



CONFERENCE

The International English Language
Teachers and Lecturers
(iNELTAL) Conference

VIRTUAL CONFERENCE

August 21-22 2021

PROGRAM BOOK



UNIVERSITI
TEKNOLOGI
MARA

Cawangan Perlis
Kampus Arau

PROGRAM BOOK



iNELTAL CONFERENCE 2021

August 21st — 22nd, 2021

Co-organized by the Department of English, Faculty of Letters,
Universitas Negeri Malang, Indonesia, and Academy of Language Studies,
Universiti Teknologi MARA Perlis Branch, Malaysia

With this Year's Theme:
**Insights from the English Language Classroom:
Learning from Best Practices**

FOREWORD FROM THE HEAD OF THE ENGLISH DEPARTMENT

Dear Presenters and Participants,

I would like to convey a heartfelt welcome to our International English Language Teachers and Lecturers Conference 2021, hosted by the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia, and organized in collaboration with Academy of Language Studies, Universiti Teknologi MARA, Perlis Branch, Malaysia.

This year's iNELTAL theme revolves around insights from the English language classrooms, and we are proud to present the four distinguished scholars to speak at the plenary sessions of the conference: our very own Dr. Jonannes A. Prayogo of Universitas Negeri Malang, Prof. Lawrence Zhang from The University of Auckland, New Zealand, Dr. Jodie Martin from The University of British Columbia, Canada, and Dr. Thi Ngoc Yen Dang from University of Leeds, UK. This year we also have two featured speakers, Dr. Latishaa Asmaak Shafie and Dr. Siti Rafizah Fatimah Osman from Universiti Teknologi MARA, Malaysia. We would like to express our deepest appreciation to all the invited speakers for their willingness to share their knowledge and expertise at this event.

iNELTAL has been well-known among ELT educators as a welcoming conference where English teachers, lecturers, and students exchange their perspectives, ideas, and best practices. The conference is being held online for the second time owing to the COVID-19 epidemic. We hope that, despite the circumstances, the conference will be able to accomplish its goals.

We would like to acknowledge the Faculty of Letters, UM, for their ongoing support of this annual event, and Academy of Language Studies, UiTM Perlis Branch, for the partnership we have this year. Our compliments also go to the conference committee members for their arduous efforts to ensure the conference's seamless organizing.

Finally, we highly appreciate your participation and we wish you a fruitful conference.

Malang, August 13, 2021
Head, Department of English

Suharyadi

NOTES FOR PARALLEL PRESENTERS

1. The conference will be conducted on Zoom. Please make sure your Zoom is updated to the latest version, at least version: 5.7.4 (898).
2. Parallel presenters are required to send their presentation material (ppt) to the committee through the following Google Form link, <https://bit.um.ac.id/iNELTALPPTSubmission>, at least one day before the conference.
3. The Zoom links for the two-day conference are available in the Program Schedule page.
4. After joining the Zoom meeting for the conference, presenters must rename themselves using the following template: **[Room Name.Assigned Number.Full Name]**; for example: [A.2.Ira Maria]. The assigned number can be found in the schedule for the parallel sessions.
5. The parallel sessions are conducted in **6 breakout rooms** [in the same Zoom Meeting as the plenary sessions].
6. The 6 breakout rooms are as follows:
 - Room A
 - Room B
 - Room C
 - Room D
 - Room E
 - Room F
7. There will be a co-host and a moderator in each breakout room.
8. The co-host will help with technical matters, while the moderator will be in charge of moderating the session and keeping the time.
9. There will be three parallel sessions in each of the rooms with two to three presentations in each session. Each parallel session will last in total 60 minutes.
10. Each parallel presenter will have **20 minutes** (approx. 15 minutes for presentation and 5 minutes for the Q&A), except for two featured speakers who will have 40 minutes (approx. 30 minutes for presentation and 10 minutes for the Q&A).
11. Parallel presenters need to be ready at the breakout room 15 minutes before the session starts for technical checking.
12. Screensharing is operated by each presenter. In case presenters have trouble with screensharing, the co-host will provide assistance.
13. An attendance list will be shared at the end of each session.
14. Certificates will be emailed to the presenters within a week after their presentation at the conference.

NOTES FOR PARTICIPANTS

1. The conference will be conducted on Zoom. Please make sure your Zoom is updated to the latest version, at least version: 5.7.4 (898).
2. The Zoom links for the two-day conference are available in the Program Schedule page.
3. After joining the Zoom meeting for the conference, participants must rename themselves using the following template: **[Participant.Full Name]**; for example: [Participant.Indra Subekti].
4. The parallel sessions are conducted in **6 breakout rooms** [Zoom Meeting].
5. Participants are encouraged to join the sessions 10 minutes before the presentation starts.
6. Participants should join all sessions. Attendance lists will be shared at the end of each session.
7. Participants should join another breakout room if they could not join the room they choose because of maximum capacity.
8. During the Keynote and parallel sessions, participants can write questions in the chat box. The questions will be read by the moderator and answered by the speaker during the Q&A session after the presentation.
9. An attendance list will be shared at the end of each session.
10. Certificates will be distributed at the end of the conference.

PROGRAM SCHEDULE

Day One: Saturday, August 21, 2021

Zoom Link:

<https://zoom.us/j/91767417046?pwd=TDJ0a3MzRTFQTHZuQ0RROGY4RzRMdz09>

Meeting ID: 917 6741 7046

Passcode: 056584

| OPENING | | |
|-------------------------|--|---|
| Time | Agenda | |
| 08.30 – 09.00 | <ul style="list-style-type: none"> • Opening (MC: Rahmati Putri Yaniafari, M.Pd.) • National Anthem • Video Presentation • Welcome address by iNELTAL Chairperson • Official Opening by the Dean of Faculty of Letters, Universitas Negeri Malang | |
| PLENARY SESSION 1 | | |
| Time | Plenary Speaker | Title |
| 09.00 – 10.00 | Dr. Jodie Martin | <i>Repositioning Paraphrasing for Pedagogical Not Punitive Purposes</i> Moderator: Dr. Yusnita Febrianti |
| PLENARY SESSION 2 | | |
| Time | Plenary Speaker | Title |
| 10.00 – 11.00 | Prof. Lawrence Zhang | <i>Researching Task Complexity in Second/Foreign Language Learning</i> Moderator: Dr. Razlina Razali |
| PARALLEL SESSIONS 1 & 2 | | |
| Time | Speakers | Agenda |
| 11.30 – 12.30 | Parallel Presenters | Parallel Session 1 (Breakout Rooms A – F) |
| BREAK | | |
| 13. 30 – 14.30 | Parallel Presenters | Parallel Session 2 (Breakout Rooms A – F) |

Day Two: Sunday, August 22, 2021

Zoom link:

<https://zoom.us/j/91764112222?pwd=VEU3ZGg4OW45emlzQ3hKOVJ3aWlQT09>

Meeting ID: 917 6411 2222

Passcode: 126309

| PARALLEL SESSION 3 | | |
|--------------------|---|--|
| Time | Speakers | Agenda |
| 12.30 – 13.30 | Parallel Presenters | Parallel Session 3 (Breakout Rooms A – F) |
| PLENARY SESSION 3 | | |
| Time | Plenary Speaker | Title |
| 14.00 – 15.00 | Dr. Johannes A. Prayogo | <i>English Language Teaching in Indonesia in the 21st Century: What Needs Reinforcing and Enhancing for the Teachers</i> Moderator: Dr. Utari Praba Astuti |
| PLENARY SESSION 4 | | |
| Time | Plenary Speaker | Title |
| 15.00 – 16.00 | Dr. Thi Ngoc Yen Dang | <i>Learning and Teaching Academic Vocabulary: Insights from Research</i> Moderator: Siti Sarina Sulaiman, M.App.Ling. |
| CLOSING | | |
| Time | Agenda | |
| 16.00 – 16.30 | <ul style="list-style-type: none"> • Closing remarks by the Head of English Department, Faculty of Letters, Universitas Negeri Malang • Conference feedback survey MC: Dr. Sari Karmina | |

PARALLEL SESSION I

| Room | No. | Presenters | Title |
|------|-----|--|---|
| A | 1 | <i>Featured Presentation</i> Latisha Asmaak Shafie | Raising Voices: Metamorphosis of Reluctant Poets |
| | 2 | Ira Maria Fran Lumbanbatu | Lexical Change: Synonymy and Homonymy in Batak Toba Language in North Sumatera, Indonesia. |
| B | 1 | Endang Mastuti Rahayu, Wahju Bandjarjani, and Hertiki | Blended Learning Model in TEFL Workshop for Students of English Language Education Department: A Case Study |
| | 2 | Mustafa Izahar, Tirzah Zubeidah Zachariah, Dhurgeswari d/o Elangkeswaran, and Asha d/o Nair Subagaran | Learners' Characteristics towards Achieving Learning Performance in Blended Learning |
| | 3 | Aditya Wicaksono and Lestari Setyowati | Teachers' Perspectives of Online Learning vs. Offline Learning: A Case Study in Geeta School National Plus, Cirebon |
| C | 1 | Temardi, Regina, and Clarry Sada | Developing Visual Dictionary as Supplementary Material for Nursing Students |
| | 2 | Nugrahaningtyas Fatma Anyassari | Featuring Content Writing in the Classroom |
| | 3 | Siusana Kweldju | The Neurobiology of Bilingualism and Bilingual Literacy |
| D | 1 | Nine Febrie Novitasari | Online Learning in Students' Point of View: Yea or Nay? |

| Room | No. | Presenters | Title |
|------|-----|--|--|
| | 2 | Dwi Agustina | Students' Lack of Participation in Online Classroom during COVID-19 Pandemic: A Call for Teaching Reflection |
| | 3 | Ahmad Heki Sujiatmoko and Umniyah Juman Rosyidah | EFL Students' Motivations through Performance Assessments in Joining the Virtual Classrooms during COVID-19 Pandemic |
| E | 1 | Ida Ayu Mela Tustiawati | Promoting Autonomous Learning Skills through Project-Based Activities in an Online Setting |
| | 2 | Novitasari and Eka Listianing Rahayu | Literature Circles in Reading Class: Students' Participation and Perception |
| | 3 | Nurrahma Sutisna Putri and Eka Indah Nuraini | <i>Study Buddy</i> : English Training Program for College Students Who Failed English Comprehensive Exam |
| F | 1 | Lely Indah Kurnia | Development of a Conceptual Prototype of Teaching English as a Foreign Language Based on Local Culture |
| | 2 | Thai Thi Ngoc Tram | The Relationship Between Bilingualism and Emotion Perceived by Vietnamese College Students |
| | 3 | Ida Ayu Panuntun and Rizka Hayati | Code Switching Used by English Students in Presentation Class |

PARALLEL SESSION II

| Room | No. | Presenters | Title |
|------|-----|---|--|
| A | 3 | Chusnul Anisa, Wijayadi, and Linda Mayasari | Developing <i>My Papa Darling</i> as English Teaching Media for Parts of Speech for the 9 th Grade Students at SMP Negeri 58 Surabaya |
| | 4 | Bunga Almia Gane Sari Santina Putri, Bagus Prastyo, Muhammad Ricky Perdana Putra, Nisa Haliyati Royyan, and Savarina Aurelia Callista | Fun English Learning Activity Playmat: Interactive Edu-Toy Based on Total Physical Response Method |
| | 5 | Delli Sabudu | Joyful Learning Model Using MOP (Humor) Manado Based on Local Wisdom in English Language Learning |
| B | 4 | Elizabeth Emmanuela Sulistyawati and Concilianus Laos Mbato | Indonesian Post-Graduate Students' Self-Efficacy and Metacognitive Strategies in Accomplishing Academic Writing Projects |
| | 5 | Anjar Pangestu | Types of Speech Acts Used by an ESL Teacher in the Mayfield Wood Middle School |
| | 6 | Joseph Kumar A.M. And Revathi Srivinas | Does Task Complexity Manipulated Across Vocabulary Task Types Affect the Performance and Retention of ESL Learners? |
| C | 4 | Meyga Agustia Nindya and Mirjam Anugerahwati | Pre-Service Teachers' Perceived Understandings and Practices of Intercultural Communicative Competence in EFL Teaching |
| | 5 | Shota Mukai | The Development of Intercultural Communicative Competence through Synchronous and Asynchronous Online Presentations |

| Room | No. | Presenters | Title |
|------|-----|--|---|
| | 6 | Hasti Rahmanningtyas | EFL Learners' Motivational Challenges in Using a Learning Management System during the COVID-19 Pandemic |
| D | 4 | Karunia Eka Nafilatul Janah and Erli Wahyuningtiyas Sudarmiati | Investigating the Implementation of Some Alternatives in Assessment in the English Language Classroom |
| | 5 | Mirjam Anugerahwati and Yulia J. Ulorlo | EFL Teachers' Beliefs and Practices in the Scientific Approach: Facts from the 3T Areas |
| | 6 | Ratnawati and Erna Retna Safitri | English Teachers' Voices for Teaching Writing by Self-Regulated Strategy Development in ERT amidst the Pandemic |
| E | 4 | Paisal, Regina, and Dwi Riyanti | Exploring the Challenges of EFL Learning during the Pandemic |
| | 5 | Syafira Alfiani and Primardiana Hermilia Wijayati | Authentic Assessment: Is It Good to Be Implemented in My Classroom? |
| | 6 | Agung Budi Kurniawan | Communicative Language Teaching Approach: Potentials for English Language Teaching |
| F | 4 | Passaraporn Suriyapee and Nattama Pongpairroj | The Corpus Approach to Enhance Acquisition of English Verbal Complements among Low English Proficiency Learners |
| | 5 | Sharmin Haque | Bangladeshi Second Language Learners' Acquisition of the English Present and Past Participles as Adjectives |
| | 6 | Harits Masduqi and Fatimah | Focus on the EFL Learner's Spoken Language: An Analysis of Classroom Discourse |

