PROGRAM BOOK

The 7th
InterNational English Language Teachers and Lecturers (iNELTAL) Conference

13 - 14 September
2024

Department of English
Faculty of Letters
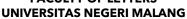Universitas Negeri Malang

Program Book

13 – 14 September 2024

Organized by the Department of English Faculty of Letters Universitas Negeri Malang

With this Year's Theme:
Global Insights: Evolving Trends in English Education, Linguistics, and Literature

InterNational ENGLISH LANGUAGE TEACHERS AND LECTURERS (iNELTAL 2024)
FACULTY OF LETTERS
UNIVERSITAS NEGERI MALANG
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Malang, 13 September 2024

Dear iNELTAL presenters and participants,

It is a great pleasure for me to welcome you all to the InterNational English Language Teachers and Lecturers (iNELTAL 2024) hosted annually by the Department of English, Faculty of Letters, Universitas Negeri Malang. This year we conduct all the keynote and parallel presentations through an online platform to provide flexibility for people with tight schedules or those who prefer remote participation.

iNELTAL 2024 aims at providing both the presenters and participants with a forum to share their knowledge, skills, thoughts, as well as their best practices related to this year's theme: "Global Insights: Evolving Trends in English Education, Linguistics, and Literature". Other key topics in the seminar include (a) 21st Century Teaching Methodology; (b) Innovative Teaching and Learning in ELT; (c) Artificial Intelligence in Language Teaching and Learning; (d) Bilingual/Multilingual ELT; (e) Content and Language Integrated Learning; (f) Dynamic Changes in ELT Curriculum; (g) English Medium Instruction; (h) Gender in ELT; (i) Global Issues in ELT; (j) Instructional Media in Language Teaching and Learning; (k) Issues in Classroom Assessment Practices; (l) Teacher Professional Development; (m) Teaching English for Young Learners; (n) Teaching Linguistics and Literature.

Prominent scholars in the field of education, language and literature are invited to share their insights and expertise on issues related to the theme. We proudly welcome Prof. Nunung Suryati, Universitas Negeri Malang, Indonesia; Prof. Alexius Chia, National Institute of Education, Nanyang Technological University, Singapore; Prof. Mohammad K. Kabilan, University Sains Malaysia, Malaysia; and Prof. Anneleen Masschelein, KU Leuven, Belgium.

We are delighted to see many academics, researchers, practitioners, teachers, and students participating in this online seminar. We strongly hope that you can take as much benefit as possible from this conference.

Have a great conference day.

Prof. Dr. Hariyono, M.Pd.
Rector, Universitas Negeri Malang

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PROGRAM SCHEDULE
InterNational English Language teachers and Lecturers (iNELTAL) 2024
Virtual Conference
"Global Insights: Evolving Trends in English Education, Linguistics, and Literature"

Day One
Friday, 13 September 2024
07:30 – 15:30

TIME	AGENDA	ROOM
07:50 – 08:00	Call to Order	Link: https://bit.um.ac.id/iNELTAL2024 Meeting ID : 958 5479 7874 Passcode : 853765
Opening Ceremony		
08:00 – 08:30	● National Anthem: Indonesia Raya ● Video Profile: Fakultas Sastra, UM ● Greetings by the Head of English Department ● Opening Remarks by the Dean, Faculty of Letters, Universitas Negeri Malang MC: Erli Wahyuningtiyas Sudarmiati & Nanang Zubaidi	Link: https://bit.um.ac.id/iNELTAL2024 Meeting ID : 958 5479 7874 Passcode : 853765
Keynote Speech		
Time	**Keynote Speakers**	**ROOM**
08:30 – 09:15	**Prof. Mohammad K. Kabilan** Universiti Sains Malaysia, Malaysia **"Navigating the Future of English Language Education using Artificial Intelligence: Practices and Challenges"** Moderator: Nurenzia Yannuar, Ph.D.	Link: https://bit.um.ac.id/iNELTAL2024 Meeting ID : 958 5479 7874 Passcode : 853765
09:15 – 09:30	Break	
Parallel Session One		
Time	**Room and Zoom Link**	
09:30 – 11:00	Room A	Link: https://bit.um.ac.id/iNELTAL2024 Meeting ID : 958 5479 7874 Passcode : 853765
	Room B	
	Room C	
	Room D	
11:00 – 13:00	**Break** **Friday Prayer**	

Parallel Session Two		
Time	**Room and Zoom Link**	
13:00 – 14:30	**Room A**	Link: https://bit.um.ac.id/iNELTAL2024
	Room B	Meeting ID : 958 5479 7874
	Room C	Passcode : 853765
	Room D	
14:30 – 14:45	Break	
Keynote Speech		
Time	**Keynote Speakers**	**ROOM**
14:45 – 15:30	**Prof. Anneleen Masschelein** KU Leuven, Belgium "**Authotheory as Trend and Challenge for Contemporary English Cultural Studies**" Moderator: Nabhan Fuad Choiron, M.A.	Link: https://bit.um.ac.id/iNELTAL2024 Meeting ID : 958 5479 7874 Passcode : 853765
15:30 – 15:45	**Announcement**	

Day Two
Saturday, 14 September 2024
07:50 – 11:30

TIME	AGENDA	ROOM
07:50 – 08:00	Call to Order	Link: https://bit.um.ac.id/iNELTAL2024 Meeting ID : 958 5479 7874 Passcode : 853765
Keynote Speeches		
Time	Keynote Speakers	ROOM
08:00 – 08:45	**Prof. Nunung Suryati** Universitas Negeri Malang, Indonesia **"Lesson Study: Professional Learning for In-service EFL Teachers"** Moderator: Nanang Zubaidi, Ph.D.	Link: https://bit.um.ac.id/iNELTAL2024 Meeting ID : 958 5479 7874 Passcode : 853765
08:45 – 09:30	**Dr. Alexius Chia** National Institute of Education, Nanyang Technological University, Singapore **"Reimagining Literacy: A Multimodal Approach"** Moderator: Anik Nunuk Wulyani, Ph.D.	Link: https://bit.um.ac.id/iNELTAL2024 Meeting ID : 958 5479 7874 Passcode : 853765
09:30 – 09:45	**Break**	
Parallel Session Three		
Time	Room and Zoom Link	
09:45 – 11:15	Room A	Link: https://bit.um.ac.id/iNELTAL2024 Meeting ID : 958 5479 7874 Passcode : 853765
	Room B	
	Room C	
	Room D	
	Room E	
Closing Ceremony		
TIME	AGENDA	ROOM
11:15 – 11:30	**Closing Speech** Yusnita Febrianti, Ph.D. Chairperson iNELTAL 2024 MC: Nafisa Arinda Ningrum	Link: https://bit.um.ac.id/iNELTAL2024 Meeting ID : 958 5479 7874 Passcode : 853765

TIMETABLE OF iNELTAL 2024 PARALLEL SESSIONS
13 – 14 September 2024

"Global Insights: Evolving Trends in English Education, Linguistics, and Literature"

Day 1,
13 September 2024
Parallel Session One (09:30 – 11:00)

ROOM	PRESENTERS	TITLE
A	Nastiti Ulil Azmi	Navigating the Digital Landscape: Effective Methods for Teachers to Foster Reading Skills through Digital Literacy
	Nindy Silvi Juliani Ima Chusnul Chotimah	The Effect of Using SQ5R Strategy and Poster in Teaching Reading Comprehension
	Ratih Dewi Imrotul Hasanah Anik Nunuk Wulyani Nanang Zubaidi	Adventure Awaits: Transforming Reading Comprehension with Interactive CYOA Stories for University Learners
	Siti Rosyiani Khalisha Francisca Maria Ivone Utari Praba Astuti	Reading Strategies used by High Achieveers across High School Majors
	Dini Ayu Riswanti Sari Karmina	The Effectiveness of Theme-based Subtitled Videos (TSV) to Improve EFL Junior High School Students' English Vocabulary
B	Bianda Alzena Benyamin Lestari Setyowati	Second Year Students' Difficulties and Strategies in Writing Essays for Prose Analysis
	Endah Yulia Rahayu Oktavia Tri Sanggala Dewi	Current Trends in EFL Writing Instruction: Real-World Integration, Global Communication and Technology Enhancement
	Renita Donasari Yogi Rohana	Students' Perception on the Use of Genre-Based Approach and Project-Based in EFL Writing
	Syifaa Khoirunnisaa Haidir Algi Gaffar Faridha	A Discourse Analysis of Cohesive Devices in Human and AI-produced Personal Statements
	Siti Muniroh Sri Andreani Mirjam Anugerahwati Metaria Dian Indah Silfia	A Correlational Study between Students' Competencies in Vocabulary Mastery, Reading Comprehension and Critical Literacy

ROOM	PRESENTERS	TITLE
C	Atika Kumala Dewi	Increasing English Speaking Skills through Bloom Taxonomy Questions in Oral Quiz Settings for EFL Students
	Austhenya Zahra Dc Zulkarnaen Dessy Fitriana Putri Pratama	The Influence of First Language and Ethnicity on Students' English-Speaking Performances
	Maria Hidayati	Students' Perspectives on the Impact of Listening to Speaking Skills
	Siti Maria Ulfa	Out-of-Class Language Learning Activities in Pre-Intermediate Speaking Class: A Log Study
	Maria Josephine Kriesye S. Kristin Anggraini	The Impact of Educational Games "Brainy Games" on 5 - 6 year-old Children's Vocabulary Acquisition
D	Jesica Widya Ning Putri	Using Flascard to Improve Fourth Grade Students' Vocabulary Mastery at SDN Kunjang 3
	Satriani Dinda Bunga Shabrina Nahdia Ilma Nafisah	Investigating EFL Students' Perceptions of Informal Digital Learning and Its Impact on Vocabulary Acquisition
	Noni Mia Rahmawati Yazid Basthomi Utami Widiati Nurenzia Yannuar Suharyadi Mohd Iqbal Ahamat	Personalised English for Specific Purposes in Indonesian Higer Education: A Look through the Teachers' Lens
	Nanang Zubaidi	Unveiling EFL Teachers' Feedback on Writing Practices in Tertiary Education

Day 1,
September 13, 2024
Parallel Session Two (13:00 – 14:30)

ROOM	PRESENTERS	TITLE
A	Lestari Setyowati Sari Karmina Sony Sukmawan	The Effectiveness of Project-based Learning on Students' Story Writing Performance
	Umniyah Juman Rosyidah Suharyadi Francisca Maria Ivone	Which Gamification Elements Contribute to the English Proficiency? A Study on Junior High School Level
	Beny Hamdani	EFL Teachers' Challenges on Professional Development in Teaching English across Schooling in Remote Area
	Fitriyani	The Effectiveness of Game-based Learning Using Teaching Grammar: A Systematic Literature Review
	I Gde Putu Agus Pramerta	An Investigation of the Gen Z Student's Self-Regulated Learning: Does Self-Efficacy Matter?
	Ina Toriqotul Muroqobah Khalida Kirana Rina Febriana	Building Children's Motivation: Strategies for Teaching English to Kindergarten Children at the Beginner Level
B	Nurul Aini	Imperfect Artificial Intelligence in Education (AIEd) in English Writing Contexts at Higher Education: Current Issues and Critiques
	Ria Fakhrurriana Griseldis Faden Herdina	Enhancing English Proficiency: The Role of AI in Language Learning
	Bambang Yudi Cahyono Titik Lina Widyaningsih	EFL Teachers' Attitudes Toward Technology Use and their Practices in the Post-Pandemic Context
	Zizi Nurhikmah	Empowering Students' Speaking Skill through Digital Story Telling
	Luh Sri Damayanti	From Classroom to Screen: Understanding the Perceptions of English Online Learning among Tourism Students and Lecturers in Bali
	Putu Yoga Sathya Pratama Gusti Ayu Putu Indira Maha Rani Komang Laura	The Reality of English Competence among Young Balinese Learners
	Yusnita Febrianti Anik Nunuk Wulyani Shirly Rizki Kusumaningrum Joni Agung Sudarmanto	Designing Integrated Program for Teaching Language, Literature, and Arts for Young Learners

ROOM	PRESENTERS	TITLE
C	Zeni Maulidiana Fibriani Nursamsu Naila Fathiya Ulya	Innovative Teaching Strategies in ELT: Leveraging Canvas for Effective Online Learning Management
	Tryning Rahayu Setya Wijaya	The Implementation of Social-Emotional Learning (SEL) in Multicultural Classroom at SMA Negeri 1 Kepanjen
	Titik Puspitasari Nurenzia Yannuar	Unlocking Language Barriers: Indonesian CFL Students' Views on Lecturers' Translanguaging Practices
	Syafira Alfiani Istiana Sandy	Teaching English for Inclusive Students: Case Study in Binar Junior High School
	Shohibatul Yumna Ikmaliya Francisca Maria Ivone	English Department Students' Extensive Listening Patterns
D	Desyrianti Ramadhani Dian Novita Sari Rizdika Mardiana	Indonesian EFL Teachers' Performance on Listening Test Questions across CEFR Levels: An Exploration through Narrative Inquiry
	Mirjam Anugerahwati	How English Teachers at VHS Decide on their Teaching Materials
	Kusumarasdyati	"But I Deserve a Higher Score!": Action Research to Enhance Fairness in Scoring a Test
	Maya Puspitasari	Revisiting Washback Inquiries in Indonesia
	Siusana Kweldju	Issues in Assessing Young Language Learners
	Atika Kumala Dewi	Improving English Speaking Skill of Salafiyah Boarding School Students by Discovery Learning Model

Day 2,
September 14, 2024
Parallel Session Three (09:45 – 11:15)

ROOM	PRESENTERS	TITLE
A	Aisyah Aulia Nawal Shalsha Ardya Amanda Hapsari Yasintya Praadzani	Beyond the 7th WDC Title: Understanding Lewis Hamilton's Speech Style through the Lens of Social Change and Career Progression
	Lailatun Nisvi Rizki Amalia Annishah Mirjam Anugerahwati	Rural and Urban Vocational High School EFL Teachers' Attitudes and Practices on Intercultural Communicative Competence
	Mariana	Silent Voices, Loud Learning: Exploring English Learning for the Deaf
	Moh Ruzin Muhammad Hanafi Celiacika Gustisiwi Puteri	From General English to ESP: A Needs Analysis for Developing Specialized Course for Mechanical Engineering
	Siti Muniroh Mirjam Anugerahwati Metaria Dian Indah Silfia	Integrating CLIL and Cambridge Curriculum into English, Science, and Math Subjects
	Aida Rahima	Exploring Gender Differences in Using Hashtags in TikTok's Short Videos
B	Alviera Rahma Farikhta Nur Indah Maulidya	The Contrast of Shampoo Advertisements based on Sociolinguistics Aspect: L'Oreal vs. Lifebuoy
	Astri Mardilla Ramli Lailatul Nurjannah	EFL Teachers' Awareness in Pragmatics Features Related to Compliments Responses
	Bima Wahyu Narendhra	The Investigation of Social Dialects on "Lemantun" Short Movie: A Sociolinguistic Perspective
	Dayandri Trisatya Fatanabullah	Analysis of Differences in Language Styles of Middle Eastern and European Commentators in Football
	Della Ferbrianti Nahdia Ilma Nafisah	Interrogating Cultural Norms: A Comparative Study of Maxim Violations in Multi-Ethnicity Classroom
	Deni Yatri	Pragmatic Analysis of Anger Expression and Maxims Usage in Instagram Comments on Palestine-Israel War Posts
	Dewi Indah Berliana	Nanda Arsyinta's Language Style as a Beauty Influence on Instagram in Product Promotion

ROOM	PRESENTERS	TITLE
C	Dinda Bunga Shabrina Muflikhah Ulya	A Corpus-based Comparative Study of Modal Verb Usage in Indonesian Senior High School English Textbook
	Fidela Azmi Parahita	Exploring Code-Mixing Practices among Multilingual Speakers in a WhatsApp Conversation
	Hexas Ananta Thesar Muhammad Wildan Syahrul Rifqi Daffa Zaira Avichenna Muhammad Rafi Rinaldi	Regional Language Influences on the Production of Indonesian Stop Consonants
	Krisma Aulia Ayu Wardani	Exploring the Phenomenon of "Bahasa Skincare" Among Female TikTok Users
	Mochammad Wafi Hasan Mustofa Reza Ahmad Zahid	Impoliteness Strategies Analysis of Coach Justin about Football in Social Media
D	Mochamad Nasrul Chotib Kukuh Prayitno Subagyo M. Misbahul Amri Abdul Mukhid Herditya Wahyu Widodo	Using the Script Impersonating Technique to Build Students' Communicative Skills in A Students' Workshop
	Wahyu Chandra Wienanda Muhammad Muqorrobin	Responses to Compliments: Analyzing Gender-Specific Strategies
	Siti Nadhifah Nur Mukminatien	Analyzing Mr. Brown's Illocutionary Acts in Mind Your Language Movie: Enhancing Pragmatic Competence in EFL Teaching
	Nurenzia Yannuar	Exploring the Features of Indonesian English: Linguistic Diversity and Cultural Influences
	Nur Giana Febrianti Annisa Rohmadhani	The Challenges and Opportunities of Speech Acts in EFL Classroom: A Literature Review
	Novia Tarisya Fitri Suhada	An Analysis of Pandhalungan (Jemberan) Language
E	Lestari Setyowati Sari Karmina Sony Sukmawan	Project-based Learning for Creative Writing Class (A Case Study)
	Mochamad Nasrul Chotib	Using "Fielding Literature" as an Alternative Teaching Strategy to Increase Students' Literacy and Critical Comprehension
	Muhammad Muqorrobin Fitrawati	Sorry Speaks Volume: Exploring Gendered-Apology Strategy

ROOM	PRESENTERS	TITLE
	Muhammad Rasyidan Ghiffari Ilmansyah Muhammad Chusnul Roviq Muhammad Veri Adrianto Ivansa Taufiqur Rachman	Semantic Analysis of "Epic": The Musical
	Muhammad Reiza Prima Yandi Nayadiva Puspita Maharani	The Analysis of College Students' Perspectives toward the Use of Uppercase Letter at the Beginning of a Sentence in WhatsApp Chatting
	Endang Mastuti Rahayu Nunung Nurjati	Exploring Teacher's Perception of the Washback Effect of EFL Assessment in Junior High School

NOTES FOR PARALLEL PRESENTERS

1. The parallel sessions are conducted in 4 - 5 different breakout rooms. To join the breakout room, click "**Breakout Room**" button, choose the room based on your assigned schedule (See Timetable of the Program Book), then click "**Join**".
2. The rooms are as follows:
   a) Room A
   b) Room B
   c) Room C
   d) Room D
   e) Room E
3. There will be a host and a moderator in each virtual room.
4. The Moderator will provide assistance in:
   a) moderating the sessions,
   b) checking the presentation time.
5. The Host will provide technical assistance related to the virtual room.
6. There are three parallel sessions in each room, accommodating 5 - 6 presenters.
7. The time allocated for five to six paper presentations in each room is 90 minutes. Each presenter will have 15 minutes (approx. 10 minutes for presentation and 5 minutes for the Q&A).
8. Screensharing is operated by each presenter.
9. Certificates for presenters will be distributed only when they join at least 75% of the series of events in the seminar (6 sessions out of 8 scheduled sessions, including the keynote speech and the parallel sessions). An attendance list will be shared at the end of each session.
10. When joining a Zoom room, presenters must rename themselves using the following template: **[Room Name.Presenter.Full Name]**; for example: **[C.Presenter.Karkono]**.
11. All sessions will start on time and late attendance is not allowed after 15 minutes the session has started. Please check your internet connection beforehand.

NOTES FOR PARTICIPANTS

1. Participants can join Keynote Presentation sessions through the Zoom link sent via email or the link provided in the program book and on http://isolec.um.ac.id/.
2. Participants must check the schedule of the parallel session in the program book and choose accordingly.
3. The parallel sessions are conducted in 4 to 5 different breakout rooms. To join the breakout room, click "**Breakout Room**" button, choose the room you want to join, then click "**Join**".
4. Participants must join a session no later than 20 minutes after it starts. Please check your connection beforehand.
5. When joining a Zoom room, participants must rename themselves using the following template: **[Participant.Full Name]**; For example: **[Participant.Ardhito Pramono]**.
6. Participants should join all sessions. Attendance lists will be shared at the end of each session.
7. During Keynote Presentation sessions, participants can write questions in the Chatbox. The questions will be answered by the speaker during the Q&A session after the presentation.
8. During the parallel sessions, participants can write their questions in the Chatbox. The questions will be read by the moderator in the allocated time.
9. Certificates for participants will be distributed only when they join at least 75% of the series of events in the seminar (6 sessions out of 8 scheduled sessions, including the keynote speech and the parallel sessions). An attendance list will be shared at the end of each session.

Keynote Speeches

Keynote Speech I

Navigating the Future of English Language Education using Artificial Intelligence: Practices and Challenges

Muhammad Kamarul Kabilan
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kabilan@usm.my

Abstract:

Artificial Intelligence (AI) is revolutionizing English education, offering unprecedented opportunities for personalized learning, enhanced engagement, and streamlined assessment. However, with these advancements come significant challenges that educators and institutions must navigate. In this keynote presentation, the presenter will explore the transformative impact of AI on English education. He will also examine practical applications of AI in the classroom, such as adaptive learning platforms, automated feedback systems, and AI-driven language models that support student learning and teacher effectiveness. Case studies will illustrate how AI is being integrated into diverse educational settings, from K-12 to higher education, highlighting both successes and obstacles. The presentation will also address critical issues, including ethical considerations, the digital divide, and the need for professional development to equip educators with the skills to effectively leverage AI tools. By analyzing these practices and challenges, we aim to provide a balanced perspective on the future of English education, offering insights into how AI can be harnessed to enhance teaching and learning while ensuring equity and ethical integrity.

Keywords: personalized learning, transformative impact, Artificial Intelligence

Biodata:

Professor Dr. **Muhammad Kamarul Kabilan** teaches at the School of Educational Studies, Universiti Sains Malaysia, Penang. His research interests include ICT/social media and English Language Education and, professional development and critical practices of teachers. He has published widely in his area of research in reputable journals such as *TESOL Quarterly, British Journal of Educational Technology (BJET), Computer and Education, The Internet and Higher Education, Teaching and Teacher Education* and, *Professional Development in Education*. He is currently serving as the Chief Editor of ASIA PACIFIC JOURNAL OF EDUCATORS AND EDUCATION (APJEE) a SCOPUS-indexed journal.

Autotheory as Trend and Challenge for Contemporary English Cultural Studies

Anneleen Masschelein
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Abstract:

Many scholars (eg. Smith and Watson, Couser) have noted a shift towards an increased presence of autobiographical genres, ranging from life writing, to memoir, autofiction and most recently autotheory, also called the 'memoir boom' (Rak). Literary and popular authors increasingly start their writing career with autobiographical texts, to then move to fiction, rather than the other way round. The so-called 'nobody memoir' appeals to authenticity, lived experience and therapeutic value. Autofiction and autotheory question and push some of the boundaries and assumptions of autobiography, but they still partake of the general appeal of 'immediacy' described by Anna Kornbluh. Autotheory has been studied by Lauren Fournier as a feminist artform, linked to alternative or minoritized voices, in terms of gender, ethnicity, sexuality and (dis)ability. In the education of Creative Writing, in artistic research and in theory courses English literature these hybrid types of writing between personal essay, memoir and theory can stimulate students' creativity and engagement, but they also pose challenges for educators.

Biodata:

Anneleen Masschelein is a professor in literary and cultural studies. She is also a programme director of the Cultural Studies MA at KU Leuven University, Belgium.

Lesson Study: Professional Learning for In-Service EFL Teachers

Nunung Suryati
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Abstract:

Quality of teaching has increasingly been viewed as the most significant factor determining the quality of student's learning in school, with numerous studies revealing the significant difference in learning gain achieved by students according to the teachers with whom they worked. The Lesson Study is one of the strategies used to improve the professionalism of initial teacher education. However, the potential of Lesson Study to enhance in-service teacher professional development in the Indonesian context remains unexplored. This presentation explores the integration of the Lesson Study approach, examining their transformative potential for in-service teacher professional development.

The discussion commences by examining how teachers learn, the challenges they experience, and the rationale behind incorporating lesson study, highlighting its significance in improving teaching quality. The presentation then continues with the various models of Lesson Study, their characteristics, and their detailed procedures. These models serve as a foundation for understanding the strength of lesson study models and their applications in English Teacher Professional Development.

The presentation continues with the insights obtained from Lesson Study implementation research from international contexts involving various English teachers at different levels of schools. English teachers can gain a deeper understanding by examining the practice of Lesson Study in promoting their professionalism.

This presentation aims to contribute to developing a more suitable approach to in-service teacher professional development, one that is practical, collaborative, and encourages reflective practice among in-service teachers. By understanding the why, what, and how the Lesson Study is implemented, in-service teachers can improve their teaching quality and impact better student learning.

Biodata:

Nunung Suryati is a Professor from Universitas Negeri Malang, East Java, Indonesia. She has a Masters (Education) from Curtin University of Technology, Australia and PhD (Education) from the University of Newcastle, Australia. She is currently the convener of the Postgraduate Study Program in ELT of the Faculty of Letters, Universitas Negeri Malang. Her research interests include Curriculum Implementation and School Reform, Lesson Study, Mentoring and Supervision, Pre-Service Teacher Education and Classroom Interaction.

Reimagining Literacy: A Multimodal Approach

Alexius Chia

National Institute of Education, Nanyang Technological University, Singapore
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Abstract:

The widespread presence of multimodal texts in our daily lives necessitates their intentional integration into English education. However, their potential to enhance multiliteracies development remains largely untapped, resulting in a significant instructional gap. This presentation explores the integration of multimodal texts, examining their transformative potential for English language teaching and learning.

The discussion commences by examining the rationale behind incorporating multimodal texts, highlighting their significance in fostering a generation of multiliterate learners. The presentation then delves into the 6 semiotic modes framework, providing an in-depth analysis of how meaning is constructed and conveyed through the various modes. This framework serves as a foundation for understanding the complexities of multimodal texts and their applications in English lessons.

Practical guidelines for seamlessly integrating multimodal texts into English language units are also provided, drawing on insights from research projects and professional development initiatives involving multiple teacher cohorts. By examining the effective integration of multimodal texts, educators can cultivate a deeper understanding of their role in promoting multiliteracy development.

Ultimately, this presentation aims to contribute to the development of a more holistic approach to English education, one that acknowledges the diverse semiotic modes inherent in our digital and visual age. By navigating the why, what and how of multimodal texts, literacy educators can unlock their full potential, empowering learners to effectively interpret and create meaning in a multimodal world.

Biodata:

Alexius Chia is a Senior Lecturer from the National Institute of Education (NIE), Singapore. He has a Masters (Applied Linguistics) and PhD (Education) from Nanyang Technological University, Singapore. He has held the several leadership positions at NIE, including Head of the Teachers Language Development Centre. Alex is currently Associate Dean of NIE International.

Alex's work mainly revolves around NIE's teacher education programmes but he remains very much in touch with the educational community locally and regionally. His research interests include the following Curriculum Implementation and School Reform, Literacy, Multiliteracies, Multimodality and Teacher Professional Learning.

Parallel Sessions

PARALLEL SESSION ONE
Day 1
13 September 2024

ROOM A

Navigating the Digital Landscape: Effective Methods for Teachers to Foster Reading Skills through Digital Literacy

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Abstract:

This study aims to investigate effective methods for teachers to enhance students' reading skills through digital literacy. Employing a qualitative research approach, semi-structured interviews were conducted with teachers experienced in incorporating digital tools into their reading instruction. The data were analyzed thematically to identify prevalent strategies and their perceived effectiveness. The findings indicate that teachers utilize various digital literacy techniques, including interactive e-books, online reading platforms, and multimedia resources, to engage students and improve their reading skills. These methods not only boost student motivation but also provide personalized learning experiences and facilitate collaborative learning. The study also highlights the critical need for comprehensive teacher training in digital literacy to ensure the effective integration of these tools into the curriculum. Overall, the results suggest that the strategic use of digital resources can significantly enhance students' reading abilities, offering valuable insights for educators navigating the digital landscape.

Keywords: Reading skills; Digital literacy, teacher's strategy

The Effect of Using SQ5R Strategy and Poster in Teaching Reading Comprehension

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Abstract:

This study examines how combining the SQ5R strategy and poster affects students' reading comprehension. Since the group for this study is not randomly selected, a quasi-experimental design is used. The population comprises students of an Indonesian senior high school. The sample was selected using purposive sampling, in which XI-1 became the experimental class, and XI-2 was the control class. The experimental class consisted of 20 students, and the control class consisted of 25 students. The instrument consisted of two written tests; a pre-test and a post-test. Students' reading comprehension achievement was measured as the dependent variable, and the combination of the SQ5R strategy and poster was measured as the independent variable. An independent sample test was utilized to analyze the data. The result suggests that the combination of the SQ5R strategy and poster was conducive to significantly higher students' reading comprehension skills, in which the significant value (0.000) was lower than the alpha value (0.005). It can be concluded that the combination of the SQ5R strategy and poster significantly affects students' reading comprehension skills.

Keywords: SQ5R Strategy, Poster, Teaching Reading Comprehension

Biodata:

Nindy Silvi Juliani is a student of the Department of English Language Education, Faculty of Educational Science, Universitas PGRI Jombang. She can be contacted at email nindydy3@gmail.com

Ima Chusnul Chotimah is a doctoral student at Universitas Negeri Malang. She is also a faculty member of Department of English Language Education, Faