be obtained from the transcription of video recording. In order to see ESP teachers and students' perceptions toward the implementation of online learning, the e-questionnaire sent to each of them. Results reveal that all of participants have positive perceptions toward the implementation of online learning as it can be a helpful tool to learn language despite some challenges in it. Hopefully, this study could be the references for education stakeholders and also the developers who want to create or develop the application to be used for online learning, especially in English subject.

Key words: *Online learning, perception, English for Specific Purposes*

The Implementation of Virtual Board Games in Teaching Speaking to the Undergraduate Students

Faishol Hadi & Achmad Anang Darmawan
STKIP Al Hikmah Surabaya
fayenglish.fh@gmail.com ,sparklings7@gmail.com

Abstract [ID 689]

The aim of this study is to know the implementaion of virtual board games teaching media in teaching speaking. The writer also conducted this study to investigate whether virtual board games teaching media was able to make the students have active engagement in spoken activity. The participants of this study were ten second semester English students of STKIP Al Hikmah who took Critical Speaking Course. The goal of this course was the students were able to master speaking skill for critical context. This study used descriptive qualitative research. The instruments of this study were an observarion sheet and questionnaire. The observation sheet was used to get the data of the implementaion of of virtual board games in teaching speaking. the questionnaire was used to gain tha data of students' responses toward using virtual board games in teaching speaking. The result of this study showed that the implementation of this media created exciting atmosphere in teaching and learning speaking. The result from observation data showed that the students were very active to engage in oral communication activity. The result of the data from questionnaire showed that most students were excited learning speaking using board games teaching media. The result of the data also showed that most students said that virtual board game media was helpful for them in in mastering speaking skill.

Key words: *Virtual Board Games; Teaching Speaking; Undergraduate Students*

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PADANG

Interference of Students' Native Language in Their Oral Production of English

Fatchul Muin
ULM Banjarmasin
fatchul_muin@ulm.ac.id

Abstract [ID 754]

Linguistic problems from an oral standpoint never end. One of the linguistic problems is the interference phenomenon. Therefore, this phenomenon is always feasible to be studied by many parties. As a consequence, there is no shortage of publications on pronunciation problems of different L1-background learners in EFL contexts. This research aims to describe the phonological interference of the Banjarese language made by the English Department of Lambung Mangkurat University students. This research utilizes a descriptive design on the phonological interference level. The subject of this research is the students whose native language is the Banjarese language. The instruments used in this research are questionnaires and oral test. Data were analyzed using the contrastive analysis. The research found out that the Banjarese language interferes with the students' English pronunciation because of using the Banjarese language's sound systems while pronouncing the English words. Both languages have similar phonemes but differ in their distribution. Both have identical phones but have differences in the variants or allophones. Based on the result of this research, the researchers suggest that the English Department students whose background is Banjarese language need to practice to pronounce vowels and consonants correctly. They also need to raise their awareness in English sounds to not overgeneralize the sound of particular vowels or consonants in specific words. In detail, the interference is caused by many differences between the two languages, namely Banjarese language, and English. Banjarese language has three vowels, while English has 12 vowels. Banjarese language only has three diphthongs, whereas English has nine diphthongs. Banjarese language only has 18 consonants, while English has 24 consonants. The researchers also suggest the lecturers who teach the English phonetics and phonology to emphasize more to practice in oral production and speak to drill more in pronouncing the interfered English sounds in teaching and learning progress.

Key words: *Banjarese language, pronunciation, native language, phonological interference*

Students' Speaking Ability on Youtube Based Video Project in Online Class During Covid19 Pandemic At Universitas Asahan

Fatin Amira & Zul Amri
Universitas Negeri Padang
fatinamira8748@gmail.com, zulamri1960@gmail.com

Abstract [ID 600]

In learning English, there are four skills that learners should learn, namely listening, speaking, reading, and writing. Among the four skills, speaking is said to be a very important skill. It is a productive skill that people use for communication and used by the language learner more frequently in their activities. During this covid-19 situation, the teaching and learning process has changed from traditional classroom into virtual classroom. The teacher's creativity in using learning media should be optimized to get all the students engaged in the learning process. This paper aimed to analyze students' speaking ability on YouTube based video project in online speaking class during covid19 pandemic. The subjects of the study were the third year of English Department students of Universitas Asahan 2019/2020 academic year and 20 students were chosen as the samples. This study belongs to descriptive research. The researcher took the sample by using purposive sampling. The data came from the document checklist of students' speaking final assignment in form of short drama. The document checklist was used for measuring the students' speaking ability. There were five videos that had been analyzed based on Harris in Depdiknas (2005:27) proficiency descriptions. It consists of pronunciation, structure, vocabulary, fluency, and comprehension. The finding of this study showed that the majority of students' speaking ability was in medium level (60%). It indicated that the students should improve their ability in speaking.

Key words: *Ability, speaking, video project, YouTube*

Intrinsic Analysis in Solving Reading Comprehension Question

Fikry Prastya Syahputra, Rohani Ganie, & Tengku Silvana Sinar

University of Sumatera Utara

fikryprastya@usu.ac.id, ganierohani@gmail.com, tengkusilvana@usu.ac.id

Abstract [ID 489]

TOEFL purposes evolve in recent year, not only for educational needs but also for other needs, such as; job applicant requirement. Meanwhile, the examinee still considers TOEFL as a difficult test. Reading Comprehension appears as one of the sections in TOEFL. In response to this phenomenon, this research aimed to identify the improvement of student score in reading comprehension after applying intrinsic analysis theory. The method used in this research was the action research method. The research stages started from pre-test, problems identification, treatment implementation, post-test, findings evaluation, and conclusion. The tests were delivered through Google Form and Google Classroom. In addition, the treatment implementation was using Zoom conference. There are 84 students tested in this research. The students form two groups. Group A is doing a reading comprehension test with a narrative genre, meanwhile group B with a descriptive genre. There is a rising in group A average score, from 53 in the pre-test to 83 in the post-test. Meanwhile, group B average score rises from 68 to 92. Therefore, we suggest applying intrinsic analysis in solving the reading comprehension test. However, it needs another research which interact with student cognitive thinking when taking reading comprehension test for TOEFL.

Key words: *Reading comprehension, Intrinsic Analysis, TOEFL, Action Research.*

Critical Reading Text Book Analysis: A Feasibility of Teaching Material Evaluation

Fitrawati, Hermawati Syarif, & M.Zaim

Universitas Negeri Padang

Abstract [ID -]

This study is intended to evaluate a compulsory reading textbook used in a Critical Reading course written and compiled by Critical reading lecturers at the English Department of Universitas Negeri Padang. This descriptive study applied a quantitative method as the research design. To collect the data, the closed-ended questionnaires were distributed to five respectable lecturers teaching in the Critical Reading course. There were 50 questions administered to the respondents investigating seven aspects of textbook evaluation proposed by Cunningsworth (1995); Aims and approaches, Design and organization, Language content, Skills, Topics, Methodology, and Practical consideration of the learning materials. The results showed that Aims and Approaches was categorized as "Fair" (64%), Design and Organization was categorized as "Sufficient" (59%), Language Content was categorized as "Fair" (72%), Skills was categorized as "Fair" (71%), Topics was categorized as "Fair" (63%), Methodology was categorized as "Sufficient" (58%), and Practical Considerations was categorized as "Fair" (60%). Overall, the feasibility of this material was categorized as "Fair" with a total score of 64%. From this study, some considerations on developing teaching material should be based on students' and lecturers' need, the organization, the function, the choice of topics and skills.

Key words: *Materials Evaluation, Critical Reading, Teaching Materials*

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Learning English through Social Media: University Students Perspectives

Fitri Alfarisy & Girindra Putri Ardana Reswari

Universitas Diponegoro

fitri.alfarisy@live.undip.ac.id, girindra.reswari@live.undip.ac.id

Abstract [ID 545]

Social media became a part of human life for the Z generation. They cannot remember the days without a smartphone and social media. Social has significant roles in developing academic networking, providing authentic language, and encouraging meaningful interaction beyond the classroom. Covid-19 breakout changes the education situation in Indonesia so, the students tend to stay longer in front of their computer and smartphone. The English learners do not have enough time to practice and improve their English in the classroom. Therefore, it is interesting to see how the language learner at the university level perceived social media. It triggered the question, are they use social media for fun only or educational purposes, and how they use it to improve their language skills. The samples were 69 university students selected via random sampling technique. The results found that university students use social media to enhance and practice their English by following several accounts that provide knowledge of English. In practicing English, they post and comment using the language. They found that posting or commenting in English on social media improves their skills as well as confidence.

Key words: *Social Media; University Students; Learning English; Perspectives*

Utilizing Essay Punch in Teaching Essay Writing: EFL University Students' Perception

Fitri Handayani

Universitas Mahaputra Muhammad Yamin

fhandayani17@yahoo.co.id

Abstract [ID 711]

The rapid development of technology has brought significant contributions to language teaching. Hence, several up to date writing devices have been used by lecturers to modify teaching and learning activities. This study aims to investigate EFL university students' perception of the use of Essay Punch in teaching essay writing. Essay punch is an online interactive writing tool that provides students guidance in the process of writing step by step in writing an essay. The data were collected through questionnaires administered to the second year English department students of Mahaputra Muhammad Yamin University, Indonesia. The questionnaire was built up into two sections: (1) ten close-ended items and (2) two open-ended items. The ten close-ended items were designed to obtain students' perceptions on the use of Essay Punch as a writing tool from three different aspects. The aspects are the students' perception about the device of Essay Punch, the students' perception about the utility of Essay Punch, and the students' perception about the affective aspect of Essay Punch in essay writing. Meanwhile, two open-ended questions were put to allow students to show their opinion on the Essay Punch. The findings revealed that EFL university students show a positive view of their experience in using Essay Punch in the writing classroom. Thus, it could be concluded that Essay Punch can become one of the potential tools in teaching essay writing.

Key words: *Students' perception, Essay Punch, Essay writing*

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Process Writing Approach (PWA): The Correlation Between Writing Habit and Students' Writing Achievement

Fitri Novia, Eva Saptarina, & Lestari

Universitas Islam Ogan Komering Ilir Kayuagung

fitri novia84@gmail.com, eva@uniski.ac.id, lestari_tari@gmail.com

Abstract [ID 691]

Writing is a tool to convey ideas and opinions in a piece of paper. Students need to do some process of writing so that they could write well. Process writing approach is an approach that contain recursive stages to help students write their composition. Students would get writing habit by applying process writing approach. The purpose of this study was to investigate the correlation between students' writing habit and their writing achievement. Correlation research was used in this research. The participants were X.TKJ students of SMK N 1 Kayuagung. The respondents were 92 students. Written test and questioners were used to collect the data. Pearson product moment correlation was used to analyse the data. The result showed that $0.006 (r_{xy}) < \text{than } 0.202 (r_{table})$, it meant that there was no significant correlation. Thus, there was no significant correlation between writing habit and students' writing achievement in TKJ class of SMK N 1 Kayuagung.

Key words: *Process writing approach, writing achievement, writing habit*

Students' Perception in Using E-Learning for English Writing Activity

Futia Mursela & Ratmanida

Universitas Negeri Padang

futiamursela51@gmail.com

Abstract [ID 554]

Applying of Information Communication and Technology (ICT) has played a major part in educational system. Besides, the canvas of English language teaching has also experienced in emerging technology into the classroom since it provides the platform to develop students' second language learning. The kinds of application through computers and smartphones have many applied by educators as the strategies and approaches in language teaching and learning, including for writing skill. Since writing is argued as one of difficult skill which needs some processes, emerging the technology can be one of choices for a new writing learning that is able to enhance students' writing performance. Today, E-Learning application is one of platform that has been many used by educational institution. E-Learning facilitates some features that can be also applied for language learning purposes. Thus, this paper aims to give the overview about students' perception in using E-Learning for writing learning application since it provides the platform for writing activity. A descriptive research is employed and there are 25 students of third semester at English Education Study Program of Universitas Negeri Padang as the respondents. The data of the research are obtained through the questionnaire and interview. The result showed that the majority of the students share positive perception towards the using E-Learning for writing activity.

Key words: *Perception, E-Learning, Writing Activity*

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Analysis of the Implementation Higher Order Thinking Skills in Tasks and Test of English Subject at SMK Negeri 2 Padang

Ghina Zikra Winanda

Universitas Negeri Padang

ghinazikra2105@gmail.com

Abstract [ID 556]

Questions are often used to stimulate the recall of prior knowledge, promote comprehension, and build critical-thinking skills. There are two of the classifications of questioning that can be used in formulating learning objectives, Lower Order Thinking Skills and Higher Order Thinking Skills. Based on the explanation above, this study aimed to investigate the cognitive domain of Bloom's taxonomy used in questions asked by teachers to their students at SMK Negeri 2 Padang. Source of data in this study is student's tasks and student's tests in English subject. This study belong to evaluate the teacher's questions that frequently used all levels of the cognitive domain of Bloom's taxonomy. The design is still in the preliminary stage and still continuing. As the results, in the students perceived that the most frequent cognitive domain used by the teacher in questions is the domain of create, followed by the cognitive domain of understand, remember, evaluate, apply and lastly the cognitive domain of analyze. On the other hand, the teachers believed that they use the cognitive domain of remember as the most frequent cognitive domain in questions.

Key words: *Higher order thinking skills, Task, and Test*

English for Mariners Course Book: A Study of Text Readability (English Course Book Used at Merchant Marine Polytechnic of West Sumatera)

Giovanni Oktavinanda, Syafni Yelfi Siska, & Kartika Harda Putri

Universitas Teuku Umar

g.oktavinanda@gmail.com

Abstract [ID 394]

Readability level of marine texts does influence cadets' ability in comprehending Maritime English materials. This research investigates the readability level of texts regarding *English for Mariners*, an English Maritime coursebook published by Language Competence Certification Tools for the Vocations (LCCTV) used for first-year cadets at West Sumatera Merchant Marine Polytechnic. To this end, 10 selected texts from 10 units were analyzed. The Flesch-Kincaid Reading Ease was utilized as a readability formula to assess the readability level of texts. The findings revealed that 10% of text was categorized as extremely difficult, 30% of texts were difficult, 30% of texts were fairly difficult, 10% of text was average, 10% of text was fairly easy, and 10% of text was easy to read. At in all, the *English for Mariners* coursebook is readable even though few texts are not suitable for cadet's age and grade.

Key words: *Marine English, Readability Level*



English Teachers' Self-Assessment for Continuous Professional Development

Gita Mutiara Hati & Wisma Yunita
Universitas Bengkulu
gitamutiara@unib.ac.id

Abstract [ID 607]

This study aims at identifying English teachers' strengths and weaknesses regarding their professional development by doing self-assessment. Self-assessment means critically evaluating one's own knowledge or performance to be continuously improved. It helps teachers increase their sense of responsibility over their work and their own professional development. A teacher is said to be professional when she holds a holistic competency including pedagogy, professional, social, and personality competence. To become the so called professional, the teacher should first have the right academic qualifications and take a teacher professional education. However, having certified as a professional teacher does not mean that the teacher continuously develops their competency. It happens for many different reasons. Mostly it is because they have already burdened by many administrative tasks that they barely have time for willingly taking care of their professional development. It also happens to English teachers. Having many classes and teaching hours make it difficult for them to reflect whether they have improved professionally or just been surviving. It is quite difficult to develop one's professional development when they are not even aware of their weaknesses or even their strengths. One way to help teachers to be more conscious about their professional development is by first self-assessing themselves. A self-assessment Tool is used to find out what they are already good at and what they still need to improve. It is hoped that in the long run, the teachers will continuously self-assess themselves so they can make improvements where necessary.

Key words: *Teacher's self-assessment tool; teacher professional development; teacher competency*

Using Contextual Teaching and Learning (CTL) to Improve Students' Writing Skill

Gita Sri Jayanti Hutapea
Universitas Negeri Padang
gitasrijayanti@gmail.com

Abstract [ID 671]

Nowadays, students have very little interest in writing which is so important to fulfill education requirements. Students are not only lack vocabularies but also lack ideas and low motivation. It makes students feel difficult to write. This difficulty can be seen from the low writing scores they get and the students' less active in learning activity. This is influenced by the inaccurate strategy that the teacher applies in writing lessons, although several methods have been applied. Contextual Teaching and Learning (CTL) is one of the right strategies in overcoming student difficulties in writing. CTL is a strategy to learning that emphasizes the involvement of students in the full process to be able to find the material studied and relate them to real-life situations that encourage students to apply them in life. The design of this research is Classroom Action Research (CAR). Techniques for collecting data for this research are; observation, interview, and test writing. This research conducted in SMPN 3 Siabu at the eighth grade VIII-4 in the academic year of 2020/2021.

Key words: *Contextual Teaching and Learning (CTL), Writing Skill.*

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Developing a Teacher Cognition on ICT Instrument: Confirmatory Factor Analysis

Gusti Nur Hafifah, Francisca Maria Ivone, & Bambang Yudi Cahyono

Universitas Muhammadiyah Surabaya

gustihafifah@fkip.um-surabaya.ac.id, francisca.maria.fs@um.ac.id, bambang.yudi.fs@um.ac.id

Abstract [ID 452]

Numerous studies investigated teacher cognition and its relation to ICT in the ELT context despite the limited availability of instruments that measure teacher cognition dimensions and scales. For this type of study, a valid and reliable instrument is a must. The article reports a study that attempts to develop an instrument for measuring four variables of teacher cognition and one variable of ICT use in ELT. It details the steps of constructing the instrument, starting from defining and delimiting domains to instrument assembly. The first variable of knowledge of ICT consists of four dimensions and 22 items. The second variable is Belief in ICT that covers three dimensions and 14 items. The third is the attitude toward ICT that comprises three dimensions and 15 items. The fourth variable, ICT self-efficacy, covers three dimensions and a total of nine items. The last variable is ICT use in ELT that is made up of two dimensions and eight items. To measure the validity and reliability of each instrument item, it was tried out to 54 respondents, and the result was analysed using the confirmatory factor analysis. The analysis result confirms the validity of the 68 items with the loading factor greater than 0.6, and the AVE score exceeded 0.5. The composite reliability score of all five variables (knowledge of ICT, belief in ICT, attitude toward ICT, ICT self-efficacy, and ICT perceived use in ELT) was greater than 0.7. It can be concluded that all indicators measuring the variables were reliable. Moreover, the Cronbach's Alpha scores of all variables were greater than 0.6. Since all indicators were valid and reliable in measuring the relevant variables, the instrument can be used in research that measures teacher cognition dimensions and scales.

Key words: *Survey, teacher cognition, knowledge of ICT, belief in ICT, attitude toward ICT, ICT self-efficacy, ICT use in ELT*

Teaching a Public Speaking Course to a Deaf Student

Harumi Manik Ayu Yamin

Universitas Indonesia

memmy.yamin@gmail.com

Abstract [ID 780]

As public speaking tends to be associated with abilities to articulate ideas orally and listen closely to responses from an audience, teaching a public speaking course to a deaf student might not seem feasible or reasonable. Although it could pose various challenges indeed, it is possible to adapt the course in order to cater the student's needs. In this paper presentation, a model of how a teacher taught a public speaking course to a deaf student in tertiary education will be explained. In particular, the presenter will share ways to anticipate possible caveats and strategies implemented in class in order to ensure that learning takes place for both hearing and deaf students in class. Data collected from classroom observations and interviews were examined to identify classroom dynamics and relationships between hearing and deaf students as they both played important roles to the success of the learning process. The results showed that students showed a great rapport and supported each other throughout the course that they could gain not only communication skills but also flexibility, creativity, and collaboration skills from the whole learning experience.

Key words: *public speaking, deaf student, tertiary education*

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Teaching Women's Literature of the Ummah at the English Department of Universitas Islam Negeri Syarif Hidayatullah Jakarta

Hasnul Insani Djohar
UIN Syarif Hidayatullah Jakarta
hdjohar@uinjkt.ac.id

Abstract [ID 791]

Historically, teaching English literature is dominated by mainstream literature, such as British literature: Shakespeare and Victorian, instead of marginal literature, such as Anglophone Muslim literature and women's literature of the ummah. This paper investigates an alternative way in teaching English literature in classes, which tend to use mainstream literary texts by investigating a class teaching women's literature of the ummah at the English Department of Universitas Islam Negeri Syarif Hidayatullah Jakarta. Thus, this paper engages with postcolonial studies and diaspora studies, which tend to be excluded in world literature. By using qualitative research with the framework of action research, this paper investigates how a lecturer and her class practice active learning when exploring women's literature on the ummah, especially in the pandemic era, which demands technology and creativity. In doing so, the lecturer provides her students with literary texts written by Muslim women from the globe, such as Mohja Kahf (Syrian-American), Randa Jarrar (Palestinian-American), and Shaila Abdullah (Pakistani-American). In the learning activities, the lecturer not only engage with multiple theories, such as postcolonial studies, diaspora studies, and migration studies, but also utilizes multiple strategies, such as involving digital technologies in learning and assessing her student's ability. Therefore, students not only understand the primary literary texts, but also theories and contexts of the books and their societies. Indeed, the students are more interested in the texts as the texts provide stories from various women in the world, especially stories of diasporic communities living in mainstream society, such as the US and the UK. Additionally, at the beginning of the class, the lecturer asks the students to answer some questions based on the texts and theories that they will learn on that day by using Kahoot application. The result of the learning process is the students more engage with the literary texts as they can reflect on their Muslim life experiences and are eager to understand how Muslim women living outside Indonesia. Thus, this paper shows how to challenge mainstream British literary texts in teaching Literature by providing women's literature of the Ummah as it uses two perspectives: women and Islam, which tend to be excluded in world literature. By investigating this class, we can learn how to develop our students' soft skills, especially their critical thinking, problem solving, and communication skills in order to achieve more effective active learning in studying English literature in Indonesian Muslim context, which links to the global ummah.