PARALLEL SESSION III

| Room | No. | Presenters | Title |
|------|-----|---|--|
| A | 6 | <i>Featured Presentation</i> Siti Rafizah Fatimah Osman | Monologic Presentation: How Fit Is It as an L2 Oral Proficiency Test Task? |
| | 7 | Vo Thanh Nga and Dang Hoai Phuong | Frequency and Complexity of Relative Clauses in Vietnamese Learners' Essays |
| B | 7 | Tirzah Zubeidah Zachariah, Mustafa Izahar, Zalilah Elias, and Mohd Nazir Md Zabir | Using Group Work to Teach Literature in an Online Environment |
| | 8 | Meutia Eka Tirtasary, Yohanes Gatot Sutapa Yuliana, and Clarry Sada | EFL Teachers' Practice in Online Teaching and Learning: A Study of English Teachers in the Border Area of Sambas |
| | 9 | Mirjam Anugerahwati and Sintaloka Trya Dewanti | Indonesian Undergraduate Students' Intercultural Communication Competence When Watching American History X The Movie |
| C | 7 | Nur Mukminatien, Nova Ariani, and Rahmati Putri Yaniafari | Actionable Strategies to Deliver Digital Materials in the Emergency Remote Teaching and Learning (ERTL) |
| | 8 | Rika Andayani | The Utilization of WhatsApp in Translation Course: Learners' Attitudes and Perceptions |
| | 9 | Olviani Cipta Ningsi Tarinje and Novalita Fransisca Tungka | EFL Students' Perceptions on the Integration of WhatsApp in a Low-Tech Learning Environment |
| D | 7 | Yuyun Putri Mandasari and Eka Wulandari | Synchronous and Asynchronous Learning Modes for ESP Remote Learning |

| Room | No. | Presenters | Title |
|------|-----|--|--|
| | 8 | Tatik Tatik | Novice Teachers' Learning Experiences in the Standards-Based Induction Support and Assessment |
| | 9 | Siti Muniroh, Sri Rachmajanti, Ahmad Yusuf Sobri, Shirly Rizki Kusumaningrum, Yusnita Febrianti, Nur Nilam Ayu Saputri, and Fadilah Putri Maharani | Competence in Bilingual Education Management: A New Demand in Indonesian Education System |
| E | 7 | Lestari Setyowati | The Application of Project-Based Model in Literature for ELT Course amidst COVID-19 |
| | 8 | Eka Wahjuningsih | "Voicetub" as an Extensive Listening Resource: Is It Worth Exploring? |
| | 9 | Neni Afrida Sari Harahap | Using Peer Group Teaching Method to Reduce Students' Speaking Anxiety of Grade X at SMA Swasta Bina Bersaudara Medan |
| F | 7 | Faisal | Certified Teachers' Instructional Writing Activities: A Reflection of Traditional or Communicative View? |
| | 8 | Lestari Setyowati, Karenia Jannah Dewi Prayogo, and Bunga Almia Gane Sari Santina Putri | Using Environmental Issues for Essay Writing Class: Students' Views and Challenges |
| | 9 | Yusnita Febrianti | Understanding Variety and Functions of Typography in Teenage Novels |

TABLE OF CONTENTS

| | |
|---|-------------|
| Foreword from the Head of the English Department | iii |
| Notes for Parallel Presenters | iv |
| Notes for Participants | iv |
| Program Schedule | v |
| Parallel Schedule | vii |
| Table of Contents | xiii |
| Speakers' Abstracts | |
| Plenary Sessions | 1 |
| Parallel Session I | 6 |
| Parallel Session II | 24 |
| Parallel Session III | 44 |
| Organizers | 63 |

Plenary Sessions



iNELTAL CONFERENCE 2021

August 21st — 22nd, 2021

Co-organized by the Department of English, Faculty of Letters,
Universitas Negeri Malang, Indonesia, and Academy of Language Studies,
Universiti Teknologi MARA Perlis Branch, Malaysia

REPOSITIONING PARAPHRASING FOR PEDAGOGICAL NOT PUNITIVE PURPOSES

Jodie Martin

University of British Columbia, Canada
jodie.martin@ubc.ca

Abstract: One of the challenges faced by language teachers is supporting students to be original and strategic in their use of language while aligning with expectations for usage. Failure to be sufficiently creative can lead to issues which range from merely parroting the same forms and information, to patch-writing, to outright plagiarism. The linguistic solution – paraphrasing – is one which is often tacit and hidden from both learners and teachers (Walsh Marr, 2019), but it is one which offers pedagogical instead of punitive solutions.

This keynote will explore how paraphrasing can be productively introduced by connecting language use to contextual variables. It will present a paraphrasing task from a program for first year international science students in Canada. Science instructors had identified repeated issues with plagiarism and inadequate attribution for certain writing-heavy assignments, among the first students had to write outside of their writing course. The supporting Academic English course provided instruction to address this need drawing on systemic functional linguistics (Halliday & Matthiessen, 2014) and the appraisal system (Martin & White, 2005). Rather than arbitrarily paraphrasing ('show me you understand this by writing it in your own words'), students were asked instead to strategically reposition an excerpt from one of their science course readings or textbooks to address a different audience, focus on a different element or shift registers. They then explained the language strategies they used to make these changes, operationalising their language awareness beyond analysis, or writing to rewriting and paraphrasing. This keynote will connect theoretical understandings of language and pedagogy to classroom implementation and task design.

References

- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's Introduction to Functional Grammar* (4th ed.). Routledge.
- Martin, J. R., & White, P. R. R. (2005). *The language of evaluation: Appraisal in English*. Palgrave Macmillan.
- Walsh Marr, J. (2019). Making the mechanics of paraphrasing more explicit through Grammatical Metaphor. *Journal of English for Academic Purposes*, 42, 100783. <https://doi.org/10.1016/j.jeap.2019.100783>

Dr Jodie Martin is an educational linguist specializing in academic writing. She currently works as an Academic English lecturer at Vantage College, University of British Columbia, Canada, where she teaches in the Science stream. She draws on systemic functional linguistics and Legitimation Code Theory to unlock the secrets of language and knowledge practices for students in reading and writing. Her current research interests include the role of grammatical circumstances and logic in academic registers and inclusive reflective writing pedagogy.

RESEARCHING TASK COMPLEXITY IN SECOND/FOREIGN LANGUAGE LEARNING

Lawrence J. Zhang

The University of Auckland, New Zealand

Lj.zhang@auckland.ac.nz

Abstract: Research on task complexity and its role in affecting learning outcomes has been the focal attention in recent decades. How to operationalise complexity becomes a key concern. In this lecture I present results of a bibliometric analysis of studies on task difficulty/complexity over a period of nearly 40 years from 1990 to 2018 using CiteSpace V, with particular reference to Peter Skehan's contributions (Wang & Zhang, 2018; Zhang & Wang, 2017). The research data, consisting of 164 research articles and their 1,706 citing references, were retrieved from the core collection of the Web of Science-SSCI database. The top 20 most often cited references were visualized and highlighted through a 406-node network of cited references. The results demonstrate that Skehan's (2009) article was ranked as the most influential reference in studies on task difficulty or task complexity, which is clear evidence of Skehan's far-reaching impacts on key areas in TBLT and SLA research (Rahimi & Zhang, 2019; Wang, Wu, & Zhang, 2020; Xu, Zhang, & Gaffney, in press). The talk will conclude with a discussion on possible future directions.

Lawrence J. Zhang, PhD is Professor of Linguistics-in-Education/Applied Linguistics and associate Dean for the Faculty of Education and Social Work, University of Auckland, New Zealand. His teaching mainly involves supervising 18 fulltime PhD students in Applied Linguistics at the moment and delivering courses in systemic functional linguistics in language education. His major interests are in learner metacognition and teacher education, with particular reference to EFL reading and writing and ESP/EAP. Additionally, he is also keen to examine issues related to academic writing and writing for publication. He has published over 100 articles and reviews along these lines in leading SSCI-indexed international journals, including, *Applied Linguistics Review*, *Discourse Processes*, *Modern Language Journal*, *Journal of Second Language Writing*, *Reading and Writing*, *assessing Writing*, *System*, *instructional Science*, *Metacognition and Learning*, *Journal of Psycholinguistic Research*, *TESOL Quarterly*, *English for Academic Purposes*, *Reading and Writing*, *Asia Pacific Education Researcher*, *RELC Journal* and *British Journal of Educational Psychology*. His recent co-edited books include *Asian Englishes: Changing Perspectives in a Globalized World* (Pearson Education, 2012) and *Language Teachers and Teaching: Global Perspective, Local Initiatives* (Routledge, New York, 2014). He is also a popular plenary/keynote speaker at over 20 conferences around the world, particularly in Asia. A frequent presenter at major international conferences such as the TESOL Convention, the AAAL Conference, and the AILA Congress, he was the sole winner of the "Distinguished Research in TESOL Award" in 2011 for his article, "A dynamic metacognitive systems perspective on Chinese university EFL readers", published in *TESOL Quarterly* (2010), 44(2). He is Co-Editor-in-Chief of *System* (SSCI) and Associate Editor for *Frontiers in Psychology* (SSCI), serving on editorial boards of a number of leading journals in the field.

Website: <https://unidirectory.auckland.ac.nz/profile/lj-zhang>.

ENGLISH LANGUAGE TEACHING IN INDONESIA IN THE 21st CENTURY: WHAT NEEDS REINFORCING AND ENHANCING FOR THE TEACHERS

Johannes A. Prayogo

Universitas Negeri Malang, Indonesia

Johannes.ananto.fs@um.ac.id

Abstract: English has been taught as the first foreign language in the secondary schools in Indonesia since 1946, a year after its independence in 1945, which means that the teaching of English as a foreign language (TEFL) in Indonesia has run for almost 75 years. As the world has experienced the Industrial Revolution 4.0 since 2011 with its three principal characteristics that lie greatly on the employment of technology: innovation, automation, and information transfer, some reinforcement and enhancement need to be taken for the teachers of English to adjust with the current development, which basically centres upon the teachers' professional and pedagogic competences. The former includes the proficiency of the four English language skills: listening, speaking, reading and writing (language performance), and the mastery of the four English language components: grammar, vocabulary, spelling and pronouncing systems (language competence). The latter includes the theories of learning from the perspectives of functional/physiological, behaviouristic, cognitive/gestalt, and constructive/humanistic psychology and the insight and knowledge of innovative learning, such as digital learning, blended learning, and neuro-science-based learning. Furthermore, the latter also includes the knowledge of contemporary learning theories or alternative learning theories, such as transformative learning, disruptive learning, connectivism, and multiple intelligences. English teachers equipped with the content of the two competences can most likely face the challenges of the 21st century.

Keywords: professional and pedagogic competences, learning theories, contemporary learning theories

Johannes Ananto Prayogo is an assistant professor teaching at Department of English, Faculty of Letters, State University of Malang, Indonesia. He holds two master's degrees in English Language Teaching focusing on the teaching of reading skill and vocabulary mastery, the former from Institute of Teacher Training and Education Malang, awarded the best graduate, and the latter from University of Houston USA. He obtained his doctoral degree from State University of Malang, focusing on the teaching of English as a foreign language (TEFL). He has been teaching at the Department since 1985 and served as its head from 2011 to 2019. His research interests centred on TEFL in primary, secondary school and university settings, and linguistics and literature in ELT.

LEARNING AND TEACHING ACADEMIC VOCABULARY: INSIGHTS FROM RESEARCH

Yen Dang

School of Education, University of Leeds, UK

T.N.Y.Dang@leeds.ac.uk

Abstract: A good knowledge of academic vocabulary is essential for second language (L2) learners' success in English medium university courses. Therefore, it is important for English language teachers to know how to teach academic vocabulary in a principled way so that they can better support their students' lexical development. In this talk, I will share with you some research-based principles of teaching academic vocabulary to L2 learners. The talk will be organized around four key questions: (a) Why is it important for English language teachers to know the principles of vocabulary learning and teaching? (b) What lexical items should learners studying English for Academic Purposes know? (c) What conditions affect the learning of these items? and (d) How can teachers design learning materials and activities to facilitate the learning of these items?

Dr. Yen Dang is a Lecturer in Language Education at the School of Education, the University of Leeds, U.K. She obtained her MA in TESOL and PhD in Applied Linguistics from Victoria University of Wellington, New Zealand. Before joining Leeds, she was a lecturer at Vietnam National University, Hanoi. Her research interests include vocabulary studies, corpus linguistics, and English for Academic Purposes. Her articles have been published in *Language Learning*, *TESOL Quarterly*, *Language Teaching Research*, *System*, *English for Specific Purposes*, *Journal of English for Academic Purposes*, *ELT Journal*, and *RELC*.

Website: <https://essl.leeds.ac.uk/education/staff/689/dr-yen-dang-thi-ngoc-yen-dang>

Parallel Session I



iNELTAL CONFERENCE 2021

August 21st — 22nd, 2021

Co-organized by the Department of English, Faculty of Letters,
Universitas Negeri Malang, Indonesia, and Academy of Language Studies,
Universiti Teknologi MARA Perlis Branch, Malaysia

RA1

Featured Presentation

RAISING VOICES: METAMORPHOSIS OF RELUCTANT POETS

Latisha Asmaak Shafie

Universiti Teknologi MARA Cawangan Perlis, Kampus Arau, Malaysia
ciklatisha@uitm.edu.my

Abstract: The COVID-19 pandemic disrupts existing norms as it forces people to accept changes. Thus, the disruption heightens stress and anxiety that causes mental and physical health implications to people. The paper discusses the impacts of Arau Poetry Festival as the literary platform for communities to cope with stress and anxiety caused by the pandemic changes. It also investigates how participating in a literary event can encourage resiliency. Arau Poetry Festival was constructed based on narrative inquiry and resilience theory as the frameworks. Resiliency enables people to accept and adopt changes in personal and professional contexts. Arau Poetry Festival allows poets and listeners to reflect, confront, verbalise, share and connect with their peers on an online literary platform. The poets' participation in Arau Poetry Festival indicated their acceptance of their fears and cultivated their resilience to thrive amidst uncertainties. 49 poems, question and answer sessions and feedbacks of Arau Poetry Festival were analysed using thematic analysis. The findings indicate there were three themes; dealing with changes, making discoveries and sharing hope. The findings suggest that exchanging personal views on life challenges during the pandemic in a non-judgmental environment enabled participants to improve their emotional management and resiliency. Listeners also learnt to manage their emotions and be more resilient. In addition, Arau Poetry Festival connected participants with like-minded collaborators for future collaboration when they felt connected in a safe environment. The paper concludes that Arau Poetry Festival can act as a platform to build resiliency and manage stress and anxiety during a pandemic.

Latisha Asmaak Shafie is a senior lecturer at Academy of Language Studies, Universiti Teknologi MARA Cawangan Perlis. She plays many professional identities apart from being an educator and a researcher. Her research areas are digital discourse, identities, social media studies, auto-ethnography and informal learning. She has written many books, journal articles, poems and short stories. She writes her dreams.

RA2

LEXICAL CHANGE: SYNONYMY AND HOMONYMY IN BATAK TOBA LANGUAGE IN NORTH SUMATRA, INDONESIA

Ira Maria Fran Lumbanbatu

Universitas Negeri Malang, Indonesia

ira.lumbanbatu.fs@um.ac.id

Abstract: Language change can be seen from the old generation to today's generation. It includes the change in lexical items, sounds, semantics, and syntax. This research focuses on language change, specifically the lexical change of Batak Toba Language, in two different areas. It aims to contribute to the current literature and policies regarding the future of the local language, particularly in maintaining the local language itself. A qualitative research method, specifically ethnography, is used to analyse language aspects among people who use Batak Toba Language in their area. Miles and Huberman's (1994) framework consisting data collection, data display, data reduction, and conclusion is employed. The data is collected by recording two different Batak language users (Tapanuli Tengah and Humbang Hasundutan). The recording is transcribed, and the synonyms and homonyms are identified by using the language change theory of Kasiahe (2018), Muniah (2000), Griffiths (2006), Khuzafah (2000), Yule (2019), Dewi (2003), and Jewalani et al. (2019). Batak Toba dictionary is used to verify the meaning of every synonym and homonym identified. The overall process brings a conclusion to this research project.

Keywords: language change, synonymy, homonymy

Ira Maria Fran Lumbanbatu is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her Master's Degree in English Applied Linguistics from Universitas Negeri Medan, Indonesia. Her research interests are in the areas of Language Policy and Planning, Language and Technology, and Pragmatics.

RB1

BLENDED LEARNING MODEL IN TEFL WORKSHOP FOR STUDENTS OF ENGLISH LANGUAGE EDUCATION DEPARTMENT: A CASE STUDY

Endang Mastuti Rahayu, Wahyu Bandjarjani, and Hertiki

Universitas PGRI Adi Buana Surabaya, Indonesia

endangrahayu@unipasby.ac.id; wahyu.banjaryani.unipa@gmail.com;

hertikiunipasby@gmail.com

Abstract: This research aimed to describe the implementation of Blended Learning Model in TEFL Workshop for students of the English Language Education Department. TEFL workshop is a course that requires students to practice teaching language components and skills. Students have faced difficulties in learning this. Therefore, Blended Learning Model is implemented to solve the issue. This research is descriptive qualitative research. The subject of the study were students of Batch 2019. An observation sheet was used as the instrument to observe the process of implementing Blended Learning Model, which is conducted using Canvas Application and in offline mode. Questionnaires were distributed to gather students' opinions regarding the application of the learning model. The collected data were analysed using descriptive qualitative method. The result showed that the lecturers used Canvas Application to provide students with video media so that students can learn how to teach language components and skills. Students could also send recorded presentations to obtain feedback from the lecturers. The results of the questionnaires showed that students obtained concrete examples of appropriate methods for teaching each language component and skill. In conclusion, Blended Learning Model is found as the right solution to address the issues in TEFL Workshop learning in the New Normal Era.

Keywords: blended-learning model, TEFL workshop, case study

Endang Mastuti Rahayu is a lecturer of the English Language Education Department of Universitas PGRI Adi Buana Surabaya, Indonesia. She earned her Doctorate Degree in Education Technology from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of teacher professional development and English Language Teaching.

Wahju Bandjarjani is a lecturer of the English Language Education Department of Universitas PGRI Adi Buana Surabaya, Indonesia. She earned her Magister Degree in English Language Education from Universitas Negeri Surabaya, Indonesia. Her research interests are in the areas of teacher professional development and English Language Teaching.

Hertiki is a lecturer of the English Language Education Department of Universitas PGRI Adi Buana Surabaya, Indonesia. She earned her Magister Degree in English Language Education from Universitas Katolik Widya Mandala Surabaya, Indonesia. Her research interests are in the areas of English Language Teaching and CALL.

RB2

LEARNERS' CHARACTERISTICS TOWARDS ACHIEVING LEARNING PERFORMANCE IN BLENDED LEARNING

**Mustafa Izahar, Tirzah Zubeidah Zachariah,
Dhurgeswari d/o Elangkeswaran, and Asha Nair d/o Subagaran**
Universiti Selangor, Malaysia
mustafa@unisel.edu.my; tirzah@unisel.edu.my; durga@gmail.com

Abstract: Blended learning is a combination of traditional face-to-face classroom situations and online situations. This study focuses on UNISEL students' characteristics towards achieving learning performances in blended learning. The findings showed that some students prefer to use blended learning. On the other hand, some students think that blended learning is not suitable for them. A questionnaire on blended learning was distributed to 100 respondents. The questionnaire consists of three sections. In each part, there were 10 questions. Besides that, students' personal information such as age, gender, faculty, and course were asked before they could proceed to the questions. Using the result, the students' performance variable was easier to measure. It showed that different students have different opinions towards blended learning despite their age, gender, course, and faculty. Learners' characteristics and interaction towards learning performance are the major outcomes of this research.

Mustafa Izahar is a senior lecturer at Universiti Selangor specialising in TESL and Teacher Training.

Tirzah Zubeidah Zachariah is a senior lecturer at Universiti Selangor specialising in TESL, Postcolonial Studies and Teacher Training.

Dhurgeswari Elangkeswaran and asha Nair Subagaran are students of the TESL department, Universiti Selangor.

RB3

TEACHERS' PERSPECTIVES OF ONLINE LEARNING VS. OFFLINE LEARNING: A CASE STUDY IN GEETA SCHOOL NATIONAL PLUS, CIREBON

Aditya Wicaksono and Lestari Setyowati

Universitas Negeri Malang, Indonesia

aditya.wicaksono.1902216@students.um.ac.id; lestari.setyowati.fs@um.ac.id

Abstract: Since the outbreak of the COVID-19 pandemic, the education system has undergone dramatic changes. The teaching and learning process is no longer done in the usual classroom setting, but it is now done in virtual meetings and online classes. People have different opinions regarding online vs. offline settings. The idea of using a blended learning setting is common among educators. This paper aims to describe the opinions of English teachers from Geeta School National Plus, Cirebon, West Java, about the advantages and disadvantages of online and offline settings and the possibility of combining the two systems in their school. The design of the study is a case study design. The participants were two English teachers in Geeta School National Plus. The data was collected in May 2021. The instruments to collect the data were interviews using the Google Meet application. The data are analyzed qualitatively because they are in the form of words and sentences. The result of this study shows that the teachers agree that online learning is the best possible solution during the COVID-19 pandemic. Yet, they also agree that there are many opportunities in applying a blended-learning system in the school, despite the government's rules and permission. The study suggests that the online learning system may persist as there is no certainty when the pandemic is over, even though it may be blended with conventional classes. This implies that the school or the government needs to provide adequate supporting facilities to make the blended-learning successfully implemented.

Keywords: blended-learning, education, online, offline setting

Aditya Wicaksono is an undergraduate student of English Language and Literature, Faculty of Letters, Universitas Negeri Malang. He is now in the fourth semester of his study.

Lestari Setyowati is a full-time lecturer in the Department of English, Faculty of Letters, Universitas Negeri Malang, Malang, East Java, Indonesia. She obtained her Bachelor's, Master's, and Doctoral degrees in ELT from Universitas Negeri Malang. Her subjects' interests are EFL Writing, instructional media, literature, and ELT.

RC1

DEVELOPING VISUAL DICTIONARY AS SUPPLEMENTARY MATERIAL FOR NURSING STUDENTS

Temardi, Regina, and Clarry Sada

Tanjungpura University, Indonesia

temarditio@gmail.com; regina@fkip.untan.ac.id; Jawa1508@yahoo.com

Abstract: Communicative competence is highly needed for society in the revolutionary 4.0 era. Nowadays, English as a lingua franca is considered a soft skill that every line of sectors, including nursing students, needs to pay more attention to, as regards to global development. However, the available English learning materials are not always suitable for vocational students, and the syllabus is still too general. As a result, many students experienced language barriers in understanding specific terminologies and vocabularies within the scope of nursing; while as nurse candidates in the future, they are expected to be accustomed to terminology and vocabulary related to their major in English. This study aims to develop discipline-specific vocabulary in the form of a visual dictionary for nursing students. ADDIE model is employed in this study. A questionnaire and interview are used to gather the needed data. The finding of this study is expected to suit students' needs related to their major to support their study and future career.

Keywords: visual dictionary, nursing students, supplementary material

Temardi is a student of the Master's program in English Education of Teacher Training and Education Universitas Tanjungpura Pontianak, Indonesia. He graduated with his bachelor degree from IKIP-PGRI Pontianak. His research interest is in developmental studies.

RC2

FEATURING CONTENT WRITING IN THE CLASSROOM

Nugrahaningtyas Fatma Anyassari
Politeknik Negeri Malang, Indonesia
nfanyassari@polinema.ac.id

Abstract: Content writing has now been gaining much attention. As many emerging enterprises go online, job vacancies for content writers are ubiquitous. Consequently, classroom activities, at polytechnics to be specific, should adjust with the current shift. This study describes content writing as a project in Writing 3 class. The class consists of 20 second-year students from D4 English for Business Communication and Professional program. During a 5-week project administration, each student created a dummy enterprise blog on either Google Sites or Blogger and performed as the main writer, contributor, and editor. The business foci relied on their own interests. This practice revealed that the students were interested in the project and gained an overview on content writing fields. This classroom activity can be projected as an introduction to develop a fine syllabus for content writing course to benefit polytechnic students especially those who are majoring in English for Business Communication and Professional.

Keywords: content writing, English for business communication, ELT

Nugrahaningtyas Fatma Anyassari is a faculty member of D4 English for Business and Professional Communication Department of Politeknik Negeri Malang, Indonesia. She earned her Master's degree in Education from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of TEFL, Writing, and Genre analysis.

RC3

THE NEUROBIOLOGY OF BILINGUALISM AND BILITERACY

Siusana Kweldju

Universitas Negeri Malang, Indonesia

siusana.kweldju.fs@um.ac.id

Abstract: CLIL and other strong forms of bilingual education aim to support the development of balanced bilingualism and biliteracy which has been highly associated with students' higher cognitive ability. However, there has been an understanding which criticizes biliteracy for students' poor performance on some subtests of the Binet Intelligence Test and weaker vocabulary skills. This paper reviews the neuroimaging studies on bilingualism, particularly how the experience of a strong form of bilingualism neuroanatomically alters brain structure and brain function, both for children and adults.

Keywords: bilingualism, biliteracy, cognition, neurobiology

Siusana Kweldju has been a full professor at State University of Malang since 2002 and a lecturer since 1986. Recently she has been interested in linguistic landscape, educational neuroscience, and bilingualism. She has devoted herself for various activities of education, both academic and practical, at national and international levels.

RD1

ONLINE LEARNING IN STUDENTS' POINT OF VIEW: YEA OR NAY?

Nine Febrie Novitasari

Universitas Abdurachman Saleh Situbondo, Indonesia

ninefebrie@gmail.com

Abstract: The COVID-19 pandemic has changed the education system in Indonesia: from conventional system (offline meeting) to online system. This sudden change has influenced the process of learning both positively and negatively. To some extent, online learning is considered advantageous; however, long term implementation of online learning has some evident drawbacks. The pros and cons of online learning are also experienced by the students of English Literature at UNARS. Accordingly, a survey was conducted among 62 students to know how they perceived online learning. How online learning has affected the students in learning English is also discussed in this paper. The result of the survey shows that even though it is not as convenient as offline meeting, online meeting is considered enjoyable by 45.2% of the students.

Keywords: online learning, students' point of view, survey

Nine Febrie Novitasari obtained her undergraduate and Master's degrees in English Language Teaching from Universitas Negeri Malang. She is a faculty member of English Department of Universitas Abdurachman Saleh Situbondo. Her research interests are on TEFL, material and media development, and EYL.

RD2

STUDENTS' LACK OF PARTICIPATION IN ONLINE CLASSROOM DURING COVID-19 PANDEMIC: A CALL FOR TEACHING REFLECTION

Dwi Agustina

Universitas Pekalongan, Indonesia

tina50@yahoo.co.id

Abstract: Online teaching and learning activities have been greatly implemented in many educational settings in Indonesia since the occurrence of COVID-19 pandemic in 2020. Though the use of online classes can be seen as a modern way of teaching, various challenges which emerged during its implementation have been continuously reported. This article reports the research findings on one of those challenges, especially students' lack of participation in online classes. The research was conducted in 2020 in the writer's class which was attended by 33 students. The data were taken from the students' classroom participation records. The findings showed that the level of students' classroom participation varied across time. It was high in the beginning, dropped in the middle of semester then went up at the end of the semester. More than one-third of the students were also passive as they only responded once or twice in each of the classroom sessions. Students who were very active comprised less than 10% and the rest contributed to medium and low levels of participation. These findings suggest the need to increase students' participation as well as to conduct teaching reflection particularly to address the issue of students' lack of participation in online classes.

Keywords: online classes, challenges, pandemic

Dwi Agustina is a faculty member in the English Language Education of Universitas Pekalongan. She earned her PhD from Faculty of Education, Victoria University of Wellington (VUW) New Zealand in 2017. Her research interests are on learner autonomy, teachers' beliefs and practices, ESP and English Language Teaching.

RD3

EFL STUDENTS' MOTIVATIONS THROUGH PERFORMANCE ASSESSMENTS IN JOINING THE VIRTUAL CLASSROOMS DURING COVID-19 PANDEMIC

Ahmad Heki Sujiatmoko and Umniyah Juman Rosyidah

Universitas Negeri Malang, Indonesia

ahmad.heki.fs@um.ac.id; umniyah.rosyidah.1802216@students.um.ac.id

Abstract: The research aimed to investigate the variety of students' motivations in EFL virtual classrooms by implementing the performance assessments during COVID-19 pandemic. Many teachers were worried about their students' motivation when joining the EFL virtual classrooms due to students' difficulties, including internet access, limited bandwidth, and so on. These difficulties make the students lose their motivations. Thus, the teachers are expected to have excellent strategies, including using the performance assessments performed through Google Meet or Zoom Meeting. The result showed that the students' motivations increased. They could find interesting and challenging learning activities, feel more active, become more active speakers, and perform language skills. Thus, the COVID-19 pandemic should stimulate the EFL teachers to be more creative in providing engaging learning activities which can motivate students to learn better through the implementation of the performance assessments.

Keywords: students' motivations, performance tasks, virtual classrooms, COVID-19 pandemic

Ahmad Heki Sujiatmoko is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. He earned his Doctorate degree from Universitas Negeri Surabaya, Indonesia. His research interests are in the areas of English Language Teaching, assessments, and Internet-Mediated TEFL or CALL.

Umniyah Juman Rosyidah is one of the students of English Department in Universitas Negeri Malang, Indonesia. She is now in her seventh semester. She was born in Jember, 29 November 1998. She is active in several organizations and active in joining scientific work webinars.

RE1

**PROMOTING AUTONOMOUS LEARNING SKILLS THROUGH PROJECT-BASED
ACTIVITIES IN AN ONLINE SETTING**

Ida Ayu Mela Tustiawati

Maharaswati Denpasar University, Indonesia

mela.tustiawati@unmas.ac.id

Abstract: Adult learners are conscientious learners. They are aware of their education in many ways, in terms of what they want to learn, the goal they want to achieve from the learning process, and how they will achieve their goal. What makes adult learners different is that they are expected to have autonomy in their learning. However, not everyone can show their autonomous learning skills due to various factors, one of which is their experience in the teaching and learning process in the classroom. This research is conducted to determine the application of project-based learning activities to foster autonomous and independent learning among university students. The study is designed as qualitative research in which data is collected from classroom observations and surveys given to the participants. Sixty participants are divided into two groups. The results of the data collection are analysed using the framework developed by Miles and Huberman (1994), which is divided into three stages: data reduction, data display, and conclusion drawing and verification. The results are expected to show what education practitioners can do to promote autonomous and independent learning skills among adult learners.

Keywords: autonomous learning, adult learner, project-based learning

Ida Ayu Mela Tustiawati is a faculty member of the English Literature Department, Faculty of Foreign Languages of Universitas Maharaswati Denpasar, Indonesia. She earned her Master's Degree in Education specializing in Teaching English to Speaker of Other languages (TESOL) from University of Tasmania, Australia. Her research interests are in the areas of teaching motivation, English language teaching, and learning autonomy.

RE2

LITERATURE CIRCLES IN READING CLASS: STUDENTS' PARTICIPATION AND PERCEPTION

Novitasari and Eka Listianing Rahayu

Politeknik Negeri Malang, Indonesia

novitasari@polinema.ac.id; ekarahayu@polinema.ac.id

Abstract: Literature circles are methods to teach reading that aim to bring an enjoyable atmosphere to the class. It refers to students who read the same book and discuss what they have read, with different roles assigned to each member. It is believed that literature circles can promote the students' interest and help them get better reading comprehension. Therefore, literature circles are suitable to be implemented in reading classes in higher education. This study aims to investigate the students' participation in and perception towards literature circles in reading class. The research was conducted in the reading classes of D3 and D4 English Study Programs of Business Administration Department, State Polytechnic of Malang. The research participants were two classes consisting of 50 students. Questionnaires were used to collect data from the respondents. The data was then analyzed using the descriptive quantitative method. The finding shows that the students actively participated in the literature circles and had positive perceptions of the method.

Keywords: literature circle, participation, perception, reading

Novitasari is a lecturer of D3 English Department of Politeknik Negeri Malang. She earned her Master's degree in English Education from Sebelas Maret University. Her research interests are in the areas of TEFL, ESP, and material development.

Eka Listy Rahayu is a lecturer of D4 English for Business and Professional Communication of Politeknik Negeri Malang. She earned her Master's in Applied Linguistics from the University of Queensland. Her research interests are in the areas of Applied Linguistics, TEFL, and ESP.

RE3

**STUDY BUDDY: ENGLISH TRAINING PROGRAM FOR COLLEGE STUDENTS
WHO FAILED ENGLISH COMPREHENSIVE EXAM**

Nurrahma Sutisna Putri and Eka indah Nuraini

Universitas Darussalam Gontor, Indonesia

nurrahma@unida.gontor.ac.id; ekaindahnuraini@unida.gontor.ac.id

Abstract: This study delves into the implementation of the so-called Study Buddy program to help college students who failed their English comprehensive exam. There were 9 students participating in the study. It used descriptive qualitative method since it aims at depicting the program. The so-called Study Buddy program in this study was done by tutors comprising English lecturers teaching at the university. The program consisted of two stages; the first is English training and the second is private tutoring. The materials are related to that of the English Comprehensive Exam covering four language skills, i.e., Listening, Speaking, Reading, and Writing. The instruments used in this study were of two kinds; the first is English Comprehensive Test Exam and the second is in the form of questionnaire. It was found that there were significant changes seen before the participants were given treatments on Study Buddy program by English tutors and after the participants were given the training. The findings also showed that the participants were enthusiastic to participate in the program, as indicated by their high attendance percentage (95%) and their positive responses regarding the program. This study hopes to shed some lights on the importance of helping students with English learning difficulties.

Keywords: study buddy, English training, college students, English comprehensive exam

Nurrahma Sutisna Putri is serving as a lecturer with the Department of English Language Education Universitas Darussalam Gontor, Ponorogo, Indonesia. She obtained her Bachelor's and Master's Degrees in English Language Teaching from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of listening, teacher professional development, and material development.

Eka Indah Nuraini is currently a faculty member of the Department of English Language Education Universitas Darussalam Gontor, Indonesia. She obtained her Bachelor's degree from Universitas Negeri Surabaya and Master's from Universitas Sebelas Maret, Indonesia. Her research interests include academic writing, grammar, and ESP.

RF1

**DEVELOPMENT OF A CONCEPTUAL PROTOTYPE OF TEACHING ENGLISH
AS A FOREIGN LANGUAGE BASED ON LOCAL CULTURE**

Lely Indah Kurnia

STKIP PGRI Lumajang, Indonesia

lely.sukarno@gmail.com

Abstract: Lumajang Regency is a destination for both local and foreign tourists. Everyone who is interested in jobs in the field of tourism is expected to be able to provide correct information to foreign visitors about the regency. Thus, local culture needs to be integrated into the teaching of foreign languages. This study aimed to describe the factors that hindered the teaching of English at STKIP PGRI Lumajang and the conceptual prototype of teaching English as a foreign language that was embedded with local culture. This study was descriptive qualitative. The population was students of STKIP PGRI Lumajang and the samples were selected through a multi-stage sampling technique. The conceptual prototype of learning English at the university level contains English competence standards, the basic competences, the course materials, the approaches, the methods/strategies, and the assessments.

Keywords: conceptual prototype, local culture, competence

Lely Indah Kurnia is an English lecturer in STKIP PGRI Lumajang, Indonesia. Her research interest is in the areas of Teaching English as a Foreign Language, English for Specific Purposes, Extensive Reading, and CALL.

RF2

**THE RELATIONSHIP BETWEEN BILINGUALISM AND EMOTION
PERCEIVED BY VIETNAMESE COLLEGE STUDENTS**

Thai Thi Ngoc Tram

International University, HCMC Vietnam National University, Vietnam
thaithingoctram2207@gmail.com

Abstract: The study of the relationship between language and emotion is a new area of enquiry which has attracted many researchers. Dewaele and Nakano (2012) conducted a study on the multilinguals' perceptions of feeling different when switching languages and discovered a systematic shift on most scales of feelings. Their findings support the existence of a relationship between bi-/multilingualism and emotion. The present study aims to pursue this line of research in the Vietnamese context by investigating 160 Vietnamese-English speaking students at international University (IU) (VNU_HCMC). They were asked to fill out a questionnaire based on the Bilingualism and Emotion Questionnaire (Dewaele & Pavlenko, 2001–2003). It includes closed questions regarding shifts on five scales of feelings and an open question for explaining the difference perceived. The scales, chosen with reference to the research of Dewaele and Nakano (2012), consist of feeling logical, serious, emotional, fake, and different. The results of quantitative and qualitative analyses revealed a regular shift on most scales, with most participants feeling more logical, more serious, more fake, more different, and less emotional when using the L2. Simple linear regression revealed that shift on the scales of feelings was mostly predicted by self-perceived proficiency.

Keywords: language and emotion, bilingualism, multilingualism, feeling different

Tram Thai is a senior of the Department of English at international University, Ho Chi Minh City, Vietnam. She has three years of experience in teaching academic English. She is interested in research related to the correlation between linguistics and psychology, thereby finding teaching practices that can improve student motivation and performance.

RF3

CODE SWITCHING USED BY ENGLISH STUDENTS IN PRESENTATION CLASS

Ida Ayu Panuntun and Rizka Hayati

Universitas Pekalongan, Indonesia

ayyu_idda@yahoo.com; rizkalinguistik@gmail.com

Abstract: Learning English for Indonesian students is learning a second language. In fact, learning a second language is not easy for them. As second language learners, English students of Pekalongan University often say some Indonesian words during English conversations. This also happened when they were involved in class presentation. The aim of this study was to describe the types of code switching used by English students during class presentation. The research design employed was descriptive qualitative. The data of this study were 15 utterances from the speaker of each group in class presentation. The techniques used for data analysis were identification, classification and interpretation. Based on the data analysis, it was found that there were three types of code switching used by the English students in class presentation. Those three types were intrasentential (26.6%), intersentential (40%) and extrasentential (33.3%). Among the three types, intersentential is the type of code switching that is most frequently used by the students.

Keywords: presentation, code switching, type of code switching

Ida Ayu Panuntun is a faculty member of the English Department of Universitas Pekalongan, Indonesia. She obtained her Master's degree in English Education from Universitas Negeri Semarang.

Rizka Hayati is a faculty member of the English Department of Universitas Pekalongan, Indonesia. She obtained her Master's degree in Linguistics from Universitas Diponegoro.

Parallel Session II



iNELTAL CONFERENCE 2021

August 21st — 22nd, 2021

Co-organized by the Department of English, Faculty of Letters,
Universitas Negeri Malang, Indonesia, and Academy of Language Studies,
Universiti Teknologi MARA Perlis Branch, Malaysia

RA3

DEVELOPING *MY PAPA DARLING* AS ENGLISH TEACHING MEDIA FOR PARTS OF SPEECH FOR THE 9TH GRADE STUDENTS AT SMP NEGERI 58 SURABAYA

Chusnul Anisa, Wijayadi, and Linda Mayasari

Universitas Muhammadiyah Surabaya, Indonesia

chusnulanisa4@gmail.com; wijayadibingumsby@gmail.com; lindamayasari@gmail.com

Abstract: Parts of Speech is one of the important elements that students should learn to master English grammar. This research aims to develop *My Papa Darling* as English teaching media for Parts of Speech grammar topic. This research was conducted on 9th grade students of SMP Negeri 58 Surabaya. In developing *My Papa Darling*, this research adopted the model by Thiagarajan called Four-D (4D). This model consists of four phases, namely Define, Design, Develop, and Disseminate. Due to time limitations, this research ends in field trials. After passing some phases, the data were gained. First, the media was valid since the score of the validity test was 3.5. Then, the result of the observation on the implementation of the media in the classroom is 3.8, which meant that it was excellent. The students also gave positive responses to the media, as it could be seen from the average score of the students' questionnaire, 88.66%. In short, *My Papa Darling* is appropriate media to use in teaching and learning English in parts of speech.

Keywords: My Papa Darling, teaching media, parts of speech

Chusnul Anisa is an alumnus of the English Education Program at Universitas Muhammadiyah Surabaya in 2020. She received a grant from DIKTI, PKM, in 2017. Now she runs a business developing and selling education media.

Wijayadi is a doctoral student taking Educational Technology major at UNESA. He is a lecturer at the English Education Program in Universitas Muhammadiyah Surabaya.

Linda Mayasari is a faculty member of the English Education Department of Universitas Muhammadiyah Surabaya, Indonesia. She earned her Master's Degree in Education in Universitas Negeri Surabaya, Indonesia. Her research interests are in the areas of teacher professional development, English Language Teaching, ICT, and Applied Linguistics

RA4

**FUN ENGLISH LEARNING ACTIVITY PLAYMAT: INTERACTIVE EDU-TOY
BASED ON TOTAL PHYSICAL RESPONSE METHOD**

**Bunga Almia Gane Sari Santina Putri, Bagus Prastyo, Muhammad Ricky Perdana Putra,
Nisa Haliyati Royyan, and Savarina Aurelia Callista**

Universitas Negeri Malang, Indonesia

*bunga.almia.1902216@students.um.ac.id; bagus.prastyo.1805366@students.um.ac.id;
muhammad.ricky.1905336@students.um.ac.id; nisa.haliyati.1902536@students.um.ac.id;
savarina.aurelia.1904136@students.um.ac.id*

Abstract: Teaching English since childhood is a reflection of awareness and a way for better preparing Indonesians in English. The preschool years are a prime phase for language development (Annisa, Marlina, & Zulminiati, 2019). The world of preschool children involves actively playing so that the learning process for them can be carried out through edutainment, i.e. entertaining activities based on the developmental elements of preschoolers. In this case, toys can be used as a medium for implementing educational games. However, educational toys for preschool children on the market today lack specific English learning methods. This paper studies the potentials for creating a fun English learning activity playmat, an interactive education toy for preschoolers, based on the Total Physical Response (TPR) approach. Using TPR as a language teaching strategy that encourages movement/physical activity to teach language, the learning activities designed in the playmat are meant to meet children's needs to be physically active, learn by doing, and grasp language in meaningful communicative contexts.

Keywords: English proficiency, preschoolers, educational-toy, FELA Playmat, Total Physical Response

Bunga Almia Gane Sari Santina Putri is an undergraduate student of English Language and Education, Faculty of Letters, Universitas Negeri Malang. She is now in her fifth semester of studying in the Faculty of Letters, Universitas Negeri Malang.

Bagus Prastyo is an undergraduate student of Electrical Engineering, Faculty of Engineering, Universitas Negeri Malang. He is now in his seventh semester of studying in the Faculty of Engineering, Universitas Negeri Malang.

Muhammad Ricky Perdana Putra is an undergraduate student of Informatics Engineering Education, Faculty of Engineering, Universitas Negeri Malang. He is now in his fifth semester of studying in the Faculty of Engineering, Universitas Negeri Malang.

Nisa Haliyati Royyan is an undergraduate student of Visual Communication Design, Faculty of Letters, Universitas Negeri Malang. She is now in her fifth semester of studying in the Faculty of Letters, Universitas Negeri Malang.

Savarina Aurelia Callista is an undergraduate student of Management, Faculty of Economics and Business, Universitas Negeri Malang. She is now in her fifth semester of studying in the Faculty of Economics and Business, Universitas Negeri Malang.

RA5

JOYFUL LEARNING MODEL USING MOP (HUMOR) MANADO BASED ON LOCAL WISDOM IN ENGLISH LANGUAGE LEARNING

Delli Sabudu

Universitas Negeri Manado, Indonesia
dellisabudu@unima.ac.id

Abstract: This study aims to find out whether the Joyful Learning Method assisted by humor can improve student learning outcomes in English subjects in MTS both public and private in the Minahasa district. The method used is Action Research which includes two activity cycles to determine the level of student success in learning English. The results showed that the Joyful Learning Method aided by humor successfully improved student learning outcomes in English subject. Based on the pretest and posttest data of the first cycle, the average scores of the students in the first cycle increased by 10.68%, from 63.27 in the pretest to 69.03 in the posttest. The results of the first cycle also showed that the number of students who reached the expected outcomes of the teaching and learning process increased, from 22.21% or 8 of 34 students in the pretest to 58.58% or 20 of 34 students. Based on the pretest and posttest data of the second cycle, the results of the students' English learning achievement in the second cycle increased by 23.06% from the average scores of 69.18 in the pretest to 84.03 in the posttest. From individual observations in terms of mastery learning in cycle II, the pretest results showed 43.42% or 15 of 34 students whose grades met the expected outcomes of the teaching and learning process. Based on the posttest results, the percentage increased to 88.88% or 30 of 34 students.

Keywords: joyful learning, MOP, humor, English

Delli Sabudu is a faculty member of the English Education Department, Faculty of Language and Arts, Universitas Negeri Manado, Indonesia. She earned her M.A in American Studies Literature Concentration from Gadjah Mada University, Yogyakarta, Indonesia. Her research interests are in the areas of literature and literary studies, teacher professional development, and English Language Teaching.

RB4

**INDONESIAN POST-GRADUATE STUDENTS' SELF-EFFICACY AND
METACOGNITIVE STRATEGIES IN ACCOMPLISHING
ACADEMIC WRITING PROJECTS**

Elizabeth Emmanuela Sulistyawati and Concilianus Laos Mbato

Universitas Sanata Dharma, Indonesia

queeneliza111@gmail.com; cons@usd.ac.id

Abstract: Students' self-efficacy and writing strategies have been widely investigated. However, there have been no studies examining the strategies used by students to improve their self-efficacy and overcome their problems in writing. The current study aimed to fill the gap by investigating students' self-efficacy levels, metacognitive strategies, and the correlation between efficacy levels and metacognitive writing strategies. Three research questions were formulated in this research: (1) how does self-efficacy affect graduate students' completion of their academic writing tasks?; (2) what are students' strategies to develop their self-efficacy in academic writing tasks?; and (3) is there any relationship between self-efficacy levels and metacognitive writing strategies? The researchers employed a mixed-method study with questionnaire and interview as the instruments to collect data. The results showed that there was a strong correlation ($r = 0.978$) between writing self-efficacy and metacognitive strategies. It indicated that students who had higher self-efficacy levels also had good metacognitive strategies in the academic writing process. In the teaching and learning process, language teachers are recommended to help students in enhancing their efficacy levels and lead them to implementing metacognitive writing strategies. This study offers implications for English language learning particularly in relation to the writing process.

Keywords: self-efficacy, post-graduate students, academic writing papers, mixed method study

Elizabeth Emmanuela Sulistyawati is a graduate student of the English Education Master Program of Universitas Sanata Dharma, Yogyakarta, Indonesia. She earned her S.Pd. in English Education Study Program from Sanata Dharma University, Yogyakarta, Indonesia. Her research interests are in the areas of English language teaching and linguistics.

Concilianus Laos Mbato is a lecturer of the English Education Study Program and English Education Master Program of Universitas Sanata Dharma, Yogyakarta, Indonesia. He earned his Ed.D. in Education in the field of Metacognition and Self-Regulation in learning from Southern Cross University, Lismore, Australia. His research interests are in the areas of teacher professional development, English Language Teaching, and Metacognition and Self-Regulation in learning.

RB5

**TYPES OF SPEECH ACTS USED BY AN ESL TEACHER
IN THE MAYFIELD WOOD MIDDLE SCHOOL**

Anjar Pangestu

Universitas Negeri Semarang, Indonesia
anjarpangestu92@gmail.com

Abstract: Speech acts are not merely a group of words uttered by a person. They play crucial roles in the classroom. The use of speech acts can determine the success of a teaching and learning process. This study aims to investigate types of speech acts used in a teacher's talk performed by an ESL teacher. The data were collected through audio-visual materials in the form of a YouTube video of teaching and learning process conducted in the Mayfield Wood Middle School. The analysis was carried out according to Searle's speech acts classification theory namely directive, representative, expressive, declarative, and commissive speech acts. The findings show that out of 158 utterances, directive speech acts appear the most by 51.9%, followed by representative by 40.2%, expressive by 8.2%, declarative by 1.9%, and commissive by 1.3%. The domination of directive speech acts indicates that the teacher provides a lot of opportunities for students to get involved in every activity. In conclusion, this study recommends that teachers use directive speech acts to create classroom activities that allow students to participate in the learning process.

Keywords: speech acts, teacher's talk, utterances

Anjar Pangestu is a magister student of Postgraduate program, Universitas Negeri Semarang, Indonesia. He is now in the fourth semester and is working on his thesis. His research interests are in the areas of teaching approach and TEFL.

RB6

DOES TASK COMPLEXITY MANIPULATED ACROSS VOCABULARY TASK TYPES AFFECT THE PERFORMANCE AND RETENTION OF ESL LEARNERS?

Joseph Kumar A.M. And Revathi Srinivas

English and Foreign Languages University, Hyderabad, India
kumaramj@gmail.com; revathi@efluniversity.ac.in

Abstract: Several research studies in the domain of L2 vocabulary acquisition compared the efficacy of vocabulary development tasks to find out which task type better develops learners' lexical competency (Hulstijn, 1992; Hulstijn, Hollander, & Greidanus, 1996). Though researchers identified superior tasks and explained how they affect vocabulary development in terms of processing that the tasks had induced, their explanation lacked a clear theoretical framework in terms of gradation of tasks that require a greater depth of processing. Robinson's (2001) Cognition Hypothesis claims that increasing the cognitive demands of tasks along certain dimensions of the Triadic Componential Framework (TCF) will promote greater quality of L2 production. However, few studies have examined the effects of increasing task complexity on ESL learners' vocabulary development over time. Hence, drawing on the TCF, this study examined how cognitive complexity manipulated along +/- few elements and +/- single task demand to produce reading-based vocabulary tasks graded into simple, complex, and +complex task types impact learners' vocabulary acquisition and retention of words. The study included 105 undergraduate students who worked on these tasks for two weeks before participating in a delayed recall test. Results of the study indicated that vocabulary acquisition and retention differed significantly across task types. The sample performed better on +complex task than on simple and complex tasks, and it retained a greater number of lexical items from simple and +complex tasks than from complex task. These findings have several implications for the gradation of task types that would facilitate L2 vocabulary development.

Keywords: vocabulary acquisition, cognition hypothesis, task complexity, task types

Joseph Kumar A.M. is a research scholar pursuing his Ph.D. in ELE at the English and Foreign Languages University, Hyderabad, India. He has completed his M.A English (TESL) at EFLU. He is currently doing his research in the domain of task-based language teaching (TBLT) under the able guidance of Prof. Revathi Srinivas, an assistant professor in the EFL University.

Revathi Srinivas is an assistant Professor (Department. Materials Development and Testing and Evaluation) in the School of English Language Education and the Pro-Vice Chancellor at the English and Foreign Languages University, Hyderabad, India. She spent eight years at the Regional Institute of English in Chandigarh before joining the University in 2009. She has authored seven books and contributed chapters to a variety of other training manuals and publications. She has presented papers at national and international seminars and has some conference proceeding papers to her credit. Program evaluation, curriculum development studies, teaching young learners, and multiple intelligences in ESL classrooms are some of her research interests.

RC4

**PRE-SERVICE TEACHERS' PERCEIVED UNDERSTANDINGS AND PRACTICES
OF INTERCULTURAL COMMUNICATIVE COMPETENCE IN EFL TEACHING**

Meyga Agustia Nindya and Mirjam Anugerahwati

Universitas Negeri Malang, Indonesia

meyga.agustia18022186@students.um.ac.id; mirjam.Anugerahwati.fs@um.ac.id

Abstract: The function of English teaching in the 21st century is to prepare learners to be successfully engaged with a global milieu in intercultural settings. However, this situation remains challenging for EFL teachers worldwide. It was evidenced by numbers of studies showing that EFL teachers are not well-prepared to integrate intercultural teaching in EFL classrooms. It becomes crucial to find out the possible cause of their unpreparedness to integrate intercultural teaching in EFL lessons. This study was thus carried out to record Indonesian EFL pre-service teachers' perceived understandings of intercultural communicative competence and how they reflect its implementation during their teaching practicum program. It employed a survey using electronic questionnaire which in total consisted of 31 questions. The participants of the study were 106 alumni and undergraduate students of ELT from six different universities in Indonesia. The results from the questionnaire were then complemented with the results of interview obtained from selected participants. The findings showed that the participants demonstrated excellent understandings of ICC elements; yet, they did not frequently implement ICC-related teaching activities in EFL teaching. The minimal integration of intercultural teaching was possibly due to some external factors, such as, restricted time, curriculum, and students' different proficiency levels.

Keywords: intercultural communicative competence, practice, pre-service teachers, understanding

Meyga Agustia Nindya is a master's students of the English Language Education study program of the English Department, Faculty of Letters, Universitas Negeri Malang. Her research interests are in the areas of teacher professional development and English Language Teaching.

Mirjam Anugerahwati is an associate professor at the English Department of Universitas Negeri Malang, where she has been teaching since 1990. She earned her Doctorate degree from the English Language Teaching program of Universitas Negeri Malang. Her research interests are in the areas of TEFL, Character Education, EYL and CCU.

RC5

THE DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH SYNCHRONOUS AND ASYNCHRONOUS ONLINE PRESENTATIONS

Shota Mukai

Hakuoh University, Oyama, Japan
s-mukai@fc.hakuoh.ac.jp

Abstract: During the ongoing COVID-19 pandemic, language teachers, intercultural communication educators, and study-abroad course designers are challenged by the need to change their mind-set in helping students develop their intercultural communicative competence. Instead of providing experiential learning opportunities in overseas countries, some education providers are currently taking online learning experiences as an alternative, equivalent to authentic experiential learning. Among online learning experiences are online presentations by international guest speakers, which have the potential to expand such learning opportunities in terms of frequency and variety. In this paper, I will introduce a course design that integrates multiple online presentations by international guest speakers, using video-conferencing technologies (i.e., Zoom), and discuss how the students learned in this communication platform as well as how they perceive it as a learning tool. Data was gathered from 90 English-education-major at a university in Japan, who participated in two asynchronous (pre-recorded) presentations, and one synchronous (video-conference) presentation. Findings include how powerful and sustainable online presentations by international guest speakers can be an educational tool for those who are not able to leave their own countries or areas very easily for experiential learning opportunities in the foreign soils.

Keywords: synchronous and asynchronous online pedagogy, CLIL, curriculum design, intercultural communication education

Shota Mukai is an Associate Professor in the Department of Education at Hakuoh University in Japan. His Master's and Ph.D. degrees were earned at Victoria University of Wellington. His current research interest includes Synchronous and Asynchronous online Learning, Collaborative Learning, Intercultural Communication, ESP, Curriculum and Material Design, and English Teacher Education.

RC6

EFL LEARNERS' MOTIVATIONAL CHALLENGES IN USING A LEARNING MANAGEMENT SYSTEM DURING THE COVID-19 PANDEMIC

Hasti Rahmaningtyas

Universitas Negeri Malang, Indonesia

Rahmaningtyas.fs@um.ac.id

Abstract: One of the secrets to being a good EFL learner is having a strong sense of motivation. The purpose of this study is to highlight the motivational challenges that English language learners encounter in the last two semesters when using a learning management system (LMS) developed by the university. Face-to-face teaching was converted to online mode during the COVID-19 pandemic, posing motivational challenges given the change in teaching delivery mode. Using thirty students' views, the learners' motivational challenges were measured by distributing questionnaires through Google Form to validate their thoughts and sentiments resulting from their experience. Descriptive analysis was employed to identify the motivational challenges the respondents face in each variable by looking at variable frequency distribution. The survey findings showed that most EFL students were dissatisfied in using the LMS since they were not making the expected progress in language learning. Based on the current data, the most critical factors influencing and affecting EFL learners' motivation to use LMS throughout COVID-19 were technological, academic, and communication challenges. The findings of this study are expected to assist learners in constructing more motivated learning routes.

Keywords: EFL learners, motivational challenges, LMS

Hasti Rahmaningtyas is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her master's degree in Applied Linguistics from The University of Adelaide, Australia. Her research interests are in the areas of English Language Teaching and CALL.

RD4

**INVESTIGATING THE IMPLEMENTATION OF SOME ALTERNATIVES
IN ASSESSMENT IN THE ENGLISH LANGUAGE CLASSROOM**

Karunia Eka Nafilatul Janah¹ and Erli Wahyuningtyas Sudarmiati²

¹Universitas Negeri Surabaya, Indonesia

²Universitas Negeri Malang, Indonesia

karunia.20044@mhs.unesa.ac.id; erlisudarmiati@gmail.com

Abstract: Assessment is an integral part of the instructional process. Gathering information on the student progress of learning for the assessment purpose can be done through formal procedures or other procedures like portfolios, observations, conferences, interviews, or students' reports on perceptions of their learning and their peers'. These different ways for assessing the students' skills can be considered as some alternatives in assessment. In practice, many English teachers have implemented some alternatives in assessment to assess their students' English skills. This case study involved five English teachers who have various lengths of teaching experience. It used a semi-structured interview to collect the data related to the implementation of some alternatives in assessment. The results showed that all five English teachers interviewed in this study had implemented some alternatives in assessment in the English language classroom. This indicated that many English teachers have stopped relying on traditional or formal tests to assess their students' English skills. This study also found that the implementation of some alternatives in assessment has some benefits and difficulties, as based on the teachers' experiences.

Keywords: assessment, English language classroom, English skills

Karunia Eka Nafilatul Janah is a graduate student of the Postgraduate Program of Universitas Negeri Surabaya, Indonesia. She earned her Bachelor degree in English Language Teaching from Universitas Negeri Malang, Indonesia. Her research interest is in the area of English Language Teaching.

Erli Wahyuningtyas Sudarmiati has obtained her bachelor degree in English Language Teaching (ELT) at Universitas Negeri Malang. Developing learning materials for ESP students focusing on listening skills is her ultimate interest, along with the implementation of ICT in language learning.

RDS

EFL TEACHERS' BELIEFS AND PRACTICES IN THE SCIENTIFIC APPROACH: FACTS FROM THE 3T AREAS

Mirjam Anugerahwati and Yulia J. Ulorlo

Universitas Negeri Malang, Indonesia

mirjam.anugerahwati.fs@um.ac.id; yuliajosinaulorlo@gmail.com

Abstract: This paper presents the results of a descriptive qualitative study involving five junior high school EFL teachers in Aru Islands concerning their beliefs in the Scientific Approach as one of the recommended methods of teaching in the 2013 Curriculum. The study also investigates the teachers' practices in the implementation of the SA in their respective schools. The results reveal that the subjects have strong beliefs in SA, and their practices show their efforts in fulfilling all the steps in the SA; however, there are still challenges in the implementation, such as the low proficiency of the students, lack of facilities, and lack of time. It is suggested that the Office of Education and Culture in Aru Islands give more attention to the improvement of the facilities for the schools and teachers to improve the quality of education in the remote areas in Indonesia, known as 3T areas.

Keywords: belief, EFL teachers, practices, Scientific Approach

Mirjam Anugerahwati is an Associate Professor in the Department of English, Universitas Negeri Malang. She earned her Master's degree from the University of Queensland and her Doctoral degree from UM. Her research interests are on TEFL, CCU, Character Education, and teacher training and professional development.

Yulia J. Ulorlo is an English teacher in SMAN 5 Kaben, and SMP Naskat, Kaben, Aru Islands. She earned her Bachelor and Master's degrees in English Language Education from Universitas Negeri Malang. Her research interests are in the areas of Teacher's Belief, Teaching Media, and Corrective Feedback.

RD6

ENGLISH TEACHERS' VOICES FOR TEACHING WRITING BY SELF-REGULATED STRATEGY DEVELOPMENT IN ERT AMIDST THE PANDEMIC

Ratnawati¹ and Erna Retna Safitri²

¹Universitas Galuh, Indonesia

²Institut Pendidikan Indonesia

ratnawati.english.edu@gmail.com; ernaratnasafitri@gmail.com

Abstract: The present study explores the experiences and perspectives of English teachers at Islamic senior high school level in implementing Self-Regulated Strategy Development method in the teaching and learning process of writing class especially in Emergency Remote Teaching (ERT) amidst the COVID-19 pandemic in Ciamis district, West Java, Indonesia. The study collected 20 responses from a questionnaire and 6 randomly chosen participants to gain their perspectives and experiences of the teaching and learning process. The findings showed that the teachers are not pedagogically familiar with the Self-Regulated Strategy Development method both for regular and virtual meetings. While they have some practical understanding of self-regulated strategy input, they have not implemented it in the classroom activities. From these findings, it is recommended to carry out professional development in the use of self-regulated strategy development method in teaching and in developing instructional media so that they can apply it in the writing class to achieve effective and meaningful learning.

Keywords: ERT, self-regulated strategy development, writing

Ratnawati is full time lecturer in the English Education Program at Faculty of Teacher Training and Education of Universitas Galuh, Ciamis, Indonesia. Her current research interests include technology enhanced language learning, English language teaching for EFL learners, multiliteracies in language learning, and foreign language writing.

Erna Retna Safitri is faculty member of Educational Technology Program, Universitas Sriwijaya South Sumatra Indonesia. Her current interests are on innovation in educational context, educational technology for special need education, and online learning.

RE4

EXPLORING THE CHALLENGES OF EFL LEARNING DURING THE PANDEMIC

Paisal, Regina, and Dwi Riyanti

Universitas Tanjungpura, Indonesia

f2201191011@student.untan.ac.id; Regina@fkip.untan.ac.id; dw_riyanti@yahoo.com

Abstract: Learning English as a foreign language not only offers a new experience to the learners but also brings some challenges in learning the language due to their mother tongue. This was made worse by the fact that COVID-19 turns class into fully online learning. The combination of these problems presents a new challenge in studying English. This study aimed to explore the challenges of EFL learners during the pandemic. It employed descriptive research design. The data were collected qualitatively through semi-structured interviews with 20 participants from MTs Darussalam Kubu Raya. The findings indicated that the problems faced by the learners were mostly related to the Internet that was not accessible and the teachers who could not guide or explain the lesson properly. Therefore, the education stakeholders should ensure the accessibility of the Internet and improve the quality of the teachers.

Keywords: challenge, EFL, online learning, COVID-19

Paisal is a postgraduate student of the English Language Education Study Program, Universitas Tanjungpura, Pontianak, Indonesia. He is also an English teacher in MTs Darussalam Kubu Raya, Indonesia. His research interest is in English Language Teaching.

RES

AUTHENTIC ASSESSMENT: IS IT GOOD TO BE IMPLEMENTED IN MY CLASSROOM?

Syafira Alfiani and Primardiana Hermilia Wijayati

Universitas Negeri Malang, Indonesia

syafra.firamj.alfiani@gmail.com; primardiana.hermilia.fs@um.ac.id

Abstract: Since curriculum 2013 is implemented in Indonesia, teachers change the way they give tasks and assess the students. All tasks and assessments should integrate high order thinking skills (HOTS). However, up to now, some teachers have not given tasks that reflect high order thinking skills, such as, authentic tasks. Moreover, according to teachers' reports, some research shows that authentic tasks cannot be employed as they are time-consuming. This paper uses a descriptive quantitative method that involves eleven junior high school English teachers in two different junior high schools in Sumenep to investigate their implementation and their perspectives of authentic assessment in their class.

Keywords: assessment, authentic assessment, high order thinking skill

Syafira Alfiani is a postgraduate student of Universitas Negeri Malang, Indonesia. She earned her Bachelor of Education (B.Ed.) in English Language Teaching from Universitas Negeri Malang, Indonesia. Her research interests are in the teaching of young learners and English Language Teaching.

Primardiana Hermilia Wijayati is the faculty member of German Department of Universitas Negeri Malang, Indonesia. She earned her Ph.D. in research and evaluation of education from Universitas Negeri Yogyakarta, Indonesia. Her research interests are on assessment and evaluation of German education and material analysis.

RE6

**COMMUNICATIVE LANGUAGE TEACHING APPROACH:
POTENTIALS FOR ENGLISH LANGUAGE TEACHING**

Agung Budi Kurniawan
STKIP PGRI Pacitan, Indonesia
agungbudi430@yahoo.co.id

Abstract: Communicative language teaching or CLT has some potential benefits to be applied for English language teaching or ELT. This article reviews some previous studies concerning the potentials based on library study. The potentials are in terms of the scope of the learning material, the pedagogical process, and teachers' and students' competences. Learning materials using CLT can be of varied topics and issues. Materials based on real-life or daily life contexts are recommended, and non-authentic materials should be avoided. The pedagogical process could be better because the communicative approach has the potential to develop the students' social skills. It could be applied to both young and adult learners. English teachers could also develop their skills as managers of classroom interaction. Moreover, students could gain communicative competence for social purposes because it is the main purpose of CLT. CLT is an approach that does not provide a specific method. Teachers must decide a single method or a combination of methods that are appropriate for students to gain communicative competence. The main conclusion is that CLT is recommended for a language teaching program whose purpose is to develop communicative competence.

Keywords: communicative, English, teaching, approach

Agung Budi Kurniawan is an English lecturer of English Education study program of STKIP PGRI Pacitan, Indonesia. He graduated from English Education doctoral program of Universitas Negeri Semarang in October 2020. His study interests are in the areas of discourse analysis, teaching English as a second language, and curriculum study.

RF4

**THE CORPUS APPROACH TO ENHANCE ACQUISITION OF ENGLISH VERBAL
COMPLEMENTS AMONG LOW ENGLISH PROFICIENCY LEARNERS**

Passaraporn Suriyapee and Nattama Pongpairoj

Chulalongkorn University, Bangkok, Thailand

s.passaraporn@gmail.com; pnattama@chula.ac.th

Abstract: This study investigated how the corpus-based teaching approach could enhance L2 acquisition of English infinitive and gerund complements among low English proficiency L1 Thai young learners. The students were divided into two groups, 32 each. The former learned English verbal complements through the corpus approach while the latter did through the traditional teaching approach. Data were collected through a pretest, a posttest, and an interview. The pretest results revealed low scores on English verbal complements in both groups and, based on a T-test, there was no significant difference regarding their English verbal complement knowledge ($p > .05$). After the treatment, both groups could perform significantly better, $p < .01$. The findings suggested the merit of both teaching approaches. What is worth observing is that the experimental group could get significantly higher posttest scores ($\bar{x} = 7.69$) than the control group ($\bar{x} = 4.06$), $p < .01$, indicating that the corpus approach is more effective than the traditional teaching approach. Moreover, the interview data corroborated the statistical results in that the experimental group had positive attitudes toward the corpus approach. The results were in line with those in previous research (Dzardarevic et al., 2014; Poocharoensil, 2012; Kulsitthiboon & Pongpairoj, 2018).

Keywords: the corpus-based teaching approach, the traditional teaching approach, infinitive and gerund complements, L2 acquisition, L1 Thai young learners of English

Passaraporn Suriyapee earned her Bachelor of Arts in English with Academic Excellent Award from Assumption University, Thailand. She is currently an MA student of the English as an International Language program at Chulalongkorn University, Thailand. Her research interests include second language acquisition and corpus linguistics.

Nattama Pongpairoj is an associate professor at the English Department, Faculty of Arts, Chulalongkorn University in Bangkok, Thailand. She received her PhD in Linguistics from the University of York. Her research interests lie in Second Language Acquisition, specifically on L2 representation and processing.

RF5

**BANGLADESHI SECOND LANGUAGE LEARNERS' ACQUISITION OF THE ENGLISH
PRESENT AND PAST PARTICIPLES AS ADJECTIVES**

Sharmin Haque

International Islamic University Malaysia, Gombak, Malaysia
sharmin112358@gmail.com

Abstract: English as second language (ESL) learners were found to have difficulty in acquiring the grammatical rules of English present and past participles (EPP). Thus, they frequently make errors while using English participles in their language. Students, in fact, have tendencies to avoid using English participles in their writings. This quasi-experimental study, therefore, investigates how Bangladeshi second language learners of English acquire the EPP as adjectives. It also examines if there is any difference in terms of the learners' development of participle acquisition after going through an intervention. The error analysis of the participants' pre and post-tests data has indicated that Bangladeshi ESL learners have not fully acquired the knowledge regarding EPP as adjectives. They have misused EPP as adjectives and these errors are categorised as intralingual and developmental errors. The results further illustrate that there is development in learners' acquisition of the EPP after going through an intervention. It will be significant for educators, policy makers, and English language teachers of both public and private higher educational institutions where English is used as the medium of instruction. This outcome will help them to better understand ESL learners' English language proficiency and to adapt and apply appropriate teaching strategies.

Keywords: Second Language Acquisition, English participles, Bangladeshi ESL learners, English language teaching

Sharmin Haque is a PhD candidate in English Language Studies at Department of English Language and Literature, Faculty of IRKHS, International Islamic University Malaysia (IIUM). She earned her BA (Hons) in English, MA in Applied Linguistics & English Language Teaching (ELT) from Bangladesh. She obtained her MHsc. In Applied Linguistics from IIUM, Malaysia. Her research interests are in the areas of teacher professional development, English Language Teaching, and CALL.

RF6

**FOCUS ON THE EFL LEARNER'S SPOKEN LANGUAGE:
AN ANALYSIS OF CLASSROOM DISCOURSE**

Harits Masduqi¹ and Fatimah²

¹Universitas Negeri Malang, Indonesia

²Universitas Brawijaya, Indonesia

harits.masduqi.fs@um.ac.id; fatimah@ub.ac.id

Abstract: This paper discusses the spoken language produced by adult learners who attended a *General English intermediate* course at one of the best English course providers in Indonesia. The writers analysed examples of inaccurate and accurate spoken language produced by the students during the observed lesson. The writers then shed light on possible reasons for the spoken language. The results of this study were intended to offer some insights into the nature of inaccurate and accurate spoken language in the learning of English as a foreign language. English teachers are, therefore, expected to focus not only on fluency but also on accuracy in English language teaching.

Keywords: accuracy, classroom discourse, errors, fluency, spoken language

Harits Masduqi is a faculty member of the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia. His research interests include *Applied Linguistics, Creative Writing, English Language Teaching, and Literacy Studies*. He earned his B.Ed. and M.Ed. in English from Universitas Islam Malang, M.Ed. in TESOL from Monash University of Melbourne, and Certificate in English Language Teaching from University of Cambridge.

Fatimah is a faculty member of the Department of English Literature, Faculty of Cultural Studies, Universitas Brawijaya, Indonesia. Her research interests include *Applied Linguistics, Academic Writing, English Skill Courses, English Language Assessment, and Second Language Acquisition*. She earned her B.Ed. in English from IKIP Negeri Malang and M.Appl.Ling. from Monash University of Melbourne. She is currently doing her PhD in TESOL at the University of Sydney.

Parallel Session III



iNELTAL CONFERENCE 2021

August 21st — 22nd, 2021

Co-organized by the Department of English, Faculty of Letters,
Universitas Negeri Malang, Indonesia, and Academy of Language Studies,
Universiti Teknologi MARA Perlis Branch, Malaysia

RA6

Featured Presentation

MONOLOGIC PRESENTATION: HOW FIT IS IT AS AN L2 ORAL PROFICIENCY TEST TASK?

Siti Rafizah Fatimah Osman

Universiti Teknologi MARA Perlis Branch, Kampus Arau, Malaysia
sitirafizah@uitm.edu.my

Abstract: Monologic presentation (MP) has been used as an L2 oral proficiency (OP) test task for a particular L2 proficiency course since 2017, yet until 2020, no *a posteriori* validation was performed onto it after use. This indicates that its use was not completely informed by research, i.e. there was no validation to examine its fitness in assessing the construct that was established in the *a priori* validation. This case study; therefore, examined the MP's fitness in terms of cognitive validity by calibrating the cognitive processes that it elicited during pre-task planning (PTP) and oral task performance (OTP) against those which real-world L2 non-test pre-planned monologic tasks commonly elicit. Unlike the majority of other validation studies of cognitive validity which relied on test takers' perceptions of what they did or what they thought they did cognitively, this study analysed the output of the respondents, i.e. the notes that they wrote during PTP and the presentation that they did orally during OTP. Results from thematic analysis, functional analysis and error analysis performed on the written and oral data revealed that generally, all the three cognitive processes: conceptualisation, formulation and self-monitoring, which are supposed to be elicited during PTP, and all the four cognitive processes: conceptualisation, formulation, articulation and self-monitoring, which are supposed to be elicited during OTP, were elicited. The extent to which each of the processes was elicited; nonetheless, was just partial. The fitness of the MP in terms of its cognitive validity, when administered with the 24 respondents; hence, was just partial. It is suggested that revision is made to the contents of the course documents regarding the sub-skills of oral proficiency which are to be taught and assessed, and improvements are made to classroom pedagogy to familiarise students with the cognitive processes that they need to engage during PTP and OTP.

Siti Rafizah Fatimah Osman is a senior English Language lecturer at the Academy of Language Studies, in UiTM Perlis Branch. She has close to 24 years of teaching experience which includes six years as an English Language teacher at a fully-residential school and 18 years in UiTM Perlis Branch. She holds a Bachelor of Education in Teaching of English as a Second Language (TESL) from Universiti Kebangsaan Malaysia, and a Master of Arts in Education and a PhD in English Language Education from Universiti Sains Malaysia. Among her areas of research interest are: oral communication, alternative learning environment, experiential learning, and assessment and evaluation of L2 learners'/speakers' proficiency.

RA7

**FREQUENCY AND COMPLEXITY OF RELATIVE CLAUSES
IN VIETNAMESE LEARNERS' ESSAYS**

Vo Thanh Nga and Dang Hoai Phuong

International University, Ho Chi Minh City, Vietnam
vtnga@hcmiu.edu.vn; dhphuong@hcmiu.edu.vn

Abstract: Relative clauses are considered complex structures and employed in academic writing to a great extent. The frequency and complexity of these structures is expected to make non-native learners' writing more academic. Therefore, the paper aims to investigate how non-native learners of English use relative clauses in their essays. Particularly, 100 essays written by intermediate English students are examined to explore the frequency and complexity of these structures. The findings show that the presence of relative clauses is found in nearly all essays. However, the investigated students tend to use much more restrictive relative clauses than non-restrictive ones. Regarding syntactic complexity, they have a preference order of OS > OO > SS > SO. It is suggested that non-native learners should acquire the use of all types of relative clauses for them to be appropriately employed in their academic writing.

Keywords: relative clauses, academic essays, non-native users

Dang Hoai Phuong is a lecturer at the Department of English, international University, VNU-HCMC. She earned her BA in English Linguistics and Literature and first MA in TESOL from the USSH - HCMC. Besides, she received the Fulbright scholarship and achieved her second MA in General Linguistics from California State University, Fresno. Phuong's teaching and research interests are reading and writing skills and linguistic issues. She has attended different conferences and presented her papers regarding the two trends of interest.

Vo Thanh Nga holds a master's degree in TESOL from Victoria University, Australia. She has many years of experience teaching English in different universities and is now a full-time lecturer in English Department of International University, Vietnam National University HCMC. Her research interests include the study of linguistics and innovations in TESOL, especially in Phonetics, Semantics, and academic writing instruction.

RB7

USING GROUP WORK TO TEACH LITERATURE IN AN ONLINE ENVIRONMENT

Tirzah Zubeidah Zachariah¹, Mustafa Izahar², Zalilah Elias³, and Mohd Nazir Md Zabit⁴

^{1, 2, 3}Universiti Selangor, Malaysia

⁴Universiti Pendidikan Sultan Idris, Malaysia

tirzah@unisel.edu.my; mustafa@unisel.edu.my; zalilah@unisel.edu.my;

mohd.nazir@fpm.upsi.edu.my

Abstract: This paper aims to look at TESL students' views of the utilisation of group work to teach literature online. A questionnaire was administered to a sample of 60 TESL trainee teachers from Universiti Selangor who were enrolled in an online Literature class in April 2021. There were three sections in the questionnaire which had to be answered using a 5-point Likert scale. The questionnaires were distributed through the WhatsApp application to the students. The data were analysed using frequency counts and percentage. The study findings showed that most of the students had positive views about the use of group work for learning literature. The students were also satisfied with their peer collaboration and teacher collaboration throughout the group activities.

Keywords: group work, literature, online

Tirzah Zubeidah Zachariah is a senior lecturer at Universiti Selangor specialising in TESL, Postcolonial Studies and Teacher Training.

Mustafa Izahar is a senior lecturer at Universiti Selangor specialising in TESL and Teacher Training.

Zalilah Elias is a senior lecturer at Universiti Selangor specialising in TESL and Teacher Training.

Mohd Nazir Md Zabit is an Associate Professor in Universiti Pendidikan Sultan Idris specialising in Problem-Based Learning and Teacher Training.

RB8

**EFL TEACHERS' PRACTICE IN ONLINE TEACHING AND LEARNING:
A STUDY OF ENGLISH TEACHERS IN THE BORDER AREA OF SAMBAS**

Meutia Eka Tirtasary, Yohanes Gatot Sutapa Yuliana, and Clarry Sada

Tanjungpura University, Indonesia

meumeu.eka@gmail.com; gatot-fkip@yahoo.co.id; jawa1508@yahoo.com

Abstract: This study was aimed to describe English as a Foreign Language (EFL) teachers' practice in the teaching-learning process through an online system at high school level in the border area of Sambas. The border area of Sambas consists of three sub-districts, i.e., Paloh 1 (Temajuk), Sajingan (Aruk), and Subah. This study was an attempt to find out the EFL teachers' practice during the COVID-19 pandemic. Three English teachers were selected as the subjects of this study. The research data were collected through online interviews, observation, and documentation. These data were analysed to find out the teachers' practice in the teaching and learning process through an online system. The research finding revealed that most teachers in the border area of Sambas blended their teaching and learning process using WhatsApp application. The researcher also identified some problems faced by the teachers in this area.

Keywords: practice, teaching and learning process, online system

Meutia Eka Tirtasary is a student of Master's study program of English Education of Teacher Training and Education Tanjungpura University, Pontianak, Indonesia. She earned her Bachelor Degree in English Education from IKIP PGRI, Pontianak. Her research interests are in the areas of Teaching Adult Learners, English Language Teaching, and Blended Learning.

Yohanes Gatot Sutapa Yuliana is a lecturer of Undergraduate and Master's Study Program of English Language Education, Teacher Training and Education Faculty, Tanjungpura University. He obtained his undergraduate degree in English language education from Tanjungpura University, Masters in English language education from State University of Malang, and Doctor in Technology and Vocational Education from State University of Yogyakarta. His doctoral dissertation is on English teaching material development for vocational schools. He also attended a visiting scholar program in University of Illinois at Urbana USA. The subjects he teaches include Research Approaches, TEFL Assessment, TEFL Methodologies, Academic Writing and Presentation, and Research Paper. He also specializes in school curriculum development.

Clarry Sada was born on 15 August 1960 in Nanga Kantuk, West Kalimantan. He obtained "Doktorandus" in English Language Education from Tanjungpura University (1989), Masters in English Language Education from State University of Malang (2002), and Doctor in General Education from The Education University of Indonesia, Bandung (2011). Since 1991 he has taught as a lecturer in the Undergraduate English Language Education Study Program, Teacher Training and Education Faculty, Tanjungpura University. Since 2012 he has also been assigned to teach subjects in the Masters Study Program of English Language Education which include Curriculum and Teaching Material Development, TEFL Assessment, and Intercultural Communication and Education.

RB9

**INDONESIAN UNDERGRADUATE STUDENTS' INTERCULTURAL
COMMUNICATION COMPETENCE WHEN WATCHING
AMERICAN HISTORY X THE MOVIE**

Mirjam Anugerahwati and Sintaloka Trya Dewanti

Universitas Negeri Malang, Indonesia

mirjam.Anugerahwati.fs@um.ac.id; sintaloka.trya.1902216@students.um.ac.id

Abstract: Intercultural communication competence is important for developing student competencies in promoting understanding and responding positively to other cultures. One of the ways undergraduates learn intercultural communication competence is by indirect communication through watching foreign movies. American History X is one of the foreign movies that have the potentials to engage with undergraduates' intercultural communication competence. This study aims to analyze the intercultural communication competence of the participants namely 20 Indonesian undergraduates from various universities who participated in WATSUP (Watch Movie and Speak Up) National Seminar Vol.2 2021 in giving responses or reactions, especially about racism in the American cultural environment to respond to the American racism as depicted in the American History X movie. The data are collected by observing the recording of the seminar. From the participants' responses and reactions, disagreement and anger are mainly shown after watching the movie American History X. The intercultural message of American Racism in the movie is delivered to the Indonesian participants, and the participants who are culturally non-American are encouraged to give reactions and comments about American culture, thereby proving the Indonesian participants' intercultural communication competence.

Keywords: intercultural Communication Competence, Indonesian students' cultural competence, American History X

Mirjam Anugerahwati is an associate professor at the English Department of Universitas Negeri Malang, where she has been teaching since 1990. She earned her Doctorate degree from the English Language Teaching program of Universitas Negeri Malang. Her research interests are in the areas of TEFL, Character Education, EYL and CCU.

Sintaloka Trya Dewanti is a student of English Department, Faculty of Letters, Universitas Negeri Malang, Indonesia. She majors in the undergraduate program of English Language Education. Now, she is in her fifth semester.

RC7

**ACTIONABLE STRATEGIES TO DELIVER DIGITAL MATERIALS
IN THE EMERGENCY REMOTE TEACHING AND LEARNING (ERTL)**

Nur Mukminatien, Nova Ariani, and Rahmati Putri Yaniafari

Universitas Negeri Malang, Indonesia

nur.mukminatien.fs@um.ac.id; nova.ariani.fs@um.ac.id; yaniafari.fs@um.ac.id

Abstract: Emergency Remote Teaching and Learning (ERTL) has been popularly known since the dreadful COVID-19 pandemic. It refers to temporary remote instructions in a “poorly prepared” delivery. This paper reports on the implementation of actionable strategies in teaching argumentative writing in ERTL. The objective of this case study is twofold: (1) to describe actionable strategies employed in the ERTL, and (2) to identify problems encountered by the teacher and the students. Teaching journals, reflection sheets, and interviews were used to collect the data. The results showed that the teacher used multiple modes of instructional practices: (a) SIPEJAR (locally designed teaching and learning management system for delivering instructional materials), (b) Google Drive to access supporting materials, (c) WhatsApp Chat for weekly teaching and communication combined with voice notes for important cases, (d) Google Classroom for work submission, and (e) Zoom for pre-learning assessment, midterm test, and the final test. The problems dealt with unstable internet connection and the absence of immediate feedback for process assessment. This made students find problems in improving their work. This study concludes that within limitations of teaching platforms, there are actionable strategies to cover the learning needs. Yet, ERTL cannot ensure quality teaching.

Keywords: ERTL, argumentative writing

Nur Mukminatien is a professor in ELT and a faculty member of the English Department of Universitas Negeri Malang, Indonesia. Her research interests are teaching methods, writing and assessment, instructional design, syllabus development, and lesson planning.

Nova Ariani is a faculty member of the Department of English, Universitas Negeri Malang. She received a bachelor’s degree in English language teaching from Universitas Negeri Malang and a master’s degree in TESOL from Monash University. Her research interests include academic literacy and writing assessment.

Rahmati Putri Yaniafari is a teaching staff at the Department of English, Universitas Negeri Malang, Indonesia. She has a keen interest in English Language Teaching, especially Pronunciation Teaching, ESP, Computer assisted Language Learning (CALL), and CLIL (Content and Language Integrated Learning).

RC8

**THE UTILIZATION OF WHATSAPP IN TRANSLATION COURSE:
LEARNERS' ATTITUDES AND PERCEPTIONS**

Rika Andayani

Universitas Negeri Jakarta, Indonesia
rika.andayani@unj.ac.id

Abstract: This study aims to find out learners' attitudes and perceptions on the utilization of WhatsApp in the translation course. It applied the descriptive research design by distributing questionnaires in collecting the data. The participants were twenty-six students in their second year in the English Education department. They took a translation course involving learning to translate from English to Bahasa Indonesia and vice versa. WhatsApp was utilized during the teaching and learning activities due to the COVID-19 pandemic. The lecturer taught the course by utilizing WhatsApp twice a week. Assignments were posted through a WhatsApp group and the students were asked to discuss their translation work and then post it on the WhatsApp group. In turn, the students gave feedback to their friends' translation work, and so did the lecturer. At the end of the semester, questionnaires were distributed to find out their attitudes and perceptions on the utilization of WhatsApp in the Translation course. Findings revealed that students have positive attitudes towards the application of WhatsApp in the translation course.

Keywords: WhatsApp, attitudes, perceptions

Rika Andayani is a faculty member of the English Education Department of Universitas Negeri Jakarta, Indonesia. She earned her Master's degree in English Language Teaching from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of English language teaching, English for young learners, and translation.

RC9

**EFL STUDENTS' PERCEPTIONS ON THE INTEGRATION OF WHATSAPP
IN A LOW-TECH LEARNING ENVIRONMENT**

Olviani Cipta Ningsi Tarinje and Novalita Fransisca Tungka

Universitas Sintuwu Maroso, Indonesia

olviani.c.n@gmail.com; novalita@unsimar.ac.id

Abstract: This paper explores how WhatsApp as social media is embedded into the educational practices of university students. The paper draws on an analysis of 79 questionnaires and 10 online interviews. The questionnaire survey was administered online and collected from students majoring in English Education at Universitas Sintuwu Maroso, Poso, Central Sulawesi. The survey was followed up by online interviews, which were meant to provide deeper understanding of the students' experiences on the integration of WhatsApp to aid their learning practices. The discussion in this paper focuses on how students make meaning of WhatsApp integration in their formal study. The results indicate that although WhatsApp has the potential to be used as a space for learning, the students simply valued WhatsApp as a channel for exchanging information of the courses and other practical information. Based on these results, some models of social media integration in educational practices are suggested to be applied in the context of low-tech environment.

Keywords: WhatsApp, social media integration, English educational practices, low-tech learning environment

Olviani Cipta Ningsi Tarinje is a faculty member of the English Department of Universitas Sintuwu Maroso, Poso, Indonesia. Her research interests are in the areas of educational psychology, teacher professional development, and CALL.

Novalita Fransisca Tungka is a faculty member of the English Department of Universitas Sintuwu Maroso, Poso, Indonesia. Her research interests are in curriculum and material development, literacy and technology, and TEFL.

RD7

**SYNCHRONOUS AND ASYNCHRONOUS LEARNING MODES
FOR ESP REMOTE LEARNING**

Yuyun Putri Mandasari and Eka Wulandari

Poltekkes Kemenkes Malang, Indonesia

yuyunputri1984@gmail.com; ekawulan09@gmail.com

Abstract: Recently, synchronous and asynchronous methods are happening and becoming an ongoing discussion among teachers during emergency remote learning due to COVID-19 pandemic. In the online setting, teachers have to initially determine whether the learning process must go on synchronous or asynchronous learning mode according to the goals, connection, support availability, and students' pace. English for Specific Purposes (ESP) is also taught online in the remote learning to help the students optimally achieve the learning objectives. This study focused on how the two methods worked, the challenges, and the advantages in the field of ESP remote learning. This study employed a survey research design by administering an online questionnaire to the Nursing department students at Poltekkes Kemenkes Malang and their ESP lecturers to find out their point of view. The data were analyzed descriptively. The results of the study are expected to support and enrich the teachers' information dealing with remote ESP learning.

Keywords: ESP, remote learning, synchronous and asynchronous

Yuyun Putri Mandasari is an ESP lecturer of the Nursing Department of Poltekkes Kemenkes Malang, Indonesia. Her research interests are in the areas of English Language Teaching, Teaching ESP, and Instructional Development.

Eka Wulandari is an ESP lecturer of the Nursing Department of Poltekkes Kemenkes Malang, Indonesia. Her research interests are in the areas of English Language Teaching and Teaching ESP.

RD8

NOVICE TEACHERS' LEARNING EXPERIENCES IN THE STANDARDS-BASED INDUCTION SUPPORT AND ASSESSMENT

Tatik Tatik

University of New South Wales, Australia
tatik.tatik@student.unsw.edu.au

Abstract: Teacher professional standards were introduced in Indonesia as part of a national educational reform agenda to improve teacher quality. The standards define the competencies that need to be achieved in the various stages of teacher professional development. Novice teachers who participate in a one-year probationary and induction program also need to demonstrate the competencies expected by the standards. Policy makers consider the use of standards in the program to be a step towards better teacher management and teaching quality assurance. However, critical questions have been raised about the impact of the standards-based support and assessment scheme on their learning processes. This presentation discusses novice teachers' learning experiences in the process of achieving the standards during the induction program. The data were collected through interviews with the principal, mentor, and novice teacher in a multiple case study of three schools in Indonesia and analysed using cultural-historical activity theory. The findings showed some benefits and challenges experienced by the novice teachers to engage in ways that facilitated their learning. The results indicate the need to revisit the Teacher Professional Standards developmental process and how they are used in the induction program.

Keywords: novice teachers, standards, induction

Tatik Tatik is a final year PhD student at the School of Education, University of New South Wales. She earned her bachelor and master's degrees from State University of Malang. Her research interests are in the areas of new teacher professional learning, induction and mentoring program, and teacher professional standards.

RD9

**COMPETENCE IN BILINGUAL EDUCATION MANAGEMENT:
A NEW DEMAND IN INDONESIAN EDUCATION SYSTEM**

Siti Muniroh, Sri Rachmajanti, Ahmad Yusuf Sobri, Shirly Rizki Kusumaningrum, Yusnita Febrianti, Nur Nilam Ayu Saputri, and Fadilah Putri Maharani

Universitas Negeri Malang, Indonesia

siti.muniroh.fs@um.ac.id; loekisr@gmail.com; ahmad.yusuf.fip@um.ac.id;

shirly.rizki.pasca@um.ac.id; yusnita.febrianti.fs@um.ac.id;

nur.nilam.1702216@students.um.ac.id; fadillah.putri.2002216@students.um.ac.id

Abstract: This is a preliminary study investigating the stakeholders' aspiration of the establishment of a new study program at Universitas Negeri Malang, namely Master of Bilingual Education study program. Twelve bilingual teachers completed an online questionnaire; one lecturer and one vice school principal have been interviewed about challenges and their needs in a bilingual program. The preliminary observation indicated that teachers in bilingual schools have less capacity in teaching specific subject matters in English for two main reasons. First, they were mostly trained at an English Department where teaching subject matters was not the focus. Secondly, teachers who were trained in education management programs do not have sufficient English competence to conduct the teaching and learning ideally and they do not have knowledge of education management. The university has established programs in English Language Education, both in undergraduate and postgraduate levels, as well as Education Management. However, the current English Education program and Education Management programs are not sufficient to prepare graduates for prospective managers of bilingual education institutions. Therefore, the study focuses on the need to develop a specific program in bilingual education management at the postgraduate level, which is designed to prepare graduates to become managers for such schools. The findings indicate a new demand of educating teachers in bilingual schools to become managers of bilingual programs.

Keywords: bilingual education, management education

Siti Muniroh is a faculty member of the English Department, Universitas Negeri Malang (UM). She earned her PhD in Education in 2020, from Monash University of Australia. Her research interests include teacher education, cognition, critical thinking, critical literacy, sociocultural theory, teacher professional development, curriculum and pedagogy, and EFL teaching methodology.

Sri Rachmajanti is a professor in ELT, who earned her doctoral degree in ELT from Universitas Negeri Malang and postgraduate diplomas in Victoria University of Wellington New Zealand and RELC Singapore. She was awarded as a visiting scholar at the University of Pittsburgh, Pennsylvania, USA in 2010, and at Monash University, Melbourne, Australia in 2018. She has been assigned by the university to manage the lab schools since 2007.

Ahmad Yusuf Sobri is faculty member of the Educational Administration Department, Universitas Negeri Malang (UM). He completed his doctoral degree in Educational Management in 2009 from

Universitas Negeri Malang (UM). His research interests include Educational Management, Educational Leadership and Educational Supervision.

Shirly Rizki Kusumaningrum is a faculty member at the Basic Education Department, Universitas Negeri Malang (UM). She pursued her doctoral degree in English Language Teaching from Universitas Negeri Malang (UM). Her research interests include Teaching English as a foreign Language (TEFL), Teaching English for Young Learners (TEYL), Second Language Acquisition (SLA), and EFL teaching methodology.

Yusnita Febrianti is a faculty member at the English Department, Universitas Negeri Malang (UM). She finished her undergraduate in English Language Teaching in 2004, Master's degree in Applied Linguistics in 2011 and a PhD in Applied Linguistics in 2020. Her research interests include the topics in Discourse Analysis, SFL, and Multimodality.

Nur Nilam Ayu Saputri is an undergraduate student of the English Department, Universitas Negeri Malang (UM). She majors in English Language Education and is currently in her 8th semester. Her research interests include critical thinking, coursebook evaluation, teaching English to young learners, and English for students with hearing impairment.

Fadillah Putri Maharani is an undergraduate student of the English Department, Universitas Negeri Malang (UM). She majors in English Language Education and is currently in her 3rd semester. She teaches free English private course at home to introduce English as a foreign language to children.

RE7

**THE APPLICATION OF PROJECT-BASED MODEL
IN LITERATURE FOR ELT COURSE AMIDST COVID-19**

Lestari Setyowati

Universitas Negeri Malang, Indonesia

lestari.setyowati.fs@um.ac.id

Abstract: The pandemic situation has caused inconveniences to the teaching and learning process. At university level, the teaching of content courses experiences the most issues because of the limitations of face to face meetings. One of the content courses taught in University of Wiranegara is Literature for ELT. This paper is intended to describe the application of a project based-learning (PBL) model in the course during the pandemic situation. The study employs a case study design. The participants of the study were all 6th semester students who joined the Literature for ELT course in the academic year 2020-2021. The instruments used to collect the data were observation and documentation. The data collection took one month in April 2020. The data was analyzed qualitatively because most of it is in the form of words and sentences. The results reveal that the PBL model follow the instructional phases, namely: 1) dividing the students into small teams, 2) presenting a real-world problem, 3) setting the parameters to solve the problem (duration, indicators), 4) giving feedbacks/consultation, 5) final product, and 6) publication (Google class stream/ You Tube channels). The study implies the use of PBL model is suitable for the students during this pandemic situation. It promotes the students' creativity, autonomous learning, and critical thinking skills.

Keywords: literature, project-based learning, ELT

Lestari Setyowati is a fulltime lecturer of English Language Education Study Program, Faculty of Letters, Universitas Negeri Malang, Malang, East Java, Indonesia. She earned her Bachelor's, Master's, and Doctoral degrees in ELT from Universitas Negeri Malang. Her subject interests are EFL writing, instructional media, literature and ELT.

RE8

**“VOICETUB” AS AN EXTENSIVE LISTENING RESOURCE:
IS IT WORTH EXPLORING?**

Eka Wahjuningsih

University of Jember, Indonesia
wahjumerry@gmail.com

Abstract: In this Internet era, there have been abundant resources that a teacher can explore for teaching English including Extensive Listening. Teachers can assign the students to do Extensive Listening inside or outside the classroom. However, there are still many teachers who do not know where to find the resources which are suitable for the students' levels and preferences. This study aims to report the data obtained by exploring one of the resources that can be used in teaching Extensive Listening called “Voicetub”. The students were assigned to listen to the audios existing in “Voicetub” and they had to write a logbook for four weeks. Then, they had to fill in the questionnaire provided by the researcher to know their opinion about “Voicetub”. The result shows that “Voicetub” is worth exploring as one of the resources to teach Extensive Listening.

Keywords: Voicetub, logbook, Extensive Listening

Eka Wahjuningsih is a lecturer in the English Department, Faculty of Teacher Training and Education, Jember University. She earned her bachelor degree from this university and her master degree from State University of Malang. Besides teaching English skills, her interest is in topics related to the usage of technology in the teaching and learning process.

RE9

USING PEER GROUP TEACHING METHOD TO REDUCE STUDENTS' SPEAKING ANXIETY OF GRADE X AT SMA SWASTA BINA BERSAUDARA MEDAN

Neni Afrida Sari Harahap
Universitas Negeri Medan, Indonesia
neniafrida2@gmail.com

Abstract: This research is aimed at using peer group teaching method to reduce students' speaking anxiety at SMA Bina Bersaudara Medan. The researcher applied a quantitative method with experimental design. The participants are 40 students from SMA Bina Bersaudara Medan, assigned to experimental and control groups. The instruments of data collection were questionnaires, speaking tests, observation and interviews. The research findings show that using peer group teaching method reduces students' speaking anxiety, as was proven by the mean score of students' speaking anxiety in experimental groups being lower than the control class ($54.01 < 61.55$). Aside from that, the probability value was smaller than the significant level ($0.027 < 0.05$). The mean score of students' speaking skill in the experimental groups was higher than the control group ($65.80 > 56.28$). This finding is supported by the probability value, which is lower than the significant level ($0.008 < 0.05$). This result emphasizes that using the peer group teaching method significantly reduces students' speaking anxiety at SMA Bina Bersaudara Medan.

Keywords: anxiety, peer group teaching, speaking

Neni Afrida Sari Harahap is a lecturer in the English Department at the State University of Medan, Indonesia. She earned her Master's degree (M.Hum.) in Applied Linguistics from the State University of Medan. Her research interest is in EFL teaching and learning.

RF7

**CERTIFIED TEACHERS' INSTRUCTIONAL WRITING ACTIVITIES:
A REFLECTION OF TRADITIONAL OR COMMUNICATIVE VIEW?**

Faisal

Universitas Muhammadiyah Purwokerto, Indonesia
f.faisalaulia2018@gmail.com

Abstract: This paper reports an investigation of the teaching of English as a foreign language (EFL) at the Indonesian junior secondary school level. Drawing on the principles of the EFL teaching in the current Indonesian curriculum (MoEC, 2013; MoNE, 2007), it looks into teachers' EFL writing instruction. It employed a case study approach and utilized in-depth semi-structured interviews, classroom observations and stimulated recalls to analyze this dimension through both self-reports and instances of instructional practices. It involved seven English teachers who have been professionally certified under the Indonesian laws regarding teacher quality. A striking result to emerge from the data analyses was that most of these teachers' writing instruction activities reflected a traditional rather than communicative view. They primarily offered skilled-based writing exercises, practiced teacher-centered instruction, and were oriented to accuracy. The practice of the traditional approach isolated their students from their actual writing efforts and the context of writing for communicative purposes.

Keywords: certified teachers, writing instruction, traditional view, communicative view

Faisal is a teaching staff at the English Education Programme, Universitas Muhammadiyah Purwokerto, Indonesia. His interests include techniques to teach writing, teacher professional development, and teacher pedagogical content knowledge. His current publications concern mnemonic devices applied in teaching descriptive, recount, and procedure texts and dimensions of pedagogical content knowledge required by the Indonesian laws on teachers to teach English at the secondary levels.

RF8

**USING ENVIRONMENTAL ISSUES FOR ESSAY WRITING CLASS:
THE STUDENTS' VIEWS AND CHALLENGES**

Lestari Setyowati, Karenia Jannah Dewi Prayogo, and Bunga Almia Gane Sari Santina Putri

Universitas Negeri Malang, Indonesia

lestari.setyowati.fs@um.ac.id; karenia.jannah.1902216@students.um.ac.id;

bunga.almia.1902216@students.um.ac.id

Abstract: Environmental degradation is real and it presents threats to all living habitat on earth. Thus, the inclusion of environmental issues for a language class is essential. This paper is intended to describe 1) the students' perspective on using environmental topics for essay writing class, and 2) the students' problems when writing the essays. The study uses a case study design. There were 17 students who participated in the research. The instruments were interview and chat documentations. The data were collected in June 2021. All data were in the form of words and sentences. The result shows that: 1) most of the students said that the environmental issues are informative, important, useful, needed, effective, real, and educative. The use of environmental issues helped them to enhance their environmental awareness; 2) almost all students have psychological problems when writing an essay, such as anxiety, nervousness, the feeling of pressure in timed writing, self-demand of perfect work, and low self-confidence. The psychological problems might be triggered by the demand of more readings about environmental issues to make the essay convincing. The result implies that content-based material discussing environmental topics should be incorporated into EFL writing class.

Keywords: environment, essay, issues, problems, views

Lestari Setyowati is a fulltime lecturer of English Language Education Study Program, Faculty of Letters, Universitas Negeri Malang, Malang East Java, Indonesia. She earned her Bachelor's, Master's, and Doctoral degrees in ELT from Universitas Negeri Malang. Her subject interests are EFL writing, instructional media, literature and ELT.

Karenia Jannah Dewi Prayogo is an undergraduate student of English Language and Literature, Faculty of Letters, Universitas Negeri Malang. She is now in her fifth semester of studying in the Faculty of Letters, Universitas Negeri Malang.

Bunga Almia Gane Sari Santina Putri is an undergraduate student of English Language and Literature, Faculty of Letters, Universitas Negeri Malang. She is now in her fifth semester of studying in the Faculty of Letters, Universitas Negeri Malang.

RF9

**UNDERSTANDING VARIETY AND FUNCTIONS OF TYPOGRAPHY
IN TEENAGE NOVELS**

Yusnita Febrianti

Universitas Negeri Malang, Indonesia
yusnita.febrianti.fs@um.ac.id

Abstract: One aspect of multimodality that rarely gains attention is typography. Due to its presentation, written language is considered multimodal because it facilitates the construal of meaning of two modes i.e. language and typography (Kress, 2010; Stockl, 2005). The preliminary stage of this study is an observation on teenage novels, which revealed the use of a combination of standard font and ornamental handwriting like typography in its pages. Apart from its purpose to convey the narrative of the stories, it is presumed that the novels are presented in such a way for a specific purpose. Therefore, the study aims to elaborate on the variety and functions of typography found in these teenage novels. The data analyses were conducted using Stockl (2005) and Van Leeuwen (2006). Based on its position in the text, typography can occupy four different domains of microtypography, mesotypography, macrotypography, and paratypography (Stockl, 2005). Furthermore, each typographic style can be elaborated based on its distinctive features in the letterform, including weight, expansion, slope, curvature, connectivity, orientation, and regularity (Van Leeuwen, 2006). The results of the study provide insights into the variety of typography found in teenage novels. More importantly, it maps out the typography functions for the possible reading mechanism of teenage novels.

Keywords: typography, font, hand-writing, letterform, teenage novels

Yusnita Febrianti is a faculty member at the English Department, Universitas Negeri Malang (UM). She finished her undergraduate study in English Language Teaching in 2004, Master's degree in Applied Linguistics in 2011 and a PhD in Applied Linguistics in 2020. Her research interests include the topics in Discourse Analysis, SFL, and Multimodality.

ORGANIZERS

Steering Committee : Prof. Utami Widiati, Dean of Faculty of Letters, UM
Dr. Primardiana H. Wijayati, Vice Dean for Academic Affairs,
Faculty of Letters, UM
Dr. Suharyadi, Head of Department of English, Faculty of
Letters, UM
Dr. Anik Nunuk Wulyani, Secretary of Department of English,
Faculty of Letters, UM
Dr. Latisha Asmaak Shafie, Head of the Academy of Language
Studies, UiTM Perlis Branch

Organizing Committee

Chairperson : Hasti Rahmaningtyas, M.A.

Treasurers : Elvira Rosyida, M.R., M.Pd.
Dr. Lestari Setyowati

Divisions

Abstract : Nur Hayati, M.Ed.
Dr. Nanang Zubaidi

Secretariat : Rahmati Putri Yaniafari, M.Pd
Nova Ariani, M.Ed.
Ira Maria Fran Lumbanbatu, M.Hum.
Dr. Sari Karmina
Ibnuz Zaki, S.S.

Program and Sessions : Dr. Niamika El Khoiri
Dr. Utari Praba Astuti
Nabhan F. Chiron, M.A.
Sri Andreani, M.Ed.
Siti Sarina Sulaiman, M.App.Ling.

Design and Publication : Inayatul Fariha, M.A.
Dr. Ahmad Heki Sujiatmoko
Himawan Prakosa, S.S.

Proceedings : Dr. Nunung Suryati
Dr. Yusnita Febrianti
Herditya Wahyu Widodo, M.A.
Dr. Razlina Razali
Surina Nayan, M.A.
Adi Afzal Ahmad, M.Ed.

| | |
|---|---|
| Website | : M. Luqman Hakim Rofi'i, M.Pd. |
| Contact Person | : Ira Maria Fran Lumbanbatu, M.Hum. Drs. Sigit Selandono |
| Documentation | : Muhammad Alhan Ananta Putra Olga Amanda Atsari |
| Parallel Session Moderators and Zoom Hosts | : Sherinkeshia Usagi Arneta Syahnia Indah Kurnia Herliani Rahma Sekar Andini Yerisha Maharani Putri Lucia Geneviave Bella Shinta Dedhi Lugita Hadi Wijaya Arum Pertiwi Dwi Putri Andayanana Farah Wardatul Afifah Dinda Permata Hati Rafika Ayu Shofyanti Moch Ekky Syahrudin Yulia Fida Setyawati Aulia Rachma Pratiwi |



The International English Language
Teachers and Lecturers
(iNELTAL) Conference

VIRTUAL CONFERENCE

August 21-22 2021



Department of English,
Faculty of Letters,
Universitas Negeri Malang (UM)



UNIVERSITI
TEKNOLOGI
MARA

*Cawangan Perlis
Kampus Arau*

Academy of Language Studies,
UiTM Perlis Branch