Key words: *Teaching English Literature, Women's Literature of the Ummah, Universitas Islam Negeri Syarif Hidayatullah Jakarta, Islam, Muslim Women*

Cloud-Based Modelling in Foreign Language Teaching

Helena I. R. Agustien
Universitas Nasional Karangturi

Abstract [ID]

This paper argues that one of the biggest problems in foreign language teaching contexts is the issue of modelling. Modelling refers to an act of providing examples of the desired behavior. The term 'desired behavior' in foreign language learning refers to the ability to speak the learned language the way native speakers do or at least speak with a level of intelligibility so that one can be easily understood by other language users. This level of proficiency can easily develop when one lives in the community where the target language is used in daily basis. This happens because s/he is exposed to abundant input serving as perfect examples or models. In the context where models are abundant, language acquisition or learning seems to be effortless. In a foreign language learning context, however, learners are not very much exposed to the ideal models and, therefore, language modelling in the classroom becomes a serious issue. Nowadays, however, with the advancement of technology where people can store and publish language teaching materials in cloud networks, foreign language teachers have unprecedented ease of access to so many native speaker models. This is especially true when it comes to learning the spoken language. The paper will discuss stages of teaching and learning in which modelling is an important, but often forgotten step, in building the student's speaking proficiency. Various sources available in cloud networks will be explored and discussed to encourage foreign language teachers to improve their skills in obtaining authentic models for their teaching purposes.

Key words:

Using Praat to see Error Made by Fourth semester students of English study program in Pronouncing English Voiced and Unvoiced Dental Fricative

Hengki

Universitas Papua

Abstract [ID]

The study aims at analysing students error in pronouncing voiced and unvoice dental fricative at the Fourth semester of English Study Program in The Papua University. It is found that no one pronounced the words correctly. In fact, nonexistence of voiced and unvoiced fricative dental in Indonesia Phonetic system is the main factor causing students difficulties in pronouncing English voiced and unvoiced dental fricative. It uses descriptive analysis method. In this case, each answer is tested by comparing sampel sound record to the native speaker sound using Praat to see wave form and spectrogram of each sound. By seeing F1 and F2 in spectrogram of the Praat, sounds appeared in spectrogram can be explained by showing its place of articulation and describing its manner of articulation. It uses recording and Praat software as instrument to see the correctness of their pronunciation. The test contains of 15 words devided into 3 groups (initial, middle, and final sound). For each sound position, there is a voiced or unvoiced dental fricative. Those sounds occur in the intial, middle or final of the word. From 10 students taken as sample in this research, there is no one pronounced English voiced and unvoicedof dental fricative correctly. The result shows that all of the students pronounced English voiced dental fricative that occurs in the intial and in the middle of the word as voiced alveolar plosive, whereas English voiced dental fricative that occurs in the final word is pronounced as unvoiced alveolar plosive. In the other around English unvoiced dental fricative that occurs in the initial word is pronounced in three sounds. It is pronounced as palatal approximant, unvoiced alveolar plosive, and unvoiced postalveolar africaf, whereas English unvoiced dental fricative that accurs in the middle and in the final word is pronounced as unvoiced alveolar plosive. The solution for this phenomenon is teachers are suggested to use Praat software to map students mispronunciation. By knowing students' mispronunciation teachers know how to correct their mistake. Teachers can also emphasize unexistence sounds in L1 by using online dictionaries available in the internet to show correct pronunciations.

Key words: *student, phonetic, English voiced and unvoiced, fricative dental, plossive and alveolar, Praat*

Anagrams Technique: The Study of Teaching Vocabulary to West Papuan EFL Students

Heriyanti Heriyanti Tahang, Gerda Gustiana Gifelem, & Yuliana A

Universitas Muhammadiyah Sorong

heriyanti7@gmail.com ,gerdagustianagifelem@gmail.com ,yulianarsyad23@gmail.com

Abstract [ID 719]

The English Vocabulary still became the crucial issue to resolved in West Papua EFL Classroom at Junior High School. As a type of wordplay through transforming words from one word, this technique proposed to be an alternative way in increasing students' vocabulary at school. This research aimed to investigate the implementation of Anagrams Technique in teaching Vocabulary through Action Research in SMP Negeri 1 Kota Sorong. There were 34 Students involved in this research. The research adopted Kurt Lewin Design in two cycles which its procedures included planning, action, observing and reflecting. The data were gathered through observing students' cognitive, affective, psychomotor behaviors and tests. The results revealed that the implementation of Anagrams Technique through Communicative Approach could successfully increase students' vocabulary achievement test. The finding also showed that Anagrams Technique were able to improve students' cognitive, Affective and psychomotor behavior in teaching and learning process.

Key words: *Vocabulary, Anagram Technique, Communicative Approach*

A Case Study on Male and Female Lecturers' Strategies in Teaching Speaking Skill at Tertiary Education Context

Herlina Daddi

Universitas Muhammadiyah Makassar

herlinadaddi@unismuh.ac.id

Abstract [ID 759]

This study aims at exploring lecturers' strategies in teaching speaking skill at university context. The participants were one male lecturer and one female lecturer. The male lecturer has an experience of teaching for forty-three years and teaches in two universities and the female lecturer has eight years teaching English experience and teaches in one private university. The data were collected by conducting observation and interview. The researcher as nonparticipant observation or external observation in which she did not directly involved in the situation being observed. Then, the researcher interviewed both the lecturer and the students by using voice recorders. Type of the two interviews was semi-structured interview in which some questions were prepared before interviewing and some additional question were asked on the spot. After analyzing the data, it was found that both lecturers had their own ways in applying the five strategies in terms of the level or the nature of their class. Lecturer A focused the class on accuracy (pronunciation and grammar) while lecturer B encouraged the students to speak smoothly without too much hesitation and confidently which is related to fluency. In other words, what the two lecturers did in the class had characterized a successful speaking activity, namely: learners talk a lot as much as possible of the period of time allotted to the activity; participation is even in which the class is not dominated by a minority of talkative participations; and motivation is high because the students are interested in the given topics.

Key words: *Strategies, speaking, accuracy, fluency, motivation*

Implementing Student-Centered Learning in Indonesian Higher Education: Exploring Indonesian English Language Lecturers' Perception

Hidayatullah Yunus, A. St. Aldilah Khaerana, & Rezky Ramadhani

Universitas Hasanuddin

hidayatyunus@unhas.ac.id

Abstract [ID 468]

This study investigates Indonesian English language lecturers perspective of Student-Centered Learning (SCL) implementation in Indonesian higher education. This is to consider that lecturers' roles are very essential in delivering the materials as their responsibilities are to facilitate and to drive the learning activity especially in teaching English as a Foreign Language (EFL) in Indonesian higher education. This research adopted qualitative study by virtually conducting in-depth semi-structured interview as the method for seven English language lectures, and grounded theory was used as the analytical method enabling presentation of lecturer perception from their context. Findings revealed that the seven lecturers had adequate understanding about the concept of SCL, and they thought that implementing SCL is useful and valuable to develop students' engagement with learning activities and to improve lecturers' teaching practice even though there are still some challenges that need to be considered. The findings also showed how the participants encountered the challenges, and the personal strategies that they saw effective to be applied. This study suggests that it is worth to explore more about English language lecturer perception and to conduct more SCL trainings and seminars for them to improve their understanding in implementing SCL.

Key words: *Active Learning; SCL; Lecturer Perception; EFL Students*

“I Know How to Teach with Technology”: Online English Learning in Rural Areas During the Covid-19 Pandemic

I Putu Indra Kusuma

Universitas Pendidikan Ganesha

indra.kusuma@undiksha.ac.id

Abstract [ID 419]

The spread of the COVID-19 pandemic has led to the implementation of online learning worldwide, including Indonesia. The implementation of online English learning in rural areas during this pandemic, however, remains unknown, especially because these areas are known for lack of learning facilities. This study therefore purposed to explore the experiences of English teachers in Indonesian rural areas on (1) their readiness of conducting online learning, (2) their implementation of online English learning, and (3) the challenges during the implementation of online learning due to COVID-19 pandemic. The research was conducted in the middle part of Indonesia with eight English teachers teaching in rural areas as the participants. This study was a phenomenological study approach and used semi-structured interviews to collect the data. The data were analyzed using data analysis spiral strategy. The results show that the participants had adequate knowledge of English teaching with technology. Such teachers also used various technology tools to turn their traditional face-to-face English into online learning. Nevertheless, these teachers often faced issues on internet connectivity, technology devices owned by students, students' motivation, and students' netiquette during joining the online English learning. Some practical implications for supporting the implementation of online English learning during the pandemic time are also discussed.

Key words: *Covid-19; online teaching; distance learning; teaching in rural areas; TELL*

Engaging Early Childhood Learners of EFL through Balinese Folklore Picture Books during Distance Learning in Singaraja Bali

I Putu Yoga Purandina & Gusti Ayu Putu Diah Permata Sari

Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja

yogapurandina@gmail.com

Abstract [ID 408]

Balinese folklore is an attractive English learning medium for children. During distance learning, in several kindergartens in Singaraja, the teachers provided illustrated storybooks to children, in the form of Balinese folklore as reading material at home for the introduction of English as a foreign language. This study aims to describe the stages of introducing English to early childhood through Balinese folklore Picture Books during distance learning in Singaraja, Bali. As well as describing how early childhood vocabulary development in the introduction of English as a foreign language through Balinese Folklore Picture Books during distance learning in Singaraja Bali. The research was designed using a qualitative approach. The data was the children in three kindergartens in Singaraja Bali, amounting to 34 children who were taken randomly. Supporting data is also obtained from the teachers and parents of the child as additional data. The data were collected through observation, interview, and questionnaire then analyzed qualitatively. The result showed that the stages of introducing English as a foreign language were initiated by compiling a weekly learning plan containing collaborative activities between children and parents. By giving Balinese Folklore picture books written in English, both printed and digital. Then given training in the form of matching pictures with vocabulary, mentioning story characters, and moral values that can be taken from the stories. The development of children's vocabulary in English can develop properly where children can mention some vocabularies in English and also children are motivated to keep their enthusiasm for learning English during distance learning.

Key words: *Early childhood learners, EFL, Balinese folklore, picture books, distance learning*

Inquiring English Teachers with Non-English Education Qualification in Bali: Do They Know How to Teach English?

IGA Lokita Purnamika Utami

Universitas Pendidikan Ganesha

lokita.purnamika@undiksha.ac.id

Abstract [ID 422]

The fact that Bali as an international tourism destination places high importance of teaching English since an early age in Bali. However, research to date about English teachers of primary schools in Bali shows that not all of these teachers are holding English education qualification background. This article intends to report a preliminary observation of a case study in Bali, which involved interviewing 4 non-English education qualification teachers who have to teach English regardless of their unsuitable qualification. This article presents a narrative of these teachers' experience of teaching English. It presents insight about what they understand about teaching English and the challenges they encountered. The interview shows that these English teachers understand the principles of teaching English but for some reasons such as school support and English competency, they hardly put some of these principles into action. They are struggling with using the target language fully in the classroom, using interesting media and providing more students-centered activities. Implication drawn from this preliminary observation suggest that interesting phenomena does take place in Bali. Thus, a case study about perception and practices of primary English teachers in Bali in relation to scrutinizing all principles of pedagogical content knowledge of teaching English needs to be conducted.

Key words: *Non-english ducation qualification, english teacher, primary school, PCK*

Using Podaca to Evaluate Local Culture-Based Learning Materials Evaluation Instrument

Ikhsanudin

FKIP Universitas Tanjungpura

ikhsanudin@fkip.untan.ac.id

Abstract [ID 762]

Cultural contents in language teaching are indispensable and, in the current Indonesian context, local cultures can help the educators teach social competencies. One practical way to include local cultures into language teaching is by developing local materials and evaluating them properly. However, until the present time, not many instruments can be used to evaluate local culture-based English learning materials. This presentation discusses cyclical evaluation conducted in developing a local culture-based English learning materials evaluation instrument at Universitas Tanjungpura. The cyclical evaluation was a part of the development research that aimed at designing an instrument that can be used by materials developers to internally evaluate the learning materials as an integral part of the materials designing and developing stages. This cyclical evaluation method consists of six steps called PODACA (planning the standards, outlining the dummy, developing the contents, analysing the draft, adjusting to the standards). The PODACA method was argued to be suitable for the internal evaluation because every step in the method should be completed by referring to the materials quality standards that the materials developer wrote. Since this method is newly developed and has just been implemented in one study, we suggest that more researchers conduct studies to evaluate and refine the method.

Key words: *Podaca; materials evaluation; cyclical; English teaching*

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PADANG

An Analysis of Students' Speaking Ability on Class Presentation During Covid-19 Pandemic at IAIN Padangsidimpuan

Ilham Hakim

Universitas Negeri Padang

ilhahakimnasution@gmail.com

Abstract [ID 491]

The Covid-19 pandemic has great challenges in people's life, including education. Physical distancing requires lecturers/teachers to do teaching and learning process through internet as the media. The use of e-learning is very important to support learning system by applying several platforms, such as YouTube, Zoom Meeting, Google Meet and others. The purpose of this study is to analyze students' speaking ability at the third year students of IAIN Padangsidimpuan on class presentation. The method used was descriptive method. Students' class presentations by Zoom Meeting were recorded as data collection instrument. The subjects of the study were the third year students of IAIN Padangsidimpuan. The result of this study is the categories of the students' speaking ability in every aspects of speaking. To categorize the students speaking ability, the researcher adapted the rubric from Brown (2004) which categorizes students speaking on class presentation into pronunciation, vocabulary, grammar, fluency, comprehension, and task. Then, the students' average score is calculated and classified.

Key words: *Speaking, Ability, and Aspects*

Analysis of Using Google Voice as Learning Media through Task-Based Learning Method

Indah Muzdalifah

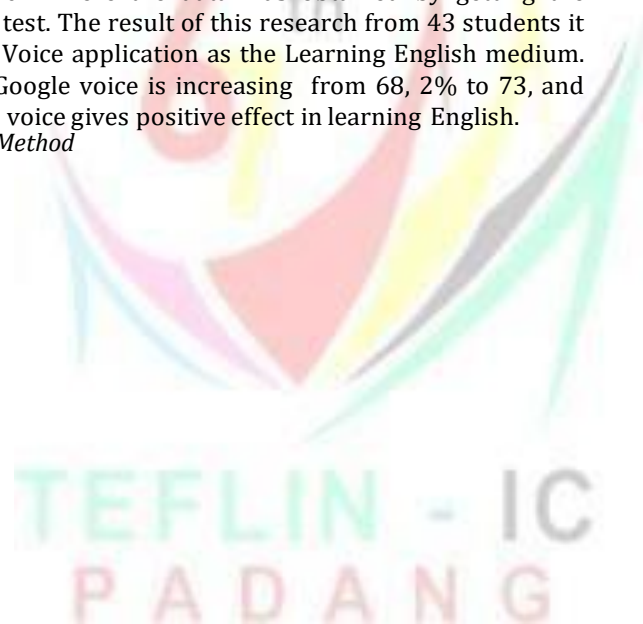
Universitas Lancang Kuning

indah@unilak.ac.id

Abstract [ID 747]

There are many choices of media based on Technology can be used in teaching English. One of them is Google voice, it can be found in any types of smart phone. This media can help students in recognizing the better pronunciation. Thus it can revise their listening comprehension in English. This research is aimed to describe the role of Google voice in listening comprehension course as well as improve their listening comprehension through Task - Based Learning method. The method of this research is qualitative research where the data was obtained by getting the information from online questionnaire and the test. The result of this research from 43 students it was found that 91, 62% agree that the Google Voice application as the Learning English medium. Meanwhile, the result of the test after using Google voice is increasing from 68, 2% to 73, and 54%. It can be concluded that the use of Google voice gives positive effect in learning English.

Key words: *Google Voice, Task-Based Learning Method*



Patient's Complaint Jigsaw Card (PCJC) to Teach Speaking Skill for Second Semester Nursing Students

Irka Maharani, Supriyono Supriyono, & Adin Fauzi

Balitar Islamic University

irkamaharani75@gmail.com, yonsupriyono@gmail.com, adinfauzi2693@gmail.com

Abstract [ID 521]

English is one of subject taught for diploma 3 of nursing students. The problem is low speaking skill and students need improvement on the media to learn patient's complaint. The researcher combined Jigsaw method and card in teaching Patient's Complaint, called Patient's Complaint Jigsaw Card (PCJC). The research objective was to develop PCJC to Teach Speaking Skill for Second Semester Nursing Students. The researcher used simple random sampling. The subject of the research was the students of State Health Polytechnic of Malang (Blitar Campus) they were 25 students and 5 lectures. The technique of analyzing data used qualitative and quantitative. The qualitative data were taken from observation, interview, and documentations. The quantitative data were taken from online pre test, post test, speaking skill evaluation and behavior assessment. From the result of experimental trial, the product could improve students' speaking ability. There were increase between pre test and post test. P value of T-test was 0.001 which $< 0,05$. The result of students' and teachers' perception toward the use of developed product was strongly agree (students 91% teacher 86%). The result of behavior evaluation, students strongly agree (87%) that by playing PCJC it can change their behavior in their speaking skill.

Keywords: *Jigsaw, Patient's Complaint Jigsaw Card (PCJC), Speaking Skill*

The Implementation of E-Learning through the Concerns-Based Adoption Model (CBAM): EFL Teachers' Experiences

Istanti Hermagustiana

Universitas Mulawarman

istantihermagustiana@fkip.unmul.ac.id

Abstract [ID 516]

This present study aimed at exploring EFL teachers' experiences of the e-learning implementation in classroom practices perceived from the Concerns-Based Adoption Model (CBAM). This research was a qualitative case study which involves two EFL teachers as the participants from whom the interview protocol was used to collect the data. The interview questions encompassed the participants' experiences concerning the level of use (LoU) of the e-learning implementation, particularly during the remote teaching and learning contexts. The data were qualitatively analyzed and categorized by using the LoU behavioral categories. This study finally revealed that the participants had experienced routine use in the e-learning implementation in teaching English. In addition, there were several problems that the participants were dealing with while teaching English in their classrooms by using e-learning, such as poor network connection, lack of internet quota, and use of incompatible technological devices. Some implications on the teaching and learning process will be discussed.

Key words: *Concerns-based adoption model, e-learning implementation, EFL teachers' experiences, qualitative case study*

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The Effectiveness of Scaffolding Model in Teaching Reading towards the Students' Reading Ability at SMA in Padang City

Jufri

Universitas Negeri Padang

jufri@fbs.unp.ac.id

Abstract [ID]

This research is aimed at identifying the students' ability in reading by using scaffolding teaching model. This is an experimental research that was carried out at senior high school. There were three senior high schools in Padang that became the location of the research, namely SMAN 1, SMAN 7 and SMAN 8 Padang. The population for this research consisted of the students studying at grade X at the three schools respectively. Meanwhile, the sample was taken by using cluster random sampling technique. The whole number of sample was 192 students, namely, 64 students studying at each school. The research instrument used in this research was reading test consisting of 30 items. After carrying the research for about three months the researcher found the result as follows. The findings of the research indicated that the students' reading achievement taught by scaffolding model was better than those who were taught by conventional model. To prove it, the researcher used t-test formula. The result showed that scaffolding model gave significant effect towards the students reading ability compared to the conventional one.

Key words: *scaffolding, model, conventional, ability, achievement*

Gerund in English: A Morpho-Semantic Note for EFL Learners in Indonesia

Jufrizal & Lely Refnita

Universitas Negeri Padang

juf_ely@fbs.unp.ac.id,

Abstract [ID 673]

In many (pedagogical) grammar books of English, a gerund is simply defined as the ing-form of a verb grammatically functioning as a noun. It has been also understood by EFL learners that gerund is a noun formed from a verb, and in English it is morphologically marked by suffix -ing. Although there are additional phrases in some other grammar references and linguistic dictionaries to the practical definitions such as refers to an action, process, or state; denoting an action or states, many EFL learners forget to keep in mind the additional phrases. Consequently, many EFL learners, in Indonesia in particular, do not sufficiently understand the linguistic-grammatical nature of gerunds in English. The learning condition may be relatively allowed for beginners, but it is not as such for intermediate and advanced learners. Therefore, it is academically essential to learn and to note the nature of gerunds in English. This paper analyzes and discusses the linguistic-grammatical properties of English gerunds which are specifically limited to those of morpho-semantic aspects. Two questions are to answer as the basis for data analysis and discussion, namely: (i) does English gerund belong to nominalization or verbalization?; and (ii) why do EFL learners in Indonesia academically need to understand such morpho-semantic properties? The data presented and analyzed in this paper were collected by means of a short-limited research in the form of library study and supported by researchers' experience as the lecturers of English Grammar and Linguistics. The data analysis and discussion are based on relevant linguistic theories of morpho-syntactic properties of gerunds and those which belong to the principles of Pedagogical Grammar of EFL. The result of data analysis reveals that gerund in English is both nominalization and verbalization with certain morpho-semantic characteristics. As English gerunds are practically productive and linguistically unique, the EFL learners in Indonesia undoubtedly need the linguistic-grammatical knowledge and they are proceeded to have ability to use the gerunds grammatically. The idea delivered through this paper is believed as a significant note for EFL learners, particularly in Indonesia.

Key words: *Gerund, English, morpho-semantic aspects, nominalization, verbalization*

A Closer Look at Collaborative Lesson Planning in Online Teaching Practice Program: Shaping EFL Pre-service Teachers Professional Identity

Khoiriyah, Utami Widiati, & Bambang Yudi Cahyono

Institut Agama Islam Negeri (IAIN) Jember

khoiriyah.iain@gmail.com,

Abstract [ID 677]

Even though extensive studies on teacher identity has been conducted, little attention has been discussed how pre-service teachers shape their professional identity in online teaching practice program. The present study examines EFL pre-service teachers' professional identity situated in collaborative lesson planning that encompasses three stages; pre-planning, whilst-planning, and post planning. Dialogic reflection was deployed to find out the view and commitment of six pre-service teachers about teaching. The finding of the study reveals practical knowledge in shaping EFL pre-service teachers' professional identity; subject-matter knowledge (SmK), content knowledge (CK), pedagogical knowledge (PK), technological knowledge (TK), curriculum knowledge (CK), and reflection knowledge (RK). The contribution of the present study is to provide practical evidence regarding how pre-service teachers, a teacher mentor, and a supervisor collaborate in lesson planning contribute to having a professional identity.

Key Words: Pre-service teachers identity, collaborative lesson planning, online teaching practice

Investigating Students' Barriers in Young Adult Literature

Kiki Rizki Amelia, & Fitri Novia

Universitas Islam Ogan Komering Ilir

kikirizkiamelia333@gmail.com, fitrinovia84@gmail.com

Abstract [ID 707]

Young adult literature is authentic material that can be used with junior high school students. Nonetheless, students may find it difficult to read young adult literature as a source of information. The purpose of this research was to find out students' difficulties in reading young adult literature. The method of this study was descriptive qualitative. The sample consisted of 40 students of SMP N 1 Inderalaya Selatan. In this study, a reading test in the form of a multiple choice with 30 questions was used as an instrument. Based on data analysis, students struggled to answer questions on the main idea, supporting details, inference, cause/effect, and vocabulary. As a result, the findings of this study may be helpful to policymakers in improving the reading experience of learners.

Key words: *Investigating, students' barriers, young adult literature*



The Online Teaching and Learning Listening's Subject in higher Education During the COVID-19 Pandemic

Kurniawan & Desi Nori Sahputri

Universitas Negeri Padang

kurniawan@unilak.ac.id

Abstract [ID]

The educational system from elementary to tertiary level has been collapsed during the lockdown period as the impact of coronavirus disease 2019 (COVID-19) all around the world. This study is to describe the online teaching-learning modes in Listening subject, conducted by the English Department of Lancang Kuning University for the teaching-learning in listening subject, the process and the subsequent semester examinations. It looks forward to an intellectually enriched opportunity for further future academic decision-making during any adversity. The intended purpose of this paper seeks to address the required essentialities of online teaching-learning specially in listening subject related to the COVID-19 pandemic and how can existing resources of English Department of Lancang Kuning University effectively transform formal education into online education with the help of virtual classes and other online tools in this continually shifting educational landscape. The paper used both quantitative and qualitative approach to study the perceptions of lecturers and students on online teaching-learning modes in listening subject and also highlighted the implementation process of online teaching-learning modes listening subject. The value of this paper is to find a holistic picture of the process of online teaching-learning activities in listening subject during the covid 19 period including establishing the linkage between change management process and online teaching-learning process in education system due to the COVID-19 outbreak. Thus, there were some steps should be considered in this pandemic; to develop listening curriculum that reflects the changing in the content knowledge and learning experience of students.

Key words:

Discovering English Students Perception on Translation; A Pilot Study of Project Based Learning in Translation Course

Lafziatul Hilmi & Dian Safitri

Universitas Negeri Padang

lafziatul.hilmi@fbs.unp.ac.id

Abstract [ID 503]

Translation is one of useful and benefit competences for English department students; not only to achieve the learning outcomes during their study, but also to be a valuable skill that they can use to get a job after graduation. This study aims to explore English students perception on translation based on their experience before attending the Translation course. It includes students experience in translation, the translation method, the preferred translation source texts, and the translation-assisted tools. The participants of this study were 45 students registered in Basic Translation and Interpretation course. An online-questionnaire in form of Google-Forms was used to collect students' responses and was attained in the first meeting of the course. The result showed that 77.8 % of students have had experience in translation even though they have not attended any Translation course; 73.3% of them used meaningful texts and vocabulary as translation methods; 71.1% of students preferred to translate literary texts such as novels, drama, and poetry; and 66.7% of them used online and offline dictionary instead of translation-assisted tools. This result analysis gives beneficial insight to set the Project Based Learning syllabus for students in Translation course.

Key words: *Students perception, Translation, Project Based Learning*

Semantic Analysis of Hyponymy in the Short Story “My Hero is You (How Kids Can Fight Covid-19)” By IASC

Lailan Syafrina Dewi
Universitas Negeri Medan
lailansyafrinadewi23@gmail.com

Abstract [ID 688]

The research was aimed at discovering the most dominant type of hyponymy category and the least dominant type of hyponymy in short story of “My Hero is You (How Kids Can Fight Covid-19)” published by IASC. The nature of this research was descriptive qualitative. The data was analyzed by analyzing the content and subsequently investigating types of hyponymy and classifying the categories of hyponymy. It was discovered that there are 17 types of hyponymy in the short story of “My Hero is You (How Kids Can Fight Covid-19)”. Those hyponymy are transportation, occupation, place, room, disease, body parts, size, appearance, planet, male, female, flower, age, distance, toiletries, virus, and number based on the objective of the research that is to find out the dominant type of hyponymy category and the least dominant type of hyponymy category, it was revealed that the most dominant type of hyponymy is “appearance” with a total of 13 words and the least dominant type of hyponymy category are “virus”, “toiletries”, “flower”, “room” and “transportation” with a total of 5 and 1 words in each category. The research concluded that for EFL learners, it was best to remember words through hyponymy. In so doing, students can enrich their vocabulary and can write and speak in English confidently.

Key words: *Semantic analysis, hyponymy, My Hero is You (How Kids Can Fight Covid-19) story, IASC*

Students’ Problem of Academic Writing Competencies, Challenges in Online Thesis, Supervision and Solution: Lecturer Supervisors’ Perspectives

Lastika Ary Prihandoko, Djatmika Djatmika, & Joko Nurkamto
Universitas Musamus
prihandoko@unmus.ac.id

Abstract [ID 584]

The Covid-19 outbreak has brought about the offline-to-online transformation of EFL undergraduate thesis supervision along with its challenging complexities. Hence, anchored in a combination of realistic and constructivist epistemologies, this sequential mixed-method study aimed to investigate students’ problems of academic writing competencies, the challenges in online thesis supervision, and the solutions to the aforementioned problems and challenges according to the supervisors’ perspectives. 464 lecturer supervisors from universities in Central Java and Papua participated as the quantitative respondents, and 23 of them were purposively selected to be the qualitative participants. Descriptive statistics analyses were carried out to process the data garnered from the closed-ended questionnaire, and interactive model-driven analyses were deployed to process interview and FGDs’ data. Resting upon the triangulation of survey and interview data, this study revealed various students’ problems of academic writing competencies covering the dimensions of thesis elements and writing performances. Subsequently various challenges in online thesis supervision were unraveled, and these challenges pertain to the issues of technological competencies, time management, the complexities of students’ field research, and students’ instable motivation. Furthermore, the supervisors proposed contextual solutions and those demonstrating their interventions for improving students’ metacognition, self-efficacy, and growth mindsets in academic writing. Further studies are expected to work on more in-depth mixed-method investigations which examine the interactions of motivational and strategic constructs predicting academic writing competencies as to dive more deeply into the problems, challenges, and solutions in the midst of online thesis supervision.

Key words: *academic writing competencies, online thesis supervision, writing metacognition, writing self-efficacy, writing growth mindsets*

Incorporating Environmental Education in EFL Writing Class: A Hope for A Better Future

Lestari Setyowati, Sari Karmina, Ahmad Heki Sujiatmoko, Nova Ariani & Ive Emaliana

Universitas Negeri Malang

lestari.setyowati.fs@um.ac.id, sari.karmina.fs@um.ac.id, ahmad.heki.fs@um.ac.id, nova.ariani.fs@um.ac.id

Abstract [ID 475]

The climate change and the environmental degradation are not a myth in this industrialized era. The environmental damage and disasters forced people to think green and act green in all aspects of life, including in education. Within the scope of socially responsible teaching (SRT) teachers have a shared responsibility to protect the environment. One way of doing this is by incorporating environmental education in language teaching. This paper is intended to describe the students' environmental awareness as reflected in their essay. The study uses a content analysis design. The subjects of the study are 26 students of English Literature students who joined essay writing course in the academic year 2020-2021. The main instrument to collect the data is mainly a documentation of the students' composition. The result shows that the students' essay mostly used reasoning why protecting the environment is a must (69%), presenting problem and solution to the environmental problems (23%), and comparing solutions to environmental issue (8%). The result also shows that 100% of the students give recommendations to the readers in relation to what they can do to save and protect the environment. The solutions offered by the students among others are reducing the use of plastics, and doing the 3R ways (reduce, reuse, and recycle). The finding implies that incorporating environmental issues for essay writing class is highly applicable. The issues enable the students to use English to express their thoughts in written form, and to train their critical thinking ability.

Key words: *EFL writing, environmental education, essay*

A Case Study Method in Teaching ESP Course Enhance Students' Communication Skill

Lia Agustina

Malang State Polytechnic

lilianaharahap@gmail.com

Abstract [ID 582]

A case study is a teaching method in which a real or imaginary issue is described and a response or action is required. Since analysis is not provided, students must learn the case for themselves in order to make a judgment or come up with potential answers. Bonney 2015, 21 stated that case studies are considered effective because "by presenting content it would promote a group discussion and solving of complex problems. The case studies facilitate development of the higher levels of Bloom's taxonomy of cognitive learning; moving beyond recall of knowledge to analysis, evaluation, and application". The purpose of this study was: 1). to see the students' motivation in learning the method proposed in ESP Course 2). to measure the students' achievement on the content knowledge and the language learnt. The study used a Descriptive Method. A questionnaire, students' learning achievement were taken as the data. The research's result showed the students' motivation, achievement and the effectiveness of the implementation method.

Key words:

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PADANG

Students' Ability in Writing Argumentative Essay at English Department of Universitas Negeri Padang

Liliana Harahap & Desvalini Anwar

Universitas Negeri Padang

lilianaharahap@gmail.com

Abstract [ID 582]

Writing as a productive language skill plays an important role in the curriculum of English. In academic field, ideas are mostly conveyed through writing instead of speaking, because they are more visible and last longer in written form. Argumentative essay is one of the genres learned by English education department students of Universitas Negeri Padang. The students are demanded to be able to compose and write argumentative essay. This research aimed to analyze students' ability in writing argumentative essay. The subject of the study was the third year English students in Universitas Negeri Padang. Twenty five students were selected as samples. This study was used descriptive research. The research data came from the document of students' writing final test to know students' ability in writing argumentative essay. There were twenty five documents that had been analyzed based on Brown's (2001) indicators. It consists of content, organization, grammar, vocabulary and mechanics. The result of this study showed that the ability of English education department students were average (67%). It indicated that the students should increase their ability in writing argumentative essay properly.

Key words: *Ability, Argumentative essay, writing*

The Development of Learning Material Model in Writing Scientific Papers by Using Guided Inquiry Method at STKIP PGRI Sumbar

Lira Hayu Afdetis Mana

STKIP PGRI Sumbar

lirahayuam@gmail.com

Abstract [ID 744]

The background of this research is that students have difficulty in determining the topic of scientific writing, limited references, difficulty conveying ideas and composing words. This study aims to develop a learning material model for writing scientific papers using the guided inquiry method. This type of research is development research. The research uses 4-D development research design stated by Thiagarajani. The results of this study are as follows: (1) the material in the syllabus is in accordance with the competencies that must be achieved by students, both in content and in order (2) the material for writing scientific papers is classified as difficult because students do not understand the concept of Writing Scientific Papers well, in particular make direct or indirect quotations, (3) in developing scientific papers, students do not know the systematic of Scientific Writing and students often make ineffective sentences (4) students mostly need freedom in determining topics and ideas for writing Scientific Papers (5) most students need the concept of learning to write Scientific Papers, (6) most students need guidance from a lecturer in writing, (7) most students need a systematic concept of Scientific Papers, (8) most students need lots of references to write Scientific Papers. Based on the analysis of student needs, it is necessary to develop textbooks on Writing Scientific Writing Based on Guided Inquiry, because these textbooks provide opportunities for students to discover for themselves the concept of learning to write scientific papers through orientation, formulation of the problems, hypotheses, data collection, hypothesis testing and formulation of the conclusion. Through Guided Inquiry, students are trained to think critically by the guidance of the teacher.

Key words: *SWELL Method; Collaborative Writing Method; Personality; Descriptive Text*

Students' Perception on the Use of Google Classroom in Flipped English Learning during the COVID-19 Pandemic

Liya Astarilla Dede Warman

STMIK AMIKRiau

liya@stmik-amik-riau.ac.id

Abstract [ID 669]

This research aimed to investigate the students' perception on the use of Google Classroom in flipped English learning during the COVID-19 pandemic. This research was a descriptive research. The data were collected through the questionnaire and interview. The participants of this study were 227 university students in Pekanbaru, Riau, Indonesia. The findings of this research revealed that the participants generally had positive perception on the use of Google Classroom in flipped English learning during the COVID-19 pandemic. Most of the participants were agree that Google Classroom was easy to use and effective in flipped English learning. Furthermore, the participants were interested and motivated in using Google Classroom for flipped English learning during the COVID-19 pandemic. They felt easier to comprehend the English material in flipped learning through Google Classroom. However, this research also showed some challenging issues face by the participants when using Google Classroom in flipped learning, namely: the lack of availability of compatible smartphones for the unprivileged participants, the limited access to the internet connection for the participants who lived in rural areas, and the expensive cost of internet quota spent by the participants for online learning during the COVID-19 pandemic. Nevertheless, the positive aspects on the use of Google Classroom gave contribution to enrich flipped English learning in the emergency online learning during the COVID-19 pandemic. In conclusion, the use of Google Classroom in flipped learning could improve students' interest and motivation in learning English that continued to their learning outcome during the COVID-19 pandemic.

Key words: *Students' perception, Google Classroom, flipped English learning, COVID-19 pandemic*

Teachers' Adaptive Strategies in Teaching Online During the Covid-19 Outbreak and The Impact on Learners' Learning Autonomy in English Subject

Luh Putu Artini

Universitas Pendidikan Ganesha

putu.artini@undiksha.ac.id

Abstract [ID 463]

The abrupt change in the mode of teaching and learning during the covid-19 pandemics has brought about significant adjustment from the part of the teachers as well as the students. Teachers are required to make some adaptation to their strategies for teaching while the learners have to adjust their learning strategies to meet the expectation of the curriculum. This study attempts to explore the teaching strategy choice made by EFL teachers in conducting online English classes and how these influence learners' learning autonomy. There were three research questions that guided the research: 1) What strategies did the teacher use to cope with online teaching; 2) How do the strategies used by the teachers influence learner autonomy? and 3) How do English teachers perceive about learner autonomy in online English instruction? Six English teachers teaching in public senior high schools across Bali were recruited by means of random sampling method. The methods for collecting the data include document study, virtual classroom observation, interview, and self-rated questionnaire. This research was designed as an exploratory embedded mixed-method. It was found that teachers had problems in deciding on adaptive strategies in teaching. There was a gap between how teachers perceived about learner autonomy and how they scaffold learners to promote autonomy in EFL learning. This finding leads to a recommendation to the policy maker in education to provide special professional development program concerning effective strategies for teaching English as a Foreign language using online platforms.

Key words: *Adaptive strategies; online teaching; learner autonomy*

The Implementation of Authentic Assessment for Assessing Students' Reading Skills at Senior High School

M. Zaim, Refnaldi, Yetty Zainil, & Syifa Fauziah Irsyad

Universitas Negeri Padang

mzaim@fbs.unp.ac.id

Abstract [ID]

The 2013 curriculum required authentic assessment to assess student's achievement in any subjects, including reading skills as one of the four language skills in achieving English as a foreign language in Indonesia. However, teachers still have problems in using authentic assessment to assess reading skills. Therefore, evaluation on the implementation of authentic assessment needs to be done. The purposes of this research are to evaluate the implementation of authentic assessment for assessing reading skills at senior high school in terms of the types of authentic assessment used by English teachers to assess reading skills, the type of texts used to assess reading skills, and the reading competencies tested in assessing students' reading skills. This research was descriptive. The respondents of this research were ten senior high school English teachers teaching in ten senior high schools in Padang, Padangpanjang, Bukittinggi, and Agam. The data were collected using questionnaires and document analysis. The research findings were that English teachers still preferred to use written assessments rather than other types of authentic assessments. The types of texts used to assess students' reading skills were descriptive text, announcement text, transactional interaction text, and recount text. Meanwhile, there were about 14 reading competencies tested, ranging from lower-order thinking skills (LOTS), middle-order thinking skills (MOTS), higher-order thinking skills (HOTS). In conclusion, senior high school teachers had implemented authentic assessment for assessing students' reading skills partly. It is suggested that teachers can implement all types of authentic assessments to assess students' reading skills.

Key words: *authentic assessment, reading skill, English language, Senior High School*

Extensive Reading: A Synthesis of Current Research

Maria Hidayati & Willy A. Renandya

Universitas Negeri Malang, Indonesia National Institute of Education NTU Singapore

maria.hidayati.fs@um.ac.id

Abstract [ID 413]

Research to date has suggested that Extensive Reading (ER) can help develop learners' language competence. Students who read a great deal in the target language are more likely to develop a higher overall proficiency. The purpose of this presentation is to examine the extent, range and nature of research activities on ER, and identify research gaps in the existing literature on the effect of ER to language learning. Two digital library databases were used to identify relevant research: ProQuest, and Web of Science using the search strings of extensive reading or graded readers or free voluntary reading (TI) AND extensive reading or graded readers or free voluntary reading (AB). In total, 30 studies (published 2000 – 2020) were analysed to determine the characteristics and the emergent themes. Our analysis showed that previous studies on ER emphasised more on improving learners' vocabulary and reading ability more than on other aspects of language learning (e.g., speaking and writing skills). Given the potential impact of ER on students' overall language development (and not just limited to grammar and reading skills), we feel that the ER research base will need to be substantially expanded so that more is known about the positive effects of ER on other language skills. When such information is available, curriculum developers and classroom teachers will be able to make more informed decision about including ER in the language program.

Key words: *Extensive reading, synthesis research, language learning*

Enhancing Students' English Listening Comprehension Using Clustering Technique

Maria Safriyanti

Universitas Riau

maria.safriyanti@yahoo.com

Abstract [ID 774]

Listening skill needs to be supported by the approach, strategy, or technique to help the EFL learners to improve their comprehension. This research aimed to enhance students of English Study Program in Universitas Riau on their listening comprehension ability using clustering technique. The classroom action research became the research design. There were three cycles by doing plan, action, observation, and reflection. The data Result showed on cycle I that 51.3% students were able to comprehend the dialogue through clustering technique. Then, on cycle II, it indicated that there was the improvement on listening comprehension on the percentage of 61.6%. On the last cycle, it was 74.4% improvement on students listening comprehension. It can be concluded that the use of clustering technique on listening comprehension classroom activity has encouraged and helped students toward positively listening enhancement.

Key words: *Listening comprehension, clustering technique*

Examining Students' Self Efficacy Beliefs in Mobile Assisted Language Learning during the Emergency Remote Teaching

Maulana Mualim & Indah Puspitasari

UIN Prof. K.H. Saifuddin Zuhri, Purwokerto

maulanamualim@iainpurwokerto.ac.id, indah.puspitasari@unsoed.ac.id

Abstract [ID 695]

Research in Mobile Assisted Language Learning (MALL) in remote teachings caused by the Covid-19 pandemic has been lingering on its effectiveness in delivering lessons, not to mention students' attitudes. Little has been done on the investigation of the core driver of the remote teachings namely students' self-efficacy beliefs (SEB) in using mobile phones. SEB as the hidden curriculum in learning plays a central role in the success of teaching and learning activity [3] [2]. Innovations presented by the teachers could be best received by the students, should they possess good SEB in operating new technologies [1]. On that basis, this study attempts to address the SEB of Indonesian EFL students based on Ajzen's Perceived Behavior Control (PBC) construct in the remote classes using mobile phones. This study employs a mixed-method research design. The respondents of the study are 200 tertiary level students from two state universities in Central Java. Quantitative data are collected through a survey consisting of 5-point Likert-scale statements adapted from Teo (2009) [4] and Teo & Zhou (2014) [5]. Qualitative data are collected through interviews given to 10 respondents to support the quantitative data. The findings will reveal the students' self-efficacy belief in MALL and the levels of their PBC to depict the concurrent beliefs in MALL.

Key words: *Emergency remote teaching, MALL, Perceived Behaviour Control, Self-efficacy belief*



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The Mismatch between Students' Expectation and the Implementation of Corrective Feedback in the Online Class (Unheard Voice from Students Toward Assessment in Online Class)

Mega Safitri, Anik Nunuk Wulyani, & Suharyadi

Universitas Negeri Malang

safitrimega4@gmail.com

Abstract [ID 612]

The study of online learning has dealt with a quite number of teaching techniques. However, there is a tendency to leave behind the discussion on the assessment as part of the teaching process. The limited discussion is highly possible to ruin the process of evaluation on how far the students have learned and the quality of intake from the feedback. Therefore, this paper, subsequently, addresses the issues of students' expectations on teacher's corrective feedback and the implementation in the online class. The analysis was focused on the students involving in academic speaking and fundamental spoken English class and the implementation of corrective feedback given in synchronous and asynchronous classes. Following a qualitative study, the data was collected through a questionnaire and interview. Results demonstrated that the teacher gave more correction on students speaking errors in synchronous class. Otherwise, the teacher only gave written general comments on the students' pronunciation and highlighted the repeated mispronunciation in asynchronous mode. The different quantity of the corrective feedback caused more demand on the teacher corrective feedback, especially for the asynchronous mode. The students expected the teacher to give specific comments on the pronunciation and provided additional information on the correct pronunciation, such as phonetic transcription or a video of the correct pronunciation.

Key words: *Assessment, feedback, online class, speaking*

An Exploratory Case Study on Indonesian EFL Students Tendency on Virtual Classroom

Mercya Christ Sita Dewi, Kenti Sugiyati, & Widya Ratna Kusumaningrum

Universitas Tidar, Magelang, Jawa Tengah, Indonesia

kenti.sugiyati48@gmail.com

Abstract [ID -]

The emergence of the Covid-19 pandemic has urged the impacted countries to shut down their face-to-face schools and transform them into remote learning. As an attempt to maintain the real classroom setting, teachers utilize video conferencing tools. Concerning this, a challenge found in terms of activating webcams in virtual learning, as students give up on turning on their camera. Thus, the study is devoted to addressing Indonesian EFL students' attitudes in using their webcam while attending online virtual classes. Through an explanatory case study, the data reported that Indonesian EFL students preferred to turn off their camera due to some critical issues such as having a low internet connection since they lived in a rural area, afraid of being asked following the fact they had to speak in English and the need to ensure their privacy. Despite the challenges in conducting remote learning in the EFL classroom context, the study offers suggestions to educators to encourage students to keep turning on their camera if it is found possible. Since turning on video camera carries out benefits, including promoting socio-affective, cognitive, boosting students' motivation and activeness in the virtual classroom.

Key words: *EFL students' attitude, remote learning, webcam off, webcam on*

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Correlation Patterns among Online Reading, Offline Reading, Metacognitive Reading Strategy Awareness, and General English Proficiency

Merliyani Putri Anggraini, Bambang Yudi Cahyono, Mirjam Anugerahwati, & Fransisca Maria Ivone
Universitas Negeri Malang
merlianiputri@gmail.com

Abstract [ID 560]

Online reading has developed into a primary method of obtaining information in the digital era. Nevertheless, research that identifies factors contributing to EFL university students' online reading comprehension success is limited. The study aimed to understand the relationship among three factors related to online reading comprehension, i.e., metacognitive reading strategy awareness, offline reading ability, and general English proficiency. A correlational study was employed involving twenty-nine English department students from various proficiency levels. Data were gathered using an online survey of reading strategies (OSORS) and an English proficiency test. Regression analyses, performed on the three factors and online reading comprehension, revealed that the correlation between general English proficiency test results and online reading comprehension was significantly positive with a medium degree. However, the other two related factors, i.e., metacognitive reading strategy awareness and offline reading ability, showed no significant correlation with online reading comprehension. The result may be due to the lack of metacognitive reading strategy awareness and the different nature of offline and online reading. Thus, language teaching and learning practice is urgently needed to address these issues more explicitly.

Key words: *General English Proficiency, Offline Reading Ability, Online Reading, Metacognitive Reading Strategy Awareness*

Evaluation of Formative Assessment in The Textbook For Senior High School Grade XI

Miftahurrizki Habiburrahman & Edi Trisno
Universitas Negeri Padang
mrhrm09@gmail.com

Abstract [ID 660]

Formative assessment is one of kinds to assess the students. It aims to evaluate students' achievement in learning English. Formative assessment also find in the textbook. Appropriate formative assessment has an important role in evaluating students' achievement. Based on the explanation above, this study had a goal to evaluate the formative assessment in the students' textbook, especially the textbook for senior high school grade XI. Furthermore, source of data of this study was students' textbook that used for senior high school grade XI which is published by Kemendikbud. This study was an evaluation research to evaluate the product in order to describe and analyze the existed condition in the field. The document was used to evaluate out the formative assessment in the students' textbook of grade XI. As a result of the study, textbook evaluation related to the formative assessment was identified and classified based on several indicators. It consisted of selection and organization, physical appearance, and content.

Key words: *Evaluation, Formative Assessment, Textbook*

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Alternative Assessments in Speaking Skill Applied by English Teacher at SMA N 10 Solok Selatan

Mike Okmawati

Universitas Negeri Padang

k3k3abim@gmail.com

Abstract [ID 510]

The current perspective of teaching English recommends an alternative assessment to measure the students' expected learning outcomes. Alternative assessment refers to authentic assessment which is used to determine students' competence rather than their knowledge. By considering the importance of alternative assessment, this study explores how English teachers use alternative assessment in speaking skill, and describe the difficulties faced by English teachers in implementing alternative assessment in speaking skill. The data were collected by depth semi-structured interview and class observation which involved two English teachers at SMA N 10 Solok Selatan. The results found that English teachers gave authentic materials as topic by implementing activities such as role-play, interview, drama, debate, and presentation. English teachers also faced some problems in applying alternative assessment of speaking skill, such as students' lack of vocabulary, students' weak of pronunciation and fluency and limited time of the teachers to assess all student competencies.

Key words: *Alternative assessment; authentic; speaking skill*

A Profile of Primary School Students' Literacy Through EMI in CLIL Context

Mirjam Anugerahwati & Sri Rachmajanti

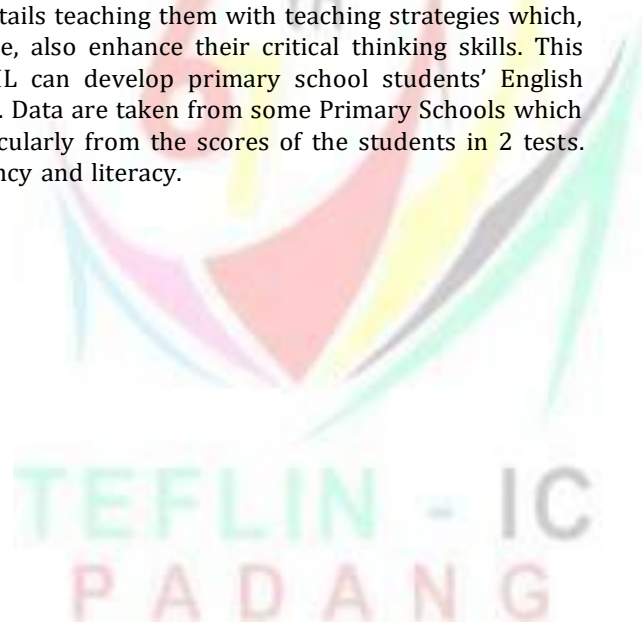
Universitas Negeri Malang

mirjamanugerah65@gmail.com

Abstract [ID 621]

For several years, the competence of students in Indonesia has always been recorded as very low. In PISA, Indonesia ranks at the 3rd or 4th lowest position, especially in Reading, Mathematics, and Science. This condition has of course raised the concerns of educators in Indonesia, and some schools then decided to implement international curriculum along with the 2013 curriculum. The international curriculum requires the school to use English as the medium of instruction (EMI) and English is used to teach two other subjects besides English, i.e. Science and Mathematics. With the international curriculum students are required to have very good literacy, to comprehend the texts and questions they work on. This also entails teaching them with teaching strategies which, besides developing their language competence, also enhance their critical thinking skills. This paper reports some ways how EMI and CLIL can develop primary school students' English proficiency, literacy, and critical thinking skills. Data are taken from some Primary Schools which implement the international curriculum, particularly from the scores of the students in 2 tests. Focus is given to the students' English proficiency and literacy.

Key words: *CLIL, critical thinking, EMI, literacy*



English Language Needs of Boarding Students

Muflihatuz Zakiyah

Universitas Negeri Padang

muflihatuzzakiyah@gmail.com

Abstract [ID 459]

The demands for English used for specific purposes broaden time by time, including English for dormitory. Many boarding schools in Indonesia create programs to improve students' soft skills by, one of them, foreign language programs that require the students to practice using the languages in their dormitory. This study aimed to analyze boarding students' needs for English in their dormitory and identify what kind of materials covering those needs. In order to reach the goal of this study, a descriptive quantitative research designed was conducted, because it enables to help ascertain the boarding students' prevailing conditions and measure data trends about the needs of students for English to be used in dormitory. There were 30 female students of a boarding senior high school in Padang Pariaman district involved in this study. The data were collected using an online questionnaire. The data collected through the questionnaire were then analyzed by using descriptive statistical data analysis. The results revealed that the students need to know English for daily use integrated with Islamic matter, but many of them still lack of the necessities. To encourage them in implementing their English in the dormitory, they prefer to learn the materials that cover all their needs, such as YouTube contents, a guidebook, a workbook, a pocket book, and dictionary. This study results will not only give contribution to language department, boarding teachers, and vice principal of dormitories as the evaluation for running the language program in their dormitories, but also to further researchers as the basis of designing the syllabus, materials, media, and evaluation of English for Dormitory.

Key words: *ESP, English for dormitory, need analysis, instructional design*

An Alternative Way for Assessing Speaking in Online English Teaching and Learning

Muflihatuz Zakiyah

Universitas Negeri Padang

muflihatuzzakiyah@gmail.com

Abstract [ID 500]

Not only is language teaching and learning required to be implemented in distance in one last year, but language assessment is also necessarily carried out online. Speaking assessment that was used to be done in face-to-face mode, cannot be done that way recently. This brings a new challenge for teachers not only to design such assessment that meets the principles of speaking assessment but also to run them well even though in the pandemic era. Thanks to the advancement of information and communication technology, this challenge can be walked through. There are many mobile-based assessments available as a response of online teaching and learning. This review article uses a qualitative research that presents extempore speech app as an alternative way of speaking assessment to be fulfilled in online English language teaching and learning. It explores why extempore speech app, its key features, how to create speaking assessment using extempore speech app, and its benefits and drawbacks. Some relevant secondary references/ works available on the topic were used as the source of data in this study. The literature unfolded that the use of extempore as an oral language assessment tool was considered effective to be used by English language teachers to assess students' speaking skills. This conclusion was based on the review of the online assessment tool toward principles for assessing speaking.

Key words: *Language assessment, speaking skill, assessment tool, extempore speech app*

English for Specific Purpose: Exploring Current Issues in Vocational High School

Muhammad Iqbal Siregar

Universitas Negeri Padang

iqbalsiregar46@gmail.com

Abstract [ID -]

Effects from (ASEAN Economic Community) AEC and globalization, the need for English was unstoppable increasingly. Now ESP becomes one of approach to learning English effectively. The objectives of this study are to discuss current issues of English for specific purpose (ESP) based on theory and reality. The instrument in this study was interview. The sample of this study was a teacher in on of Vocational High School. The data were in the form of qualitative data which are taken from the interview. This study was using descriptive qualitative as the methodology. The finding showed that four important point, first was lack of environment support, second was bad behavior, third is less motivation, and the last was differences between ESP in KTSP and ESP in K-13. Findings of this study also would helped reveal both future researcher and also facilitator to address the issues in learning process and real situation at the level of the vocational high school concerning the English learning needs of ESP learners.

Key words: AEC, K-13, KTSP, ESP, Vocational High School

Computer-Based English Competency Assessment for Scholarship Selection: Challenges, Strategies, and Implementation in the Ministry of Finance

Muhammad Yoga Prabowo & Sarah Rahmadian

Kementerian Keuangan Republik Indonesia

yogaprabowo@kemenkeu.go.id

Abstract [ID 733]

The current global health crisis has led to faster integration of computer and information technology into language learning and assessment. The need to conduct a safe and versatile system for scholarship selection prompted the Financial Education and Training Agency (FETA), an echelon-1 unit under the Ministry of Finance, to design the *Aplikasi Ujian Online* computer-based test platform. This paper focused on exploring challenges in developing and administering English competency assessment through the computer-based platform, as well as the strategies to overcome them. The method used in this research is the descriptive method. The data were collected through direct observation and questionnaire. Three receptive skills (listening, structure, and reading comprehension) were measured on 337 applicants of the Ministerial Scholarship offered by the Ministry of Finance in 2021. The test was administered at test centers in 12 cities across Indonesia. An online questionnaire with eight aspects was given at the end of the test to investigate test takers' perceptions about computer-based test delivery. The findings showed that loading time and login difficulty were the most common issues encountered by the test takers. However, preformulated risk-mitigation strategies were found to be effective in resolving the issues. Overall, the questionnaire result showed that the test takers had a significantly positive perception of the implementation of the computer-based English competency test.

Key words: computer-based testing, English language assessment, scholarship selection, Ministry of Finance, Ministerial Scholarship

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EFL Teachers' Motivation in Collaborative Action Research Engagement: Self Determination Theory Perspectives

Mukrim

Tadulako University

urhy_211@yahoo.com

Abstract [ID 392]

English teachers' engagement in collaborative action research, particularly with outside school researchers (Henceforth CAR-U), has been investigated in the ELT context by several studies. However, very limited study on exploring why EFL teachers are willing to participate in CAR projects facilitated by university-based educators. This study attempts to address this gap by emphasizing on finding out what motivates the four EFL teachers in a school in Palu city have when engaging in CAR-U projects, with the author himself. Four English teachers were recruited to participate in this study. Data were collected through two stages of in-depth interviews with the participants, and triangulated with observation as well as documents data. Data obtained were analyzed using coding process and were categorized with thematic analysis. The findings were then discussed through the lens of self-determination theory. The findings of the study suggest that the teachers were driven by the need to develop their teaching repertoire and to improve their practice (competence need). The features of CAR-U which allowed them to have a voice in their CAR projects or facilitate their autonomy need, and they felt secure, connected, and respected by the outsider facilitator (relatedness need). The study suggests that satisfying teachers' innate needs of self-determination theory (competence, autonomy, and relatedness) for Professional Development (PD) engagement should be a primary consideration in the design of any PD initiatives for the sake of teachers' growth.

Key words: *teacher motivation, EFL teacher, Collaborative action research, self-determination theory*

Students' Voices in the Use of Facebook and Instagram in the University Context

Murni Mahmud

Universitas Negeri Makassar

murnimahmud@unm.ac.id

Abstract [ID 761]

Today the world of social media has immersed in the world of education and influencing the worlds of the students' activities. It cannot be denied that students in many levels of education have been using social media in their life either as students or as interactants in the certain community. Therefore, it is interesting to see the existence of social media among the students. In this study, the researchers highlight the use of social media among the students in the university. This research applied a qualitative research design taking 50 English students in the universities in Makassar. The data of this research were collected by employing a survey of Google Form and analyzed descriptively and qualitatively. The result of the research shows that the English students in the universities in Makassar gave their positive perceptions about the use of social media. The informants had been using social media in their daily life and also nowadays had applied the social media as a tool of learning English. Some advantages and strategies in using social media in learning English were displayed in this study. Some strategies of using facebook and Instagram as English learning tool are suggested in this study. Findings from this study will become important input for students themselves in the university context and also as beneficial information among the university practitioners in order to make use the social media in the university not only as communication tool but also as learning and teaching tools.

Key words: *Social media, Facebook, Instagram, Online Learning, English Language Teaching*

Reducing Foreign Language Speaking Anxiety Through Automatic Speech Recognition-Based Websites

Muzakki Bashori, Roeland Van Hout, Helmer Strik, & Catia Cucchiari

Radboud University Nijmegen

muzakkibashori90@gmail.com, r.vanhout@let.ru.nl, w.strik@let.ru.nl, c.cucchiari@let.ru.nl

Abstract [ID 511]

Foreign Language Speaking Anxiety (FLSA) negatively affects learners' speaking performance. To investigate the FLSA level of secondary school students in Indonesia, we employed the pre- and post-questionnaire on FLSA modified from Horwitz et al. (1986) and Öztürk and Gürbüz (2014). To reduce learners' FLSA, Automatic Speech Recognition (ASR) technology might be of great help due to its potential benefits in language learning. We used two ASR-based websites prototypes, I Love Indonesia (ILI) and NovoLearning (NOVO), in a series of web-experiments. In our first experiment (n=167), we found that students positively evaluated the websites, without a significant change in FLSA. This might have been caused by the short duration of this experiment (90 minutes for each website). In our second experiment (n=232) with a duration of 360 minutes, the students receiving the ASR-based interventions reduced their FLSA significantly more than those in the control group. Classroom observations and interviews with the students revealed that the speech recognizers in ILI and NOVO were not always accurate in recognizing the students' speech input. Nevertheless, our ASR-based websites appear to be promising language learning tools that offer more speaking time and feedback than English teachers could possibly provide in their limited time in their classrooms. Future studies should consider a longer duration of the web-experiments and larger sample sizes with various learners' levels, as these would provide deeper insights into the phenomenon of FLSA and more information on how ASR might contribute to reducing learners' level of FLSA and improving their proficiency level.

Key words: *Foreign language speaking anxiety; automatic speech recognition; speech recognizer*

The Effect of Corrective Feedback on L2 Students' Writing Performance

Natalia Faradheta Putri & Giovanni Chun Long Ma

Kalbis Institute, The University of Melbourne

natalia.putri@kalbis.ac.id

Abstract [ID 401]

There have been controversial debates going about the value of corrective feedback on L2 students writing performance. In the past years, teachers have been made to assume that it benefits the students' writing improvement. Moreover, some scholars believe that corrective feedback may be beneficial under specific circumstances. However, a growing body of research has been reinvestigating the effectiveness of corrective feedback as a result of John Truscott's claim that it is ineffective and should not be applied in the classroom. This paper aims to expand the related study on written corrective feedback to find which type of feedback has a significant positive effect on students' writing performance. This study uses quantitative research method with sixty-six homogeneous L2 students as the participants which were equally divided into three groups. The first group was given explicit correction feedback, the second group was given metalinguistic clue feedback, and the last group was the control group. The result showed that the corrective feedbacks were ineffective because all the participants tended to receive higher score in the post-test regardless of the corrective feedbacks. However, the statistical results showed that explicit correction was more effective compared to metalinguistic clues but the fact that the participants tend to do better even without any correction suggest that no corrective feedback is better than the other.

Key words: *Corrective feedback; explicit correction; metalinguistic clue; writing performance*

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The Role of Learning Literary Work in Enhancing the Awareness of Loving Nature

Nahdhiyah

UIN Alauddin Makassar

Abstract [ID -]

This research is inspired from the nature of literature as dulce et utile, namely beautiful and teach about something. Literary language does not only give beauty but also teaches the value behind the beautiful language. This research discusses and reveals about (1) the portrayed of nature which is depicted in novel *Rahasia Pelangi* dan *The Old Man and the sea*. (2) the role of learning literary work in enhancing the awareness of loving nature. Research method is library method and descriptive technique is used in analyzing data. This research reveals that literary learning provides opportunities for the birth of love for nature which will certainly contributes to individual awareness to nurture nature. The role of literature in language learning should not stop at studying and understanding language style but should also come to the learning the values of life contained behind the literacy text. Symbols of nature in literary works must be understood as messengers to appreciate nature and love nature more through the acts of of caring nature and make literature in language learning as a natural education.

Key words: *Literature learning, Symbols of Nature, nurturing nature, natural education*

EFL Teaching and Learning during the Pandemic: Intricacies and Challenges

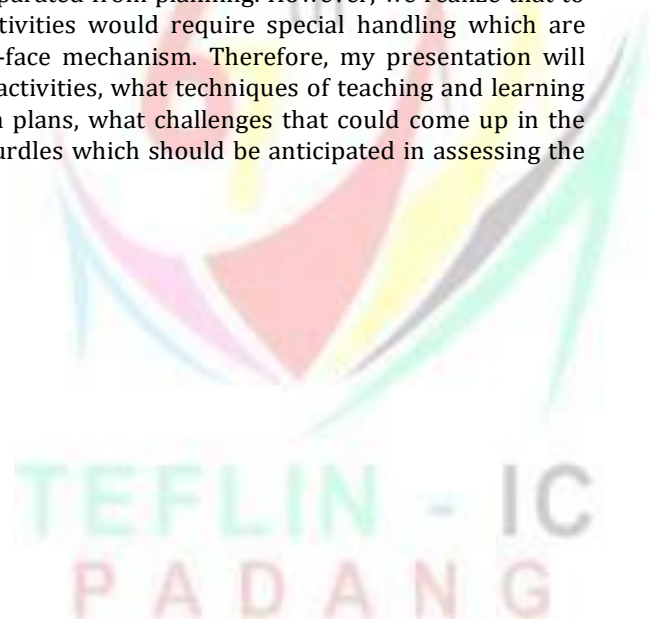
Nenden Sri Lengkanawati

Universitas Pendidikan Indonesia

Abstract [ID]

In the early 2020, we were shocked when the school semester just began and classes were locked down. We were then forced to do the teaching online. We had been used to face-to-face meetings and ready to do the regular classes. The first question arising was what preparations should we make for the teaching and learning process to be effective with online platforms. My presentation will highlight real-life situation during the outset of the pandemic and share experiences in preparation, implementation and assessment of teaching and learning processes during the Covid-19 pandemic. Learning processes cannot be separated from planning. However, we realize that to plan and conduct online teaching-learning activities would require special handling which are almost totally different from those of face-to-face mechanism. Therefore, my presentation will focus on how to prepare on teaching-learning activities, what techniques of teaching and learning should be selected in implementing the lesson plans, what challenges that could come up in the actual teaching learning activities, and what hurdles which should be anticipated in assessing the teaching-learning outcomes.

Key words:



Promoting Creative Thinking of Students Through Literary Teaching

Ni Luh Nyoman Seri Malini & I Gusti Ayu Gde Sosiowati

Udayana University

seri.malini@unud.ac.id

Abstract [ID]

The basic outcome of the education is to develop critical and creative thinking of the students. Educating students to improve their ability in analyzing and interpreting information through their mental process is needed. By doing this the students can have meaningful learning (Sener, Tas: 2017). In this respect, the program needs to organize teaching learning activities to help students to improve the creative thinking which can be done through studying literature. Literature is mimetic (Socrates (469 – 399 BCE), Plato (428 -348), and Aristotle (384 – 322). It means that literature represents, imitates and is similar to reality. This is very much true since no matter how much the work is called a fiction, the author must have been inspired by something that s/he has seen or heard. Then s/he modifies it to suit the purpose of writing that literary work. From literary work the readers can learn about human beings represented by the characters, their lives, about different culture that is used as the setting of a particular work, and also about the language use. Literature can also be used to develop the creative thinking of the readers. Due to the importance of literature, the subjects are taught in the English Department Faculty of Humanities, Udayana University namely Prose Analysis and Literary Criticism. Despite of being useful, the subjects are considered hard for many students for various reasons. Based on our experiences in teaching them, the students show that they found difficulties in understanding the implicit information, the diction used, cultural values, and the message of a story. Those obstacles made them think that literary classes are troublesome. To make the students learn, the way of teaching must be developed. It is how to develop interesting teaching of literature for the students that will be discussed in this article. The discussion using a short story as an example is expected to be able to raise the interest of the students to learn literature and to develop their critical and creative thinking as well.

Key words: *mimetic; fictitious; characters; creative thinking*

Focusing the Content of Articles, Yet Neglecting the Citation and Reference Style

Ni Luh Putu Setiarini

Universitas Gunadarma

nlpsetiarini@gmail.com

Abstract [ID 631]

Scholars tend to give extra efforts to write the content of their study, yet some forget to pay much attention in writing the citation and reference. It yields errors in presenting citation and reference based on the guideline required by the journal. An analysis of articles indexed by Scopus Quartile 2 was carried out to scrutinize errors in writing parenthetical citation in text and reference page. The guideline of the journal requires authors to adhere to the guidelines of the Publication Manual of the American Psychological Association (7th Ed). The data were gathered by downloading the articles in the website of the journal and jotting down the errors. Results show that errors are identified in writing the in-text citation both with signal phrase and without signal phrase. Some references are not cited in the text; on the other hand, the citations in the text are missing in the reference page. With regard to reference page, errors are identified in writing the titles of the books, in typing the references taken from journals and proceedings, and in referencing unpublished works. Errors in spacing between words are also pinpointed. It can be concluded that the errors are classified into twofold: inaccuracy and inconsistency.

Key words: *Citation, error, reference*

Virtual Café: Equitizing Online Learning within Active and Meaningful Community of Learning in the EFL Content Subjects

Ni Made Wahyu Suganti Cahyani & Made Hery Santosa

Universitas Pendidikan Ganesha, Singaraja, Bali

wahyu.suganti@undiksha.ac.id

Abstract [ID 701]

Emergency remote learning has led students and teachers to interact in distance by the involvement of media, platforms and learning strategies within a full virtual learning community. This study aims to investigate community of online learning in the E-learning class and how this can humanise the online learning. There are 26 students of Post-Graduate Program of a teacher training University in Bali involved in this mixed methods study. The data were gathered from Virtual Café using observation checklist and an interview guide. The checklist for observation was developed in three aspects of Community of Inquiry; Cognitive Presence, Teaching Presence, and Social Presence. Those presences are identified as quantitative data which then supported by an interview that combined 6 aspects of Humanising Online Learning; a liquid syllabus, adaptive teaching, visual and dynamic homepage, asynchronous video communications, asynchronous video discussions, and wisdom wall as qualitative data. The study revealed that students' posts and comments are categorised into life experiences, interests, and trending issues which lead them to have a community of online learning and feel humanised. The use of Virtual Café has facilitated the students to learn comfortably by not feeling left out in the content subject virtual class since it keeps engaging them to participate in interesting ways while being humane. This study implies that active, effective, and humanised online learning can be optimally carried out by considering all learning aspects as one community within humanised learning ecosystem.

Key words: *Virtual café; community of learning; humanizing online learning; EFL; content subjects*

Implementing Blended Learning System of Teaching Literacy Using Shape Poem Techniques for Young Learners During Pandemic Outbreak

Ni Nyoman Padmadewi, Luh Putu Artini, Ni Made Ratminingsih, & Putu Kerti Nitiasih

Universitas Pendidikan Ganesha

nym.padmadewi@undiksha.ac.id

Abstract [ID 458]

During a pandemic outbreak, a blended learning system is being investigated as an alternative method of teaching English literacy to young learners. Many primary school teachers are perplexed as to how English literacy might remain innovative when children must study online. The purpose of this study was to examine the use of a blended approach to teach literacy through the use of poetry. The study was conducted at North Bali Bilingual School as a case study. The data were gathered by observing the implementation of the blended learning system using the shape poem technique. Additionally, the data were gathered by analyzing the teacher's records, the students' shape poems, and by interviewing the teacher. Qualitative and quantitative analyses were conducted on the data. The findings indicate that using a blended learning system is extremely beneficial since it may complement the types of instructions used and offer students with the best assistance possible. Students' achievements increased, as seen by the increased amount of words utilized in the form poetry and the question and answer session conducted via online quizzes. The teacher also utilizes parents as a couch for at-home learning. The empowerment of the parental system contributes to the program's success. Regardless of the pandemic condition, the teaching and learning process can continue effectively.

Key word : *blended learning system, English literacy*

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Learner Autonomy in EFL Learning

Nihta V.F. Liando, Chris Caesar Pikirang, & Fergina Lengkoan

Universitas Negeri Manado

nihtaliando@unima.ac.id

Abstract [ID 794]

Being an autonomous learner in the present time is a common phenomenon. The current COVID19 Pandemic has brought an enormous change in how we perceive the teaching and learning process. Autonomy learning has become important and unavoidable in this modern era as it would be beneficial for both teachers and learners. The research paper aims to discover what learning autonomy is, the advantages, barriers, and challenges, and perceptions of teachers and learners, and the effectiveness of autonomy learning. The participants of the reviewed studies mostly consider English as a foreign language (EFL). Both quantitative and qualitative approaches were employed for the reviewed studies. It is found that autonomy learning has such a correlation with motivation, self-efficacy, anxiety, and proficiency in language acquisition. It also had significant results after employing learner-center based activities. Moreover, it depicts how learners engage autonomy in learning outside the classroom through the internet. However, commitment from institutions, teachers, and parents as well as a society was needed to make the autonomous learning implemented well. The recommendations and suggestions were put forward for further research.

Key words: *learning autonomy, language acquisition, teacher and learner perception, EFL, systematic review*

Undergraduate Students' Ability in Writing Argumentative Essay at Universitas Negeri Padang

Nikmah Hayati Tanjung & Muhammad Al Hafizh

Universitas Negeri Padang

nikmah.hayatitanjung@gmail.com, m_alhafizh@yahoo.com

Abstract [ID 551]

Writing has an important role in determining students' capability and quantity as well as academic activities in language learning at schools or colleges. One of essay which represents English academic writing is argumentative essay. Writing an argumentative essay leads students to explore their opinions or arguments to convince reader. In addition, it is essential for students to raise their critical and innovative thinking in academic writing, such as in making scientific works. However, some studies revealed that the students encountered some problems in writing argumentative essay. The students faced some problems in developing and organizing ideas. They also found the problems related to the writing of evidence in their writing. In other words, they are still unable to write an argumentative essay clearly and convincingly. In writing good argumentative essay, students need consider some aspects of writing, such as scientific arguments or ideas, rhetorical features and to convince the reader to accept their writing. This study aimed to find out the students' ability in writing argumentative essay based on the generic structure properly. This study belongs to descriptive research with a qualitative approach. The data were taken from the final test of essay writing subject written by 25 students third semester of department of English literature at Universitas Negeri Padang. The data have been collected through document analysis. After collecting the data, the researcher analysed the data based on Zeemach and Rumisek's (2009) theory. The research finding showed that the students' ability in writing argumentative essay based on the generic structure can be categorized average with mean score 68,5. The result of this study indicated that the students require improving and developing their ability in writing argumentative essay.

Key words: *Ability, Argumentative Essay, Generic Structure, Writing*

Teaching English Remotely: Issues, Challenges and Opportunities

Noor Rachmawaty, Weningtyas Parama Iswari, & Effendi Limbong

Universitas Mulawarman

noorrachmawaty2020@gmail.com

Abstract [ID 568]

In response to the COVID-19 pandemic, colleges and universities face decisions on how to continue teaching and learning while keeping their faculty, staff, and students safe from a rapid and not well-understood public health emergency. Many institutions have chosen to cancel all face-to-face classes, including laboratories and other learning experiences, and have required faculty to move their courses online to help prevent the spread of the COVID-19 virus. The Ministry of Education and Culture of Indonesia has made various learning adjustments to avoid burden on teachers and students while still valuing character strengthening. This paper presents an overview on issues emerging on the implementation of remote teaching in teaching English in some district of East Kalimantan, the challenges faced by teachers and finally some considerations on how to support the ongoing remote teaching. A case study was adopted to answer the research questions, involving ten pre-service English teachers who were taking a teaching practicum at secondary schools. The study revealed that to certain extent, the pre-service English teachers had successfully adapted in the new teaching condition in which they were able to implement previous knowledge from microteaching and technological classes in the emergency remote classroom. However, challenges were still faced related to infrastructure, teachers' pedagogical and technological knowledge, and parental involvement. Some recommendations are given to address the challenges.

Key words: *Emergency remote teaching, Online teaching, Pre-service teachers, Teaching practicum*

Production-Oriented Approach Enactment in Co-Designing Pedagogical Content Knowledge 21CL with Indonesian Teachers

Nur Arifah Drajati

Universitas Negeri Surabaya

nurarifah_drajati@staff.uns.ac.id

Abstract [ID]

This study aimed to portray Indonesian English teachers in designing lessons for TPACK-21CL. In view that Technological pedagogical content knowledge (TPACK) is the evolving framework that encourages teachers' professional development, this study attempts to address how to support the teachers to develop TPACK -21 CL through a Production-Oriented Approach. In this study, 35 Indonesian high school teachers participated in the teacher's professional development with a Production-Oriented Approach (POA). Overall, the findings show how motivating, scaffolding and assessing stages work in encouraging and creating constructive modification for teachers in planning English lessons with the TPACK-21CL Framework.

Key words:



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Synchronous and Asynchronous Learning into English Language Activities (ELA): Strategies and Challenges in Covid-19 Pandemic Situation

Nurdevi Bte Abdul

Universitas Muhammadiyah Makassar

nurdevi@unismuh.ac.id

Abstract [ID 743]

Technology has a fundamental role in the teaching and learning process, particularly in Covid-19 pandemic situation. This situation forces all the components of education such as teachers, students, and educational practitioners to conduct their role by using technology in English Learning Activities (ELA). Online learning activities can be conducted synchronously and asynchronously. This study is concerned with exploring students' strategies and challenges in online English language activities. Observation and protocol interviews are applied to collect the data. There were 20 students who participated as research subjects of this study. The results of study indicated that students attended learning activities synchronously and asynchronously. Synchronous learning strategies consisted of face to face interaction in zoom, google meet, discussion in room chat, attendance in Google Form or in academic information system. Asynchronous learning strategies covered Google Classroom, Email, and Schoology. The students found challenges in terms of trouble signals, limited internet data, insufficient knowledge on educational technology, and inflexible instructional materials. Thus, it can be stated that online learning activities give promises and challenges to the students.

Key words: *Asynchronous, ELA, educational technology, online classroom, synchronous*

Critical Meaning Making through SFL-Informed TBLT Instructions: A Design-Based Research

Nurhadianty Rahayu & Hikmah Pravitasari

STKIP La Tansa Mashiro

nurhadianty.rahayu@gmail.com

Abstract [ID 433]

Design-based research (DBR)'s use in education research is flourishing since it enables teachers and researchers to collaboratively work to improve, implement, and provide a constructive learning environment. Plethora of studies utilize the methodology to design and develop macro pedagogic documents, professional development programs, and refine the theoretical understanding in real classroom practices. However, its use for developing a set of instructional designs that promote critical meaning-making in English for Specific Purposes (ESP) courses is relatively scarce. The iterative cycle of DBR affords us to co-create the instructional design that utilizes some systemic functional linguistic (SFL) concepts to task-based language teaching (TBLT) in supporting students' critical meaning-making through reading and summarizing texts in English.

Key words: *DBR, English for specific purposes, instructional design, SFL, task-based language teaching*



Reconstructing Learners' Engagement in an ESP-based MOOCs: Learners' Perspectives

Nuriska Noviantoro, Didi Suherdi, & Pupung Purnawarman

Universitas Pendidikan Indonesia

Abstract [ID -]

The growing demands of highly professionals in the transportation and logistics sector in Indonesia have affected the adoption of sophisticated language learning services in its local curriculum, including MOOCs. Yet, adopting MOOCs for specific language purposes may require further examination on many aspects, among which is learners' engagement, in order to realize the targeted graduate profile. This study, thus, aims to reconstruct the role of the current MOOCs adopted in the institution from the learners' perspectives by examining the way the learners engage themselves within the MOOCs provided by the institution and how they perceive the adoption of MOOCs in their language course. 16 students involved in this case study were required to complete an online questionnaire, comprising 40 open-ended and closed-ended questions, followed by interview protocol. The overall findings indicate that the learners are mostly engaged in their learning using MOOCs, despite the technical and nontechnical problems often occurring during their time at MOOCs. Also, the overall perception of the learners towards the use of MOOCs in their learning tend to be positive, in terms of sense of belongingness, motivation and confidence through awareness of benefits, peer competition, and learners' needs and course design. The current study suggests that the implementation of MOOCs needs to be carefully designed, particularly on the role of the teacher to assist students' individual learning in the MOOCs.

Key words: *MOOCs; ESP Curriculum; Learners Engagement*

English Students' Remote Learning Experience during the Covid-19 Pandemic

Nuriyatul Hamidah & Ahmad Takhfif

IAIN Tulungagung

nuriyahamida@iain-tulungagung.ac.id,takhfifahmad@gmail.com

Abstract [ID 672]

As the school closure implemented, it effects the way teaching and learning at educational institutions from early childhood to higher education in Indonesia. This situation promotes what we call remote learning. Hence, this research aimed at discovering and comprehend the lived experience of college students in remote learning during the COVID-19 pandemic. The subject was 40 students who are in the 6th semester from the English education student at IAIN Tulung Agung. Meanwhile, the methods used in this study is qualitative research method in which it takes phenomenological approach. In order to understand students' experience, the researchers analyze their weekly diaries and reflective essays. Moreover, the researchers also use focus group discussion to check the findings of the data. Then, the results revealed that the students' experience is quiet challenging. This experience is related to the media or methods used during remote learning. Besides, their learning experience can be categorized as blended learning in which learning remotely during the COVID-19 situation involved a mix of technological learning media and conventional methods. It included the use of e-learning, m-learning and conventional learning. In short, after examining how college students learned during COVID-19, the researchers could propose the efficacy of remote learning especially for language learning.

Key words: *Remote learning, blended learning, higher education*

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The Impacts of Modelled-reading Strategies on Students' Reasoning Skill Ability

Nyak Mutia Ismail

Universitas Serambi Mekkah

Abstract [ID -]

In spite of being included into receptive skill, reading is no longer considered as a passive activity of learning. As it is known that readers should be actively engaged during the reading process in attempt to achieve comprehension. This study sought the impacts of the application of modelled reading in increasing students' reasoning skill, both verbally and logically. Conducted by following quasi experimental characteristics, this study employed one-group pretest post-test design. There were 23 college students involved as the samples who were given a pretest, teaching treatment, and a post-test. The instruments used were two types of test: verbal reasoning test and logical reasoning test. Each set consists of 10 questions. During the data collection, the students were given 25 minutes to answer each set. Later, the data were analyzed using normality test and t-test to see if there is any significance increase after the treatment. The results unveil that both skills enhance after the treatment with modelled reading. First, students' ability in verbal reasoning ability increases from 34.7 to 77 and logical reasoning ability increases from 65 to 83.4 in average. In conclusion, applying modelled reading can expand students' cognitive ability in sharpening their verbal and logical reasoning which are beneficial during their learning, especially in reading comprehension.

Key words: *reading comprehension, cognition, verbal reasoning, logical reasoning, and modelled reading*

Implementing Merdeka Belajar (Independent Learning): Some Activities for English Department Students

Patrisius Istiarto Djiwandono

Universitas Ma Chung

patrisius.istiarto@machung.ac.id

Abstract [ID 391]

The paper outlines a scheme for curriculum development for English Letters or English Education departments in Indonesia. It capitalizes on the Ministry of Education and Culture's current framework of independent learning (Merdeka Belajar). Essentially, the paper argues that English department students have vast opportunities to refine their language skills and characters, and pursue their personal interest and talent outside the conventional classes in their universities. Some of the possibilities are making multimodal media about traveling destinations, about teaching and educational practices in rural areas, or about the daily operation of small and medium-scale businesses. This can include doing a preliminary observation on the target, gathering information, writing a report which also features their analysis and/or suggestions to improve the conditions, and finally sending the report to local or regional publications. Another possible activity is allowing the students to write their novels, poems, short stories, or multimodal creations that later will have to be sent to publishers. Still, another possibility is to teach English at schools in some rural areas and carry out a classroom action research. The later will be useful for their final papers, or can serve as a basis which their lecturers can then follow up in a community service program. All in all, the activities are designed to enrich the students' life experiences beyond their universities and contribute their intellectual capacities to their society.

Key words: *merdeka belajar, curriculum development, teaching, research*

Students' Public Speaking Assessment for Persuasive Speech

Pipit Rahayu, Yenni Rozimela, & Jufrizal

Universitas Pasir Pengaraian

darariau2010@gmail.com

Abstract [ID 697]

Public Speaking is considered as an important skill for University Students. Public speaking is having a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience. This Paper reports the findings drawn from third semester students' skill in public speaking. The purpose of this study was to reveal the extent of students skill in persuasive speech. Data were obtained from students public speaking test of 29 English students and analyzed and described in qualitatively. The finding came up with encouraging result where greater proportion of the samples reported significant number in good level of categories in persuasive skill. There was 51,72 % of students was in good level of accent, grammar, vocabulary, fluency, and Comprehension. More over, from the presentation it can be noted that the highest score of students' skill was in vocabularies abd comprehension aspect in rating scale. In short, students' skill to influence, beliefs, values and acts of others for persuasive speech is already achieved.

Key words: *Public Speaking , Persuasive Speech, Assessment*

Exploring Students' Difficulties in Comprehending Exposition Text Towards Poe Strategy

Ratna Nery & Fitri Novia

Universitas Islam Ogan Komering Ilir Kayuagung

ratnanery11057@gmail.com, fitrinovia84@gmail.com

Abstract [ID 692]

Reading is important skill that students need to comprehend and interpret the content of an English text. Teaching reading at the junior high school level aims to improve students' comprehension skills. The exposition text is one of the genres listed in the English curriculum for junior high school. It is also one of the more challenging genres for learners to grasp when it comes to text comprehension. The aim of this study was to discover students' difficulties in comprehending exposition text based on their reading comprehension level as determined by Barret's Taxonomy. This study was descriptive qualitative. The participant consisted of 38 students from Ponpes Bait Qur'an Kayuagung. The reading test in the form of a multiple choice with 40 questions of exposition text was applied in this study as an instrument. Based on Barret's Taxonomy analysis, students' problems with exposition comprehension were linked to literal comprehension, reorganization, inference, evaluation, and appreciation. Hence, the POE strategy is recommended to address students' difficulties in comprehending exposition text.

Key words: *Exposition text, POE strategy, reading comprehension, students' difficulties*

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REAP (Read, Encode, Annotate, Ponder) Strategy in Teaching Reading

Rengganis Siwi Amumpuni

Universitas PGRI Madiun

rengganisamumpuni@gmail.com

Abstract [ID 653]

REAP strategy have four stages. First is R (Read through the text quickly and predict the writer's main idea. Second is E (Encode the text by putting the main ideas in your own words/language). Third is A (Annotate the text by writing a statement that summarizes the important points and shares it with others). Forth is P (Ponder/ process what the students read and talking with others). The aim of this research are to decscribe the implementaion of REAP in teaching reading, the strengths and weaknesses of using REAP in teacing reading. This research uses descriptive qualitative research. The technique of analyzing data is using three techniques; they are reducing data, displaying data, and conclusion/verification. The result of the research are: (1) The implementation of REAP (Read, Encode, Annotate, Ponder) strategy in teaching reading has three activities. They are pre-activity, whilst-activity and post-activity. (2) The strengths of the implementation of REAP strategy are develop in students greater understanding of the author's role in reading comprehension, students are more interesting to follows reading lesson in the class, motivate the students in reading and make students not feel bored. While the weaknesses are this strategy spends much time because teacher must guide students to translate words in the text.

Key words: *REAP Strategy, Teaching Reading*

Stay Motivated: Innovative Learning Tools Given by the Lecturers in Online English Reading Classes

Rezky Ramadhani, Ainun Fatimah, & A. St. Aldilah Khaerana

Universitas Hasanuddin

rezkyramadhani@unhas.ac.id

Abstract [ID 469]

When COVID-19 outbreak in March 2020 that has impacted almost all aspects of life in Indonesia; with no exception of sector of education, English classes are conducted online to minimize the contact among individuals. This situation has been around for over a year, and has brought severe situation as greater number of students and even lecturers become discouraged during their teaching and learning process. Formerly taught offline, English reading classes required variation in teaching methods as well as tools in engaging students to learn during their online learning process. This study focuses on the innovative tools, methods, and exercises that could be utilized by the lecturers to generate the students' motivation. In addition, the relation between students' comprehension in reading and the tools given by the lecturers will also complete the findings. This research adopted a descriptive-qualitative method by sending some questionnaires to two online reading classes in English Literature Study Program, Universitas Hasanuddin. By this, the researchers have found that the two online reading classes had done some innovation in practicing students' comprehension in reading, yet we still found many things to improve, including the usage of learning tools and the effectiveness of method and exercises.

Key words: *Online learning; motivation; reading class; reading comprehension*

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Arts-Based Research Methodology in TESOL; Understanding EAL Identity Through Creative Writing in Indonesia, a Land of Myth and Magic in an Age of Globalism

Richard J. Stokton

Durham University

richardstockton155@hotmail.com

Abstract [ID]

This is a report on developing methodology for arts-based research (ABR) in the educational field of teaching English to speakers of other languages (TESOL). The creative writing production of students of English as an additional language (EAL) serves as data. Interpreting themes generates understanding of particular, contextualized learner identity. Theory guides, is created, and refined in the process. Three exploratory pilots were run. In Pilot Zero, high school EAL student poetry was coded for identity themes, serving as proof of concept. Pilot 1 prompted intermediate-level learners to use Zoltán Dörnyei's L2 self-guides to metaphorize identity conflicts into stories. Pilot 2 had advanced participants retell Indonesian folklore anew, reflect on its meaning, and what it is to be speakers of English in a global world. The social-constructivist model, with void subjects positioning themselves in sutured fields—and—an essentialist model of identity, i.e., integralist silos founded on magical singularities, underlies these learner identities in crisis, stabilized by the traditionalist ought-to self, while an ideal self positionally relocalizes a future from cosmopolitan learning experience. ABR methodology, theory of identity, L2 motivation, using story, and the surprising place of magic and tradition in this particular educational context are discussed.

Key words: *ABR, Globalization, L2 self-guides model, Learner identity, TESOL*

English Language Education in West Papua Province: Challenges, Successes, and Recommendations for Professional Development

Richmond Stroupe & Sukristiningsih

Soka University, University of Papua

richmond@soka.ac.jp

Abstract [ID 446]

English as a Foreign Language (EFL) in Indonesia is taught from central metropolitan to distant rural areas as a mandatory subject in both junior and senior high schools. As a result, English is also taught in all high schools in West Papua Province. The current presentation is based on data collected through a research project which investigated the English language learning situation of teacher education programs, secondary schools, students, teachers, and learning situations and facilities in Indonesia. This qualitative research project made use of a survey instrument and classroom observations, and individual and group interviews with tertiary teacher education students and educators, educational leaders (principles, master teachers, etc.), and secondary level teachers. The presenters will discuss findings from West Papua Province and will focus on the challenges faced in such rural regions. The motivation of local students in such a complex linguistic context, the challenges that teachers and principals face, and how teacher education programs prepare novice teachers will be discussed. The presentation will include recommendations as to how teachers can be prepared prior to teaching, how they can / need to be creative when using available sources and facilities, and how teachers need to be flexible due to the unique context in which learners study. Finally, the presentation will provide recommendations for a model of professional development that could support current teachers and educational leaders in the region.

Key words: *West Papua; English as a Foreign Language (EFL); English language education*

Effective Educational Leadership in the Indonesian Context: Leaders in Secondary Schools

Richmond Stroupe, Priyatno Ardi, Maskota Delfi, Made Hery Santosa, & Masitowarni Siregar
Soka University, Sanata Dharma University, Universitas Andalas, Universitas Pendidikan Ganesha, Universitas Negeri Medan
richmond@soka.ac.jp

Abstract [ID 444]

Research has indicated that the impact of educational leadership can result in significant positive effects on educational programs and learning environments. During an ongoing research project that examines the situation of English language learning in Indonesia from the perspective of teacher educators, novice and experienced teachers, and educational leaders, the impact of effective school leaders has emerged as a significant variable. The researchers involved in the current project developed an appropriate model for the examination of the impact of effective educational leadership relevant to the Indonesian context based on key and relevant literature in the field. Exemplary educational leaders in Bali, Medan, Padang and Yogyakarta were identified and the model was used to categorize unique characteristics of successful educational leaders in local secondary schools, citing examples of leaders' impact. After presenting the model, and the identifying variables of successful leaders, the presenters will discuss recommendations for effective professional development programs which could support educational leadership, and which could result in lasting impacts in the quality of education, with specific relevance to English language education, in the Indonesian context.

Key words: *Educational leadership; secondary schools; qualitative research*

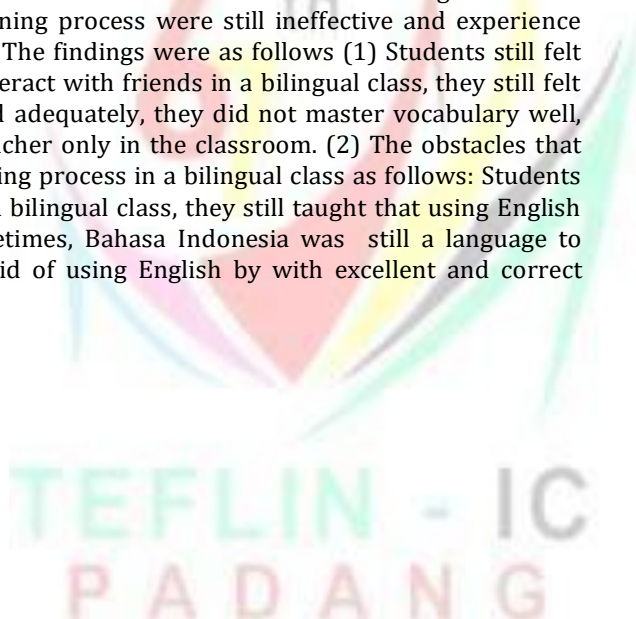
Bilingualism in English as a Foreign Language (EFL) Classroom Context

Rifki Irawan
Universitas PGRI Yogyakarta
rifkizam@upy.ac.id

Abstract [ID 752]

This study explores the process and obstacles of bilingualism at SMP Muhammadiyah 3 Yogyakarta. The research was descriptive qualitative research. The samples of this research were 20 students. The data used were collected from observation, questionnaires, interviews, and documentation. This data sources were students of grade VIII and one English teacher at SMP Muhammadiyah 3 Yogyakarta. Data analysis was performed using a Linker's scale for questionnaire data, data reduction, data presentation, verification, and conclusions. The results showed students' interactions with students and students with teachers in the bilingual class of SMP Muhammadiyah 3 Yogyakarta in the learning process were still ineffective and experience difficulties that hinder the interaction process. The findings were as follows (1) Students still felt insecure if they had to use full of English to interact with friends in a bilingual class, they still felt afraid of mispronouncing English correctly and adequately, they did not master vocabulary well, and they used English in bilingual with the teacher only in the classroom. (2) The obstacles that students experienced in the teaching and learning process in a bilingual class as follows: Students still felt ashamed to use English to interact in a bilingual class, they still taught that using English was not a necessity in a bilingual class, sometimes, Bahasa Indonesia was still a language to interact with friends, and they were still afraid of using English by with excellent and correct English in pronunciation.

Key words: *Bilingual Class, Students' Interaction*



Students' Paraphrasing Techniques and Their Challenges in Paraphrasing

Ririn Ovia & Ainul Addinna

Universitas Negeri Padang

ririn.ovilia@fbs.unp.ac.id

Abstract [ID]

In higher education, the demand of research publication is steadily growing. Due to this fact, the skills to write academic paper must be improved as well. One of the foremost skills required in writing academic paper is paraphrasing. This qualitative study investigates the most frequent paraphrasing techniques used by students, its acceptability level and their challenges during the paraphrasing process. Thirty students enrolled in Academic Writing class participated in this research. The participants were required to do paraphrasing task, and the selected ones would be interviewed in regards to their challenges in paraphrasing and how they dealt with such challenge. The result of paraphrasing task unveiled that most strategies used by students were "change to synonym", "change to active to passive form" and a combination of these two. In regards to the challenges, almost all participants struggled with comprehending the main point of the sources and find the proper words which explain the intended meaning of sources.

Key words: *Paraphrasing, academic writing*

Translation Strategies in English Test: What Students Employ beyond the Test

Rohfin Andria Gestanti, Elok Putri Nimasari, Eliasanti Agustina, Arief Budiono, & Setya Yuwana Sudikan

Universitas Muhammadiyah Ponorogo

rohfinigestanti@umpo.ac.id

Abstract [694]

English in Indonesian tertiary context is learned as a foreign language. Therefore, during the process, it is a common thing that sometimes students need assistances in understanding the language aspects. Finding the equivalence of English words in students' native language is still considered an option for students who are not familiar enough with English context or barely communicate in English. Getting the Indonesian equivalences may help students grasp the core of the materials, especially during a test. Simply, a process of translation took place and a set of translation strategies is employed. This current study aims to investigate translation strategies employed by students of non-English department in accomplishing an English test. An open-ended questionnaire covering items to define translation strategies is used and distributed to Social and Political Science students currently taking an English course and administered for a mandatory English test in the university. The results are reported qualitatively and it unveils students used particular translation strategies during the test yet they are not aware of the strategies they used. Along with this finding, discussion as well as limitations and suggestion on the field are also elaborated. Translation indeed comes with beneficial strategies to be implemented; however, it also may hinder students to effectively work on their learning.

Key words: *translation, translation strategies, English test, English as foreign language (EFL)*

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University Learners' Response toward English Online Learning during Covid-19 Pandemic

Ni Made Anggi Arlina Putri

Institut Agama Hindu Negeri Tampung Penyang Palangka Raya

nimadeanggi@gmail.com

Abstract [ID 0]

Due to the covid-19 pandemic, most educational activity has shifted to online learning to keep the educational activities going. However, the effectiveness of online learning activities is still not clearly understood especially for developing country like Indonesia. Therefore, this study focuses in understanding the perception of university students about the English online learning during covid-19 pandemic. The researcher also tried to explore the problems and preference of learners' online learning platform which will be useful to design effective e-learning environment. This research used online survey methods using google form which adapted of descriptive survey design. The data were gathered from seventh colleges (IAHN-TP Palangka Raya, IAIN Ponorogo, , UIN Raden Fatah Palembang, Univesity State of Semarang, IAIN Ponorogo, Politeknik Negeri Madiun, and Universitas Muhammadiyah Purwokerto) and analyze using frequency and percentage. Overall, the result will explain about the university students' perception about the quality of e-learning implementation especially in English subject. The study also tries to describe the students' preference platform in online learning process. This research hopefully gives some information about the implementation of e-learning during pandemic and offers the useful alternative online learning platform based on students' preference.

Key words: *Online learning, students' perception, English*

Think Aloud for Teaching Extensive Reading

Satyawati Surya & Dian Anggriyani

Universitas Mulawarman

suryasatyawati@yahoo.com, diananggriyani75@gmail.com

Abstract [ID 438]

This research applies Think Aloud Method for teaching Extensive Reading. This method has a purpose for not only improving comprehension, but also for assessing and monitoring students' performance in presenting their ability on understanding passages. The students are trained to read, think, and expose their understanding. The monitoring process is being done when the students expose their understanding on the passages they read through speaking or writing activity. This becomes the reason why the researcher is interested to apply the method for teaching Extensive Reading. The research has some purposes as the following; 1) to find out the students' reading ability before being taught by using Think Aloud; 2) to find out the students' reading ability after being taught by using Think Aloud; 3) to find out whether there is any different effect on teaching Extensive Reading before and after taught by using Think Aloud; 4) to design teaching Extensive Reading instruction by using Think Aloud. In designing this research, the researcher utilizes both qualitative and quantitative method. The third semester students of English Literature in academic year 2018/2019 is the subject of the research which consists of 25 students. To find the data of significant effect on teaching Extensive Reading before and after taught by using Think Aloud Method, the measurement is conducted by using dependent t-test. Meanwhile, the researcher follows Flow Model by Miles and Huberman in analyzing qualitative data.

Key words: *Think Aloud, Extensive Reading, Speaking Aloud, Writing Aloud, Instruction*

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Register in Classroom Discourse: an SFL Perspective

Setyo Prasiyanto Cahyono
Universitas Dian Nuswantoro

Abstract [ID 552]

This study explores the realization the register in classroom discourse covering of the field, mode and tenor in lecturer-student classroom interaction. The data of this research are gained from Intermediate English Grammar Class at Faculty of Humanities Universitas Dian Nuswantoro consisting of twenty-five students and a lecturer. In collecting the data, the researcher conduct observation in the classroom and recorded the lecturer-student interaction during the teaching and learning process. Meanwhile, in analyzing the register of lecturer-students classroom discourse interaction, the researcher employs a register analysis framework proposed by Gerot and Widgnel (1993) and Thompson (1996) for the lexicogrammar analysis and Butt et.al (2000) for describing the contextual description of the field, mode and tenor. The finding of the research reveals that the interaction among students and their lecturer was running interactively. During the teaching-learning process, the lecturer dominates all the interaction by producing more imperative and declarative utterances as she gives information to the students. Besides that, in the interaction, it is also found there is cohesiveness or interrelated utterances produced by the lecturer and her students. These cohesive devices (reference, conjunction and substitution) make the clauses hang together and create a situational text.

Key words: *classroom discourse, interaction, metafunctions, register, SFL*

Adding Meaning to Online Grammar Classes through Pedagogical Translation

Sintha Tresnadewi, Ahmad Heki Sujiatmoko, & Francisca Maria Ivone
Universitas Negeri Malang
sintha.tresnadewi.fs@um.ac.id, ahmad.heki.fs@um.ac.id, francisca.maria.fs@um.ac.id

Abstract [ID 615]

The practice of translation in language teaching has long become controversial, particularly during the era of the post Grammar-Translation Method. Those who are against translation argue for some reasons, among others, that translation misleads students into thinking that expressions in two languages correspond one-to-one, that translation produces interference, or that it prevents students from thinking in the foreign language (Vermees, 2010). However, those in favor of translation in language teaching state that translation will raise awareness of the two languages and the two cultures (Vienne, 1998). Now, in the second decade of the 21st century, when the Covid-19 pandemic has thrown teachers to online teaching, we hypothesize that translation combined with computer-adaptive activities in online grammar class will work suitably. In this paper, we would like to share the practices that translation and computer-adaptive activity could provide meaningful, engaging grammar instruction even though grammar class is commonly considered to be exhausting and uninteresting even when it is done face-to-face.

Key words: *Grammar-Translation Method; pedagogical translation; online grammar classes*



TEFLIN - IC
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Materials Development for Teaching English to Young Learners: A Community Engagement Program

Sisilia Setiawati Halimi
Universitas Indonesia
halimisislia@gmail.com

Abstract [ID 763]

According to Tomlinson (2001, p. 60), materials development is both a field of study and a practical undertaking. As an undertaking it involves the production, evaluation and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution. In this presentation the writer would like to share the challenges and benefits of involving student teachers in writing English teaching materials for young learners from disadvantaged families. Working with a large team of writers required a well-planned procedure and innovative approaches to stimulate thought and discussion. The team managed to maintain creative energy and relate the materials written to the actual learners who were going to use them. The materials were written by applying some basic concepts of functional linguistics and remembering the teaching context where the materials would be used. With a group of enthusiastic student teachers who worked together solidly, the materials for teaching beginners were managed to be written in a relatively short time.

Key words: *Materials development; English teaching, student teachers, a team of writers*

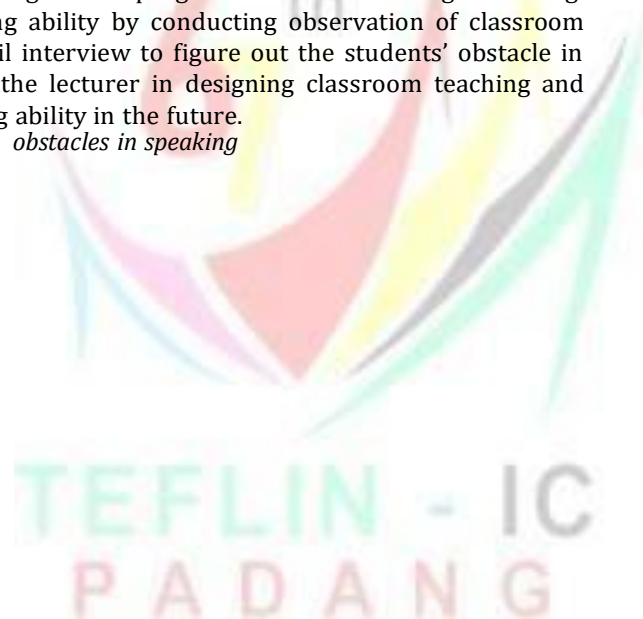
Assessing Speaking Ability of First-year Students of English Department at Graduate Program of Universitas Negeri Padang

Sisri Ovalina
Universitas Negeri Padang
sisriovalina4@gmail.com

Abstract [ID 588]

English Department students at graduate program should master English speaking ability. However, some of the first-year students of English Department at graduate program are lack of speaking ability. That is why speaking ability is an important object of assessment. This study aims to assess the students speaking ability in order to provide the solutions to improve their ability and find the obstacles when speaking English. This is a descriptive-qualitative study by conducting 15 First-year students of English Department at graduate program of Universitas Negeri Padang. The researcher assesses the students speaking ability by conducting observation of classroom presentation and discussion activities and mail interview to figure out the students' obstacle in speaking. The results of this study can help the lecturer in designing classroom teaching and learning activity to enhance students' speaking ability in the future.

Key words: *Speaking ability, assessing speaking, obstacles in speaking*



The Effect of Direct and Indirect Corrective Feedback on Students' Writing Quality

Siti Mafulah

Universitas Negeri Malang

siti_mafulah@unikama.ac.id

Abstract [ID 737]

Giving feedback both direct and indirect is believed to help students write better. This paper aims to investigate whether there is an effect of direct corrective feedback on students' writing quality. There were 26 students as participants. Each student was exposed to two different types of feedback, direct and indirect feedback. After receiving each type of feedback, the students' writings were analyzed. The effect of the feedback was estimated by comparing the individual scores in writing composition after receiving different feedback. The statically analysis showed that the students' writings were better when they received direct feedback than the indirect one. It is suggested that the teachers apply direct corrective feedback to help students perform better in writings. Furthermore, future researchers intending to conduct similar study are recommended to use larger size of participants in order to confirm the effectiveness of different type's written corrective feedback. A particular aspect of grammatical errors can be investigated further to know the effectiveness of each type of written corrective feedback.

Key words: *Direct corrective feedback; indirect corrective feedback; writing quality*

Students' Speaking Activity on Zoom Application: A Need Analysis

Siti Maulida Kamaliyah

Universitas Negeri Padang

kamaliyahumar506@gmail.com

Abstract [ID 704]

The changes of the learning system from face-to-face classroom interaction to online learning system during the Covid-19 pandemic bring significant impact on the process of learning. Different activities of learning are required to be presented for the continuity of the learning process. These changes then lead to the different students' needs in learning. This paper reports the result of finding out the need for students' speaking activity on zoom through need analysis. The study has been conducted at the State Islamic University of North Sumatra. Students of the fourth semester in the academic year 2020/2021 were chosen as the participant of this study selected by using purposive sampling. The total number of participants was 74 students. The design of this study is qualitative research. The data will be obtained by distributing questionnaire to the students. The content of questionnaire is about need analysis specifically in target needs including lacks, necessities, and wants based on Hutchinson and Waters (1991). The result of this study revealed that students need to learn English speaking skill to improve their speaking ability in order to communicate actively and facilitate them to learn other skills of English. Referring to the students' lacks of learning speaking on zoom application, 52% mentioned that the variation of speaking activity on zoom is limited. Further, the interaction to create good chemistry between students to teacher or students to students does not occur flawlessly. For about 81% students prefer to make a dialogue such as conversation and practice it in small group. Beside, discussing an interesting topic and experience, question and answer, storytelling, role play and games are what students' wants in speaking activities. The significances of this study can be the reflection for the further learning process in online learning system especially in speaking activity on zoom application.

Key words: *Need analysis, Speaking activity, Zoom Application*

Reconceptualising Critical Thinking in EFL Teacher Education in an Indonesian University

Siti Muniroh

Universitas Negeri Malang

siti.muniroh.fs@um.ac.id

Abstract [ID 405]

Guided by sociocultural theory of human development and language teacher cognition framework, this study aims to understand how critical thinking is conceptualised in EFL teaching in an Indonesian university. The data derived from online questionnaires and interviews, which involved 26 English Teacher Educators (ETEs) and 105 Pre-Service English Teachers (PSETs). The findings indicated the majority of the participants conceptualised critical thinking as Bloom Taxonomy Higher Order Thinking, and problem-solving, which is relevant to the stated policy in the university. These ETEs did not deliberately learn critical thinking from formal education; they acquired critical thinking through accumulated experiences in academic and non-academic contexts. A few ETEs who had an interest in socio-political issues showed a broader understanding of critical thinking which involved social perspective. Despite implicit practices of critical thinking in EFL teaching, the PSETs admitted that their experiences in the university mediated their critical thinking development. A few PSETs who joined a debate club and non-profit organisation outside campus showed a broader concept of critical thinking that enable them connecting the texts they learned in the class with social reality. Finally, explicit teaching and explicit policy are recommended to strengthen university graduate capacity of critical thinking.

Key words: *Teacher cognition, critical thinking, EFL teacher education*

Webtoon Short Story in English Class: Students' Perception

Sri Yuliani

Universitas Islam Riau

sriyuliani@edu.uir.ac.id

Abstract [ID 457]

The enforcement of online learning system has led new coercion of circumstances in education. No preparation in such condition got the teachers shocked, thus might had sudden actions to prepare their online class by preparing varieties of media. Webtoon short story was one of the alternative media used by teachers during covid-19. This paper discusses the findings of a study carried out to investigate the students' perception on webtoon short story in English classroom. The focus point of this paper was on perceptions, attitudes and the perceived needs of students in applying webtoon short story in English class. The sample was taken from SMA Pekanbaru at the grade eleventh. Questionnaire and interview were used to get the data. The findings of the study obtained from the quantitative showed that the statistical result indicated students' perception and interest on webtoon short story were positive and significantly shown in high level while in qualitative approaches showed that webtoon short stories used in English class was interesting, motivating and enjoying

Key words: *Webtoon short story, perception, English class, teaching media*

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Social Strategy in Language Learning toward Online Platforms

Sumarni & Aries Utomo

University of 17 Agustus 1945 Samarinda

ninimarni@gmail.com

Abstract [ID 753]

The challenges of the Covid 19 pandemic and online-based curricula on English lectures by many researchers need to be studied through innovative good strategy mapping. This study aims to review social strategies in learning English as a foreign language, combining two online platforms. The research method will use a quantitative descriptive method on 50 students in two different study programs, from Department of Dentistry, the Faculty of Medicine at Mulawarman University and Public Administration Study Program, Faculty of Social and Political Sciences at University of 17 Agustus 1945 Samarinda. The method used in this study is a quantitative description followed by in-depth discussion with a sample of the existing population. The results of the study show an overview of the use of social strategies in learning English which are used predominantly of the other five strategies by the two groups of students. This study also illustrates the trend in the use of certain parts of the strategy by the two groups of respondents. The contribution of the results of this research will be very useful for teachers and curriculum developers in designing cooperative learning online.

Key words: *Social Language Strategy, eLearning Platform, Performances*

The Implementation of Lectora Inspire as Interactive Learning Media on Reading Narrative Text for the Eight Grade Students at SMP N 27 Medan

Sumarsih

Universitas Negeri Medan

prof.sumarsih@gmail.com

Abstract [ID]

The study aimed to develop Lectora Inspire application as interactive learning media on reading narrative text for the eighth-grade students at SMP N 27 Medan and to know the application's effectiveness toward students' motivation in learning reading narrative text. The subject of the study was 25 students of the eight grades at SMP N 27 Medan. Research and Development was conducted in the study. There were some steps conducted such as, preliminary, developing, and evaluating. The techniques of collecting data were documentation, interview and questionnaire. Furthermore, the data were analyzed by using descriptive qualitative and quantitative analysis. The result of the study showed that Lectora Inspire application was an appropriate interactive learning media on reading narrative text particularly in improving students' motivation and interest for the eighth-grade students at SMP N 27 Medan. Since the interactive learning media had been validated by some experts and got the average percentage 95% categorized excellent. In addition, the result of the study showed that there was the students' improvement on reading skill related to narrative text which meant that the media was effective media in learning reading at SMP N 27 Medan.

Key words: *Reading, Narrative Text, Lectora Inspire, Research and Development*

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Instructed Comprehensible Input as Manifested in EFL Virtual Classes Practiced by the Pre-service Teachers in the PPG

Susilo

Mulawarman University

olisusunmul@gmail.com

Abstract [ID 687]

Krashen' idea on language acquisition highlighted that language can effectively be acquired by understanding messages through comprehensible input in a low-anxiety situation. In the inner-circle countries, comprehensible input can be found in many natural language practices. However, in the context of the expanding circle country, it can be mostly gained in the classroom rather than in a naturally daily conversation in public places. Therefore, it is obvious that the comprehensible input should be prepared and instructed. In the flourishing practices of the online platform learning, foreign language teaching faces its own challenges in term of giving more exposure thus target language comprehensible input to learners cannot be given effectively. This is a qualitative content analysis on how the pre-service teachers enacted their instructed comprehensible inputs when they had virtual teaching practices in the new model of PPG Daljab 2020. The data were virtual teaching lesson plans and teaching practice videos made in that program. The results revealed that authentic comprehensible inputs were mostly well planned by the pre-service teachers as manifested in their lesson plans; however, virtually in the teaching practices, they had not made enough comprehensible inputs for their students. This occurred mostly because of several limitations found in the online teaching-learning, such as inadequate technological competence of the students, problems in internet access, etc.

Key words: *EFL pre-service teachers; Instructed comprehensible input; PPG Daljab; Virtual class*

The Impact of Online Micro Teaching Class on Pedagogical Competence of Pre-service Teachers in a University in Indonesia

Sutarno & Novita Eka Tristiana

Universitas Muhammadiyah Pringsewu

sutarnobing@umpri.ac.id, novita.tristiana@umpri.ac.id

Abstract [ID 686]

This study investigated the impact of online microteaching on pedagogical competence of EFL pre-service teachers. A qualitative method was carried out in this study. The data was collected through triangulation of method which consisted of conducting interview, observing on videos of students' teaching practice, and conducting documentation study on lesson plans made by them. The result showed that online microteaching gave positive impact on eight aspects of pedagogical competence of pre-service teachers and gave negative impact on two aspects of pedagogical competence inform of understanding the characteristics of learners in physical, morality, social, cultural, emotional and intellectual and also on the aspect of conducting effective, decent, and emphatic communication with pupils.

Key words: *EFL Pre-service Teachers, Online Microteaching Class, Pedagogical Competence*

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Reading Difficulties in Narrative Text Online Learning “Edmodo” at Vocational High School in Jambi City

Suyadi

Universitas Batanghari Jambi

sueyadi@yahoo.com

Abstract [ID 682]

This study is aimed at finding out difficulties of the vocational school students in learning narrative text through “Edmodo” an online learning media as an alternative of teaching and learning process in Corona Virus 109 pandemic. It was an analysis of 31 students who learnt Narrative Text with specific title “Malin Kundang” occupied 10 interview questions to get the data. The data were analyzed descriptively and found that most of the students faced difficulties when they learnt Narrative Text through Edmodo online learning. The results were also promoted to create collaboration among English teacher, students, stakeholders, and school institution to prepare a better hardware and software of online teaching and learning.

Key words: *Edmodo, online learning, pandemic*

Negotiating Indonesian Address Terms among Indonesian EFL Teachers in Cross Cultural Communication: A Co-Cultural Perspective

Suyono

IAIN Batusangkar

Abstract [ID 450]

Communication across cultures always takes place in an asymmetric relation of which one co-communicant occupies certain degree of privilege out of the other. Drawing co-culture theory as a framework for data collection and analysis on how people from co-cultural group members negotiate their culture in intercultural communication, this article elucidates communication practices adopted by Indonesian EFL Teachers regarding Indonesian address terms such as, *Bapak, Ibu, Mas, Mbak* and or its correspondence in intercultural communication. Using interview data from 6 participants of this study, it uncovers three ranges of communicative practices undertaken by the participants, namely assimilation, accommodation, and separation practices and highlights factors underpinning the practice selection. This study confirms the ongoing discussion on co-cultural theory and extends its application on where Indonesian address term deemed co-culture.



The Voice of EFL Pre Service Teachers in Preparing Technology-Based Additional Teaching Materials

Syamdianita

Universitas Mulawarman

syamdianita@fkip.unmul.ac.id

Abstract [ID 604]

Integrating technology into the teaching-learning process is not easy for teachers and pre-service teachers because it is closely related to the use of various technological devices, such as hardware, software, and teaching applications. This research is conducted to explore the experience of EFL pre-service teachers in the process of preparing technology-based additional teaching materials as a companion to the seventh grade English textbooks. It is conducted to the pre-service teachers who are registered in the Technology in Education class. Interviews and documents in the form of pre-service teachers' reflections during the activity of preparing technology-based teaching materials were used in this study to obtain the data on their experiences. The findings revealed that the process the EFL pre-service teachers done in preparing technology-based additional teaching materials, the problems and challenges they faced, the scenarios they prepared to overcome the problems, as well as the reasons for choosing the software.

Key words: *Voice, pre-service teachers, technology-based, teaching materials*

Teachers' and Students' Needs for Authentic Assessment for Speaking Skills in Online Learning

Syifa Fauziah Irsyad

Universitas Negeri Padang

fauziahirsyad@gmail.com

Abstract [ID 506]

Online learning is one of the learning methods applied by the government in the pandemic situation. In the 2013 curriculum, authentic assessment of English subjects is the most important part in assessing students' authentic skills including speaking skills. However, authentic assessment has experienced some significant changes and problems during the COVID-19 pandemic. This study aimed to analyze the needs of students and teachers in conducting an authentic assessment of speaking skills in online learning. This research was survey research conducted using a questionnaire distributed to 36 senior high school students and 2 English teachers. The results showed that (1) online learning activities needed by teachers and students in assessing speaking skills, namely providing video samples or demonstrations, online interviews, speaking skills by making videos, and providing clear feedback. (2) There were four important components for students and teachers to assess speaking skills, namely comprehension, fluency, vocabulary, and grammar. (3) The characteristics of authentic assessment needed by teachers and students in online learning were simple and contextual, communicative, clear rubric scores, and carried out continuously.

Key words: *Teachers' and students' needs; authentic assessment; speaking skill; online learning*



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Developing and Validating the Metacognitive Awareness Speaking Questionnaires

Titis Sulistyowati, Januarius Mujianto, Dwi Rukmini, & Rudi Hartono
Universitas Negeri Semarang
titis.sulistyowati@umk.ac.id

Abstract [ID 430]

The purpose of this article is to describe the development and validation of a speaking questionnaire designed to assess English foreign language (EFL) speakers' metacognitive awareness. This questionnaire is developed base on the principles of metacognitive knowledge; person, task, and strategy knowledge. The process of instrument development and validation are described, along with a review of the relevant literature related to metacognition and learners' regulation of speaking strategies. This Metacognitive Awareness Speaking Questionnaire (MASQ) is adopted and developed mainly based on some principles in the MALQ developed by Vandergrift & Goh (2005) and will be developed and validated to measure the EFL metacognitive awareness in speaking. The development of the MASQ involves two experts in psychology and EFL who give the final consideration and assessment. The tryout was done by involving 51 EFL students from three different universities in Central Java. The analysis of the validity and reliability of the questionnaire is done by utilizing SPSS software. The validity test uses the product-moment correlation technique and the reliability test uses Cronbach's Alpha method. This study presents a questionnaire with 21 questions designed to assess EFL speakers' metacognitive awareness. This behavior-based questionnaire on Linkert scale is developed to measure the level of metacognitive awareness in speaking.

Key words: *Metacognitive Awareness, Metacognitive Knowledge, Validity, Reliability, and Questionnaire*

The Effectiveness of Story Telling Using Book Creator in Learning Reading

Tuminah, Donie Fadjar Kurniawan, Donie Fadjar Kurniawan, & Noor Faridha
STKIP Pamane Talino Landak
mona.condro@gmail.com, donie.fadjar.k@gmail.com, noorfaridha26@gmail.com

Abstract [ID 750]

In this study, I examine research report about "The Effectiveness of Local Story Telling Using Book Creator in Learning Reading Comprehension". The problem of the research was, "is it effective using local story telling in book creator to improve reading comprehension achievement of narrative text to second semester English department students of STKIP Pamane Talino?" The objective of the research was to find out whether or not it is effective to improve reading comprehension achievement of narrative text by using local story telling in book creator to second semester English department students of STKIP Pamane Talino. To conduct this research, the quasi experimental method was used. Based on the analysis of the data, it was (1) the mean of experimental group in the post test was 85 and in the control group was 70 and (2) the result of independent sample test formula was 10,095 this score is higher than the critical value 1.8731. So the null hypothesis (Ho) was rejected and alternative hypothesis (Hi) was accepted. It could be concluded that it is effective using local story telling in book creator in learning reading comprehension of narrative text to English department students of STKIP Pamane Talino in academic year 2020/2021 Landak district.

Key words: *Corrective feedback; explicit correction; metalinguistic clue; writing performance*

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Teacher's Self-Efficacy on Designing Digital Material in E-learning: A Case Study in a Vocational School

Untari G. Pertiwi, Evi A. Febriyanti, Lusiana M. Nurani, & Dana Waskita

FSRD ITB

untari@fsrd.it.ac.id

Abstract [ID]

In this digital era, transforming traditional classroom to online environment becomes urgent particularly during the COVID 19 pandemic and E-learning becomes an alternative platform to conduct online learning as it provides space for teacher to open, design, and manage class. Designing digital material becomes prerequisite in this circumstance and it requires teacher's competence in using technology including digital literacy. This competence will cultivate teacher's self-efficacy which is an essential factor in gaining success of E-learning implementation, therefore this study investigates teacher's self-efficacy on designing digital material uploaded in E-learning. This study explores 20 vocational school teachers' experience in using E-learning by investigating what digital material and E-learning are perceived by the teachers?, and how do they design and implement it in the E-learning?. The teachers' experience is captured through questionnaire, interview and class observation then the data are analysed under Efficacy theory from Bandura (1997). The result shows that the teachers' self-efficacy, in general, is at a medium level and their ICT knowledge and competence influence their ability in designing digital material and use it in the E-learning. Those with adequate knowledge and competency pose a high self-efficacy while those with less knowledge and skill, their self-efficacy in designing is considered moderate. Therefore, an intensive teacher training in digitalizing material is urgent to boost the teachers' self-efficacy as well as their ICT competence to gain success and benefits from E-learning.

Key words: *E-learning; digital material, self-efficacy*

Developing SQ3R Integrated with Digital Interactive Multimedia to Develop Students Reading Skill on Islamic Text at SMP PMT Prof.Dr.Hamka 2 Padang

Wenny Elsara

Universitas Negeri Padang

wennyviky11@gmail.com

Abstract [ID 662]

The study aims at analyzing the development of students' reading skill on Islamic texts in students at junior high school through SQ3R method integrated with digital interactive multimedia. The research was designed as a collaborative classroom action research which was carried out at SMP PMT Prof.Dr.Hamka 2 Padang. The subject of the research was the grade eight students of SMP PMT Prof.Dr.Hamka 2 Padang consisting of 24 students. The research was conducted in one cycle through stages of planning, acting, observing and reflecting. The cycle consists of three meetings. The researcher with his collaborator collected the data by using observation checklists, field notes, camera recording, and test. The result showed that the SQ3R method could develop students' reading skill. This fact was supported by the result of achievement test. There were 19 students (75%) who got score greater than 80 of 24 students, there were 6 students who could not reach the score. The research was stopped after the third meeting of cycle 1 in which the result of students' achievement test have met the criteria of success. Based on this finding, the researcher concluded that the implementation of SQ3R method integrated with digital interactive multimedia in teaching and learning process can develop students' reading skill on Islamic texts.

Key words: *Reading Skill, SQ3R method, digital interactive multimedia*

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Globalizing Local Culture through Writing Haiku: A Postcolonial Creative Writing Strategy in English Poetry Classroom

Winda Setia Sari, Anna Suryani Tambunan, Citra Anggia Putri, & Juli Rachmadani Hasibuan

Universitas Negeri Medan

windasetiasari@unimed.ac.id

Abstract [ID 748]

The study accentuates the pedagogical intervention of Postcolonial creative writing strategy in poetry class through writing Haiku. Students were engaged in reading a culturally local text (Sumatera-ethnic poetry) to compose Haiku from a post-colonial perspective. By conducting five phases of the workshop; exploring, inciting, inspirations, drafting, editing, and peer feedback, student were given the benefit of familiarizing themselves with character, theme, and cultural issues, developing a cognitive process to negotiate different meaning in their first and second language and exploring creativity to write their own Haiku in the second language. The scripts written in English are the product of poetry class which reveals student's localized knowledge and cultural literacy. Not only being able to handle the meaning in the first and second language, but students in this classroom poetry project also yearned at promoting their local culture to the global world.

Key words: *Haiku, Postcolonial writing Strategy, creativity, pedagogical intervention, second language learning*

An Analysis of Using PISA, AKM and UN

Winnie Berliana

Universitas Negeri Padang

winnysyahdin@gmail.com

Abstract [ID 494]

This study aims to find the distinction between the use of test forms, some problems, and future directions in language teaching evaluation on the Program for International Standard Assessment (PISA), Asesmen Kompetensi Minimum (AKM), and Ujian Nasional (UN). The researcher gathered the information of PISA, AKM, and UN from the various sources and analyzed the test forms, some problems, and future directions to find out the distinction. In addition, this study used a qualitative approach, which describes the influence of the use of PISA, AKM, and UN in the world of education. Furthermore, the data collection technique used in this research is library research, where library research is an activity of collecting materials related to research from books, scientific journals, literature, and other publications that are worthy of being a source. On the other hand, the finding reveals that the distinction in using the test forms, some problems, and future directions are intended to improve Higher Order Thinking (HOT) skills and involves socio-cultural aspects, the kinds of questions, and language use of the questions that can be understood by students. Hence, the advantage of this study is to add insight to the readers about the distinction in using PISA, AKM, and UN.

Key words: *Analysis, PISA, AKM, UN, Test forms, Problems, Future Directions*

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Features of EFL Students' Difficulties in Writing Paragraphs at the Tertiary Education Level Context

Wisma Yunita, Azhar Aziz Lubis & Mukhrizal Mukhrizal

Universitas Bengkulu

wismayunita@unib.ac.id

Abstract [ID 614]

Difficulties in English writing are common problems encountered by EFL learners, especially Indonesian context. However, studies on the difficulties mostly focus on the essays or types of text in English in the secondary level education. This study was a qualitative one aimed at revealing the features of the EFL students' difficulties in writing paragraph at the tertiary level education. The participants of the study were 39 students of the fifth semester at the English education study program taking the academic writing course. The data were gathered by delivering an open question to the students through the discussion forum on the university e-learning platform and analyzed qualitatively. The findings show that the students encountered difficulties in starting, developing and connecting the ideas; in developing and connecting the sentences; in applying the correct English grammar, in finding the right vocabulary to use, and felt unconfident and insecure with their writing ability.

Key words: *Difficulties; writing; paragraph*

Modified Flipped Classroom Model to Enhance Students' Reading Comprehension

Wulandari, Desy D, Munifatullah, Feni, Yufrizal, & Hery

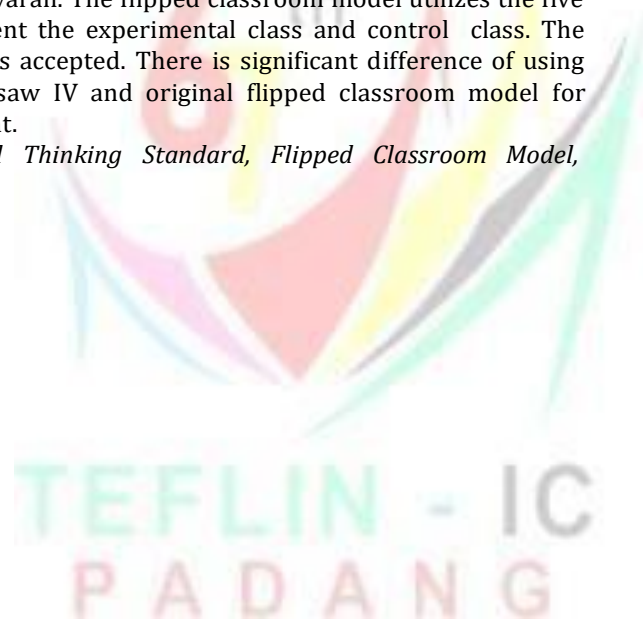
Universitas Lampung

desydesmita@gmail.com, feni.munifatullah@fkip.unila.ac.id, heryyufriзал@gmail.com

Abstract [ID 512]

This study aims to examine some different effects of the two non-traditional approaches when they are applied in learning reading. Understanding texts means engaging the learners carefully into the text in such a way that they are filtering the information before consuming and discerning it as their understanding. Flipped classroom model may provide a wider and more flexible opportunity to students to take stance towards the text. The study inserts the elements of critical thinking standards in learning process of flipped classes to bring learners to a higher level of comprehension. True experimental design is developed. The samples are 65 EFL learners on second grades of a senior high school in Pesawaran. The flipped classroom model utilizes the five reading aspects for evaluating the achievement the experimental class and control class. The result shows that the alternative hypothesis is accepted. There is significant difference of using flipped classroom model integrated with jigsaw IV and original flipped classroom model for students' reading comprehension achievement.

Key words: *Reading Comprehension, Critical Thinking Standard, Flipped Classroom Model, Jigsaw IV*



Collaborative Writing during Remote Teaching: Challenges and Affordances for EFL Pre-service Teachers

Yanti Sri Rezeki

Tanjungpura University

yanti.sri.rezeki@fkip.untan.ac.id

Abstract [ID 586]

Research on collaborative writing, either online or face-to-face, has been widely conducted to explore its theoretical and pedagogical merits for language learning. Despite positive evidence on its benefits, more studies need to explore its implementation under specific circumstances such as teaching and learning during the pandemic Covid-19. This paper reports the EFL pre-service teachers' experiences and perceptions after writing collaboratively during remote instruction. Specifically, this qualitative case study focused on how collaborative writing was enacted over three different writing products: poetry infographic, descriptive text, and discussion text. The study also sought the participants' perceived challenges and their utilized strategies to tackle the problems faced while writing collaboratively. Data were gathered from the individual reflective notes, focus group interviews, and related documents and artifacts. Findings indicate the participants' use of various online platforms such as WhatsApp group, Google Meet, Zoom, and Google Document. Time arrangement, Internet connection, and difficulties in reaching consensus on ideas were some of the identified challenges. Pedagogical implications are also discussed.

Key words: *Collaborative writing, remote teaching, online learning*

Undergraduate Students' Ability in Constructing Cohesion in the Background of the Problem of Thesis

Yeli Eka Sintya & Muhammad Al Hafiz

Universitas Negeri Padang

Yelieka94@gmail.com

Abstract [ID 683]

One of the important parts of the thesis is a background of the problem. Background of the problem is the first chapter of the thesis that contains the answers to what and why the research needs to be done. Making a background of the problem is not easy, college students are required to arrange ideas systematically so that people are interested and believe in reading a background of the problem of a thesis, then there must be cohesion. The students of a college are expected to write a thesis coherently with the right use of cohesive devices. This article has aim to analyze the ability of undergraduate students in constructing cohesion in the background of the problem of thesis at UIN Imam Bonjol Padang. The descriptive research design was used in this study to describe their ability in constructing cohesive devices. To find out their ability, 20 background of the problems from different thesis were chosen by using random sampling. It was found that some of undergraduate students had lack ability in constructing cohesion in their background of the students of thesis at UIN Imam Bonjol Padang. Thus, it can be interpreted if undergraduate students had a lack understanding and could not apply the cohesion well enough in writing background of the problem of thesis.

Key words: *Cohesive devices, background of the problem, thesis*

TEFLIN - IC
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Exploring the Implementation of Digital Tools in Online Classroom

Yentri Anggeraini

Universitas Baturaja

anggeraini.yentri@yahoo.com

Abstract [ID 620]

COVID-19 Pandemic had changed the teaching and learning process. It is from face-to-face learning that becomes online learning with various conditions/places among learners and teachers. This study aimed at exploring the implementation of digital tools in the online classroom. It's a case study that explores the teaching process and the classroom 'activities during online teaching and learning at the fourth-semester students of English department. In gathering the data, the researcher used observation, interview, and qualitative visual/digital documents. The researcher considered triangulation in the terms of the data collecting manners and to get the reliability of the study, transcripts checking and checking the persistence of the meaning of the codes were adopted. This present study revealed the familiar digital tools in online classroom were zoom, WhatsApp group, and google classroom and it could be derived that the common troubles faced by learners when they present and listen the explanation via zoom are an internet connection, low battery, and unclear listening during the explanation. This online learning made the learners familiar with EFL digital media.

Key words: *Online teaching, digital tool, zoom, EFL*

EFL Teachers' Oral Questions at Junior High Schools: A Conversational Analysis and Stimulated Recall Interview

Yetti Zainil, Zul Amri, & Ratmanida

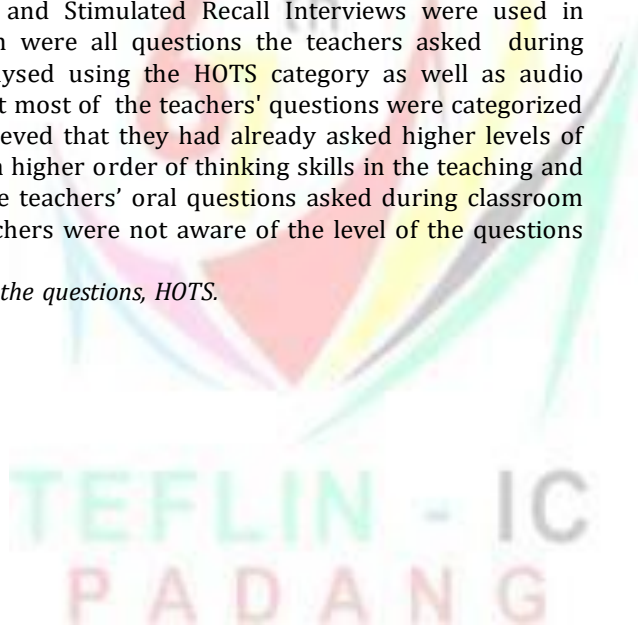
Universitas Negeri Padang

yettizainil@fbs.unp.ac.id

Abstract [ID]

Many studies reveal that the level of teachers' questions determines the level of student thinking. However, to what level of questions the EFL teachers have asked in the classroom interaction does not clearly define yet. This paper reports the study on the teachers' questions in terms of high-order thinking skills questions in EFL classrooms at junior high schools in Padang, West Sumatra, Indonesia. 6 junior high schools in Padang were chosen randomly as the samples of this research. Teachers and students at the chosen schools were observed and video recorded during their EFL classroom interaction. Conversation Analysis and Stimulated Recall Interviews were used in analyzing the data. The data of this research were all questions the teachers asked during classroom interactions which were then analysed using the HOTS category as well as audio interview transcription. The findings show that most of the teachers' questions were categorized as LOTS questions. However, the teachers believed that they had already asked higher levels of questions to encourage their students to have a higher order of thinking skills in the teaching and learning process. The conclusion is most of the teachers' oral questions asked during classroom interaction were low-level questions, and teachers were not aware of the level of the questions they asked.

Key words: *Teacher's oral questions, the level of the questions, HOTS.*



Encountering Prospective Teachers' and Lecturers' Lesson Study for Learning Community (LSLC) Experience In Microteaching Class

Yuli Tiarina, Yenni Rozimela, & Aryuliva Adnan

Universitas Negeri Padang

yuli.tiarina@fbs.unp.ac.id; yenni.rozimela@fbs.unp.ac.id; aryuliva.adnan@fbs.unp.ac.id

Abstract [ID]

Equipping students to have qualified teaching skills brings to the importance of implementing Lesson Study for Learning Community (LSLC) as a continue teacher development. This paper is conducted to explore prospective teachers' and lecturers' experience in implementing Lesson Study in Microteaching class. It arises prospective teachers' pedagogical competency and collaboration skills demanded in 4.0 era. It is worth investigating to form a basis for this further research. It is a descriptive method with quantitative approach to describe the experience. A total of 49 prospective teachers and 2 Microteaching lecturers at English Department of Universitas Negeri Padang were selected to become the participants. The data were gathered through questionnaires with 1-5 Likert scales consisting of four sessions. The result indicates that prospective teachers and lecturers have positive experience in implementing lesson study for learning community with the mean score 3.75 and 4.08 out of 5. It is supported by the Mann Whitney U test. It was found that the t table with 1-tailed (.358) was bigger than level of probability α (0.05). They perceived that LSLC promotes to improve the ability of collaboration between members of the learning community, and facilitates the process of teaching and learning in Microteaching classes in preparing teaching material and teaching strategies for teaching in microteaching class. Therefore, LSLC must be implemented continuously in order to improve teachers' pedagogical competency and collaboration skills.

Key words: *Microteaching, Lesson Study for Learning Community, EFL*

Students' Anxiety in Writing Introduction of Thesis Proposal at Universitas Muslim Nusantara Al Washliyah Medan

Yulina Oktaviani Harahap & Hermawati Syarief

Universitas Negeri Padang

yulinaoktaviani@gmail.com,hermawati_sy@yahoo.com

Abstract [ID 576]

Writing is one of the skills in learning English that has to be mastered by students, especially at the tertiary level. The factor that affects students' interest in writing is anxiety. This paper aims to analyze the students' anxiety in writing introduction of thesis proposal. This study belongs to descriptive research. The questionnaires used to find out the types, levels and, factor causes students' writing anxiety especially in writing introduction of thesis proposal and interview used in dept information about factor causes students' writing anxiety. The questionnaire used in this study namely Second Language Writing Anxiety Inventory (SLWAI) and CWAI (Cause of Writing Anxiety Inventory). The questionnaires are distributed online (Google Form) and the interviews have done by phone to reduce the risk of the face-to-face interview in this pandemic situation. The finding shows that cognitive anxiety, somatic anxiety, and avoidance behavior experienced by the participants in writing introduction of thesis proposal. The levels in writing introduction of proposal were high, moderate and low. The factor influenced anxiety of the students namely fear of teacher's, negative feedback and poor linguistic knowledge. Participant in this study were twenty English Education Undergraduate students of Universitas Muslim Nusantara Al- Washliyah Medan 2020/2021.

Key words: *Writing, Anxiety, SLWAI, Types, Levels, Factors*

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The Level of Students' Anxiety in Speech at Universitas Muslim Nusantara Al Washliyah Medan

Yulinda Oktaviana Harahap & Yenni Rozimela

Universitas Negeri Padang

yulindaoktaviana@gmail.com

Abstract [ID 573]

In Indonesia, English is a foreign language is learned at schools, but rarely used by the students. It is known that they are not confident to speak in English. The students' success in speaking in a foreign language can be influenced by psychological aspect, in this case, anxiety. Anxiety is a psychological factor has an important role in affecting language learning outcomes. This case study is focused on students' anxiety level in speech. The subjects of the research were twenty randomly selected students of the English Department in the academic year 2020/2021. The data were collected through speaking test, requiring the students to deliver a speech. The finding shows that majority of students' anxiety level in speaking at the English Department was in medium level. The most common factor that influenced anxiety levels of the students in speaking is categorized into the fear negative evaluation. This means that students were fear negative evaluation from the teacher when speaking in front of the class.

Key words: *Anxiety, Level, and Speech*

Considering Students' Reading Interest in Developing Reading Assessment in Higher Education

Yulmiati, M. Zaim, & Atmazaki

Universitas Negeri Padang

yulmiati.academic@gmail.com

Abstract [ID]

Students' reading interest is important to know in order to develop a reading assessment. By considering students' reading interests, a teacher can select material for assessment close to students' favorite reading material and reading setting. This research is aim at identifying students' reading interest especially in Basic Reading course in higher education. This research is a descriptive study with a questionnaire collection technique. The questionnaire was distributed via google form through WhatsApp group of the students who learn the Basic Reading subject in higher education. A questionnaire with 27 items has responded to by 53 students that were selected using simple random sampling. The questionnaire has been validated theoretically and statistically using SPSS for the quality of the instruments. The result of the research showed that students' reading interest was fair, by the score of 71. They still need support to make them enjoy reading. The degree of their enjoyment in reading still needs improvement. However, the basic Reading subject is potential to make them interest in reading.

Key words: *Reading Interest, Assessment, Reading*



Elements of Digital Media and Entertainment During Covid-19 Remote-Teaching Affecting Vocabulary Achievement

Yune Andryani Pinem & Andi Dian Rahmawa

STTKD, School of Aerospace Technology

j.andryani@gmail.com

Abstract [ID 473]

The urge of finding the most suitable method of a remote teaching in a pandemic situation has become the center of recent studies. Equipped with instructional scaffolding, the absence of a teacher as a mentor in an asynchronous online class can be replaced by more interesting media for students' self-study. This study is to look at games, songs, and a movie as media to enhance students' achievement in Vocabulary. Further, elements in each media are observed along with students' perception to explain the affected area in detail. This quantitative study uses paired samples t-test toward students' post-test scores of a controlled class (CC, n=35) and an experimental class (EC, n=35) in vocabulary. Students' perception of taking media as learning tools in EC is measured in a questionnaire to explain the results. Results show that significantly EC outperforms CC in the final score. Further, it turns out that some significant elements in games outperform two other media (songs and movies) in vice versa. Trend on students' perception in EC toward these teaching media involves advantage and disadvantage features in media design, psychological and pedagogic element along with recommendation for future improvement.

Key words: *asynchronous online; English vocabulary; learning media; self-regulated learning*

Evaluation of Learning Material in The Textbook for Senior High School Grade XI

Zahrina Ulfa & Edi Trisno

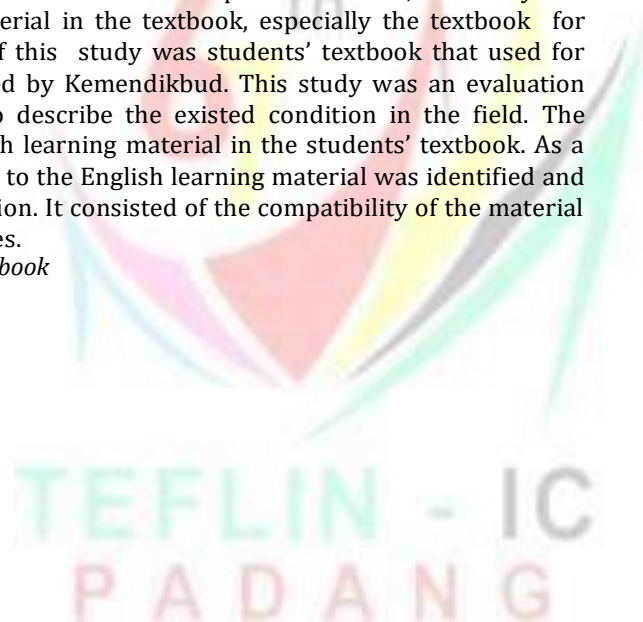
Universitas Negeri Padang

zahrinaulfaa0101@gmail.com

Abstract [ID 502]

As a source of learning material, textbook has important role in the teaching and learning process. It helps the students to get information related to the learning especially in learning English. Appropriate textbook is important thing for senior high school during the teaching and learning process to comprehend English learning material. Based on the explanation above, this study had purpose to evaluate the English learning material in the textbook, especially the textbook for senior high school students. Source of data of this study was students' textbook that used for senior high school grade XI which is published by Kemendikbud. This study was an evaluation research to evaluate the product in order to describe the existed condition in the field. The document was used to evaluate out the English learning material in the students' textbook. As a result of the study, textbook evaluation related to the English learning material was identified and classified based on Cunningsworth's classification. It consisted of the compatibility of the material with core competencies and basic competencies.

Key words: *Evaluation; Learning Material; Textbook*



The Constraints of Online Teaching: The Perspectives of English Teachers in Underdeveloped Rural Areas of Aceh

Zaiyana Putri, Sabrina Marisa Yoestara, Septhia Irnanda, Nyak Mutia Ismail, & Kamaliansyah Walil
Universities Serambi Mekkah
Sabrina5757@gmail.com

Abstract [ID 532]

The end of the COVID-19 pandemic is still unknown. Online teaching still has to continue to ensure that students receive the education they deserve. Though many studies have reported the challenges of online teaching in different regions of Indonesia, little has sought to identify the constraints of English teachers in underdeveloped rural areas. The exploration in this direction is thus necessary to ensure that the teachers' voices are heard for the improvement of national education. This paper provides information on how English teachers in various underdeveloped rural areas of Aceh, Indonesia, perceive online teaching, the challenges faced, and the resources needed to teach effectively. This is a descriptive qualitative study. The data were collected through an in-depth group interview with 45 English teachers teaching in various rural areas of Aceh, which were then analyzed and described in detail. The results showed that most teachers consider online teaching a burden for having limited technologies, lack of tech skills, limited access to high-speed internet, and student-related issues (not having the necessary gadgets for online learning nor parental support) that discourage them from learning English. Of all, limited digital device accessibility and poor internet connection (especially among those living in mountainous areas) are perceived as the greatest constraints. In terms of resources, over 70% of the teachers expect there will be subsidies for them and the students to purchase gadgets, training on online teaching technologies, internet quota subsidy, and good internet access to deliver online teaching effectively.

Key words: *COVID-19; online teaching constraints; English teachers' perspectives; underdeveloped rural areas*

The Analysis of HOTS in English Test Items Used in Junior High Schools during the COVID-19 Pandemic: An Indonesian Context

Zulafa Hayati Fauziyah, Dahlya Indra Nurwanti, & Nia Kurniawati
UIN Sunan Gunung Djati Bandung
zulafahayatifauziyah@gmail.com, dahlyanurwanti@uinsgd.ac.id, niakw.rasyid2@gmail.com

Abstract [ID 740]

In this globalization era, students are required to develop critical thinking skills to be able to process information wisely and thoroughly. To address this issue, the Indonesian government has been implementing the 2013 curriculum that encourages the implementation of Higher-Order Thinking Skills (HOTS) in the classroom to fulfill students' needs in developing critical thinking skills. This study aims at discovering Indonesian EFL teachers' understanding of HOTS as being portrayed in their English HOTS-based test items for the 9th grade of junior high schools students. This research is conducted qualitatively by analyzing each item of the mid-term and final English examinations developed by two English teachers from two Indonesia junior high schools, using Bloom's revised taxonomy. The study reveals that the proportion of higher-order thinking skills is lower than lower-order thinking skills, particularly remembering and understanding level, with the total percentage of more than 50% in both of English examination. In addition, the category of HOTS which appears most frequently is the analyzing level, while the skills of evaluating and creating rarely appear.

Key words: *Higher-order thinking skills, test items, revised bloom's taxonomy*

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Recurrent Multi-word Sequences in the Research Abstracts of EFL Learners and EFL Professional Writers in Indonesia: A-Corpus Based Study

Zulkifli Tanipu, Novi Rusnarty Usu, & Nurlaila Husain

Universitas Negeri Gorontalo

zulkifli_tanipu@ung.ac.id, noviusu@gmail.com, nurlaila_husain@yahoo.co.id

Abstract [ID 499]

Although numerous studies have confirmed a considerable difference between Recurrent Multi-word Sequences RMS in novice and professional writers' texts, little has known about the comparison of them in the texts written by EFL learners and EFL professional writers in Indonesia. Adopting an automated frequency-driven approach to identify frequently-used word combinations (RMS), this study investigated the use of RMS in the research abstracts written by Indonesian EFL learners and Indonesian EFL professional writers. This study selected the research abstracts since they can serve as informational and promotional tools, and they depict the writers' writing proficiency. Two corpora were compiled: a Learners Abstract Corpus (LAC) written by undergraduate students and a Professional Abstract Corpus (PAC) collected from various international peer-reviewed journals. The RMS retrieved from both corpora were investigated both quantitatively (frequency analysis) and qualitatively (structure and function). The results exhibited substantial differences in frequencies and structural and functional categories, and the specific types of RMS they used. The context analysis of RMS use revealed that EFL learners demonstrated incomplete knowledge of some aspects of the English lexicogrammatical system and signs of transfer of L1 language features. Compare to the EFL professional writers; the ELF learners tended to rely on the repetition of known RMS instead of using a wider variety of RMS. They used specific RMS repeatedly to construct the sentences in their abstracts.

Key words: *Recurrent Multi-word Sequences, EFL Learners, EFL Professional Writers, Research Abstract*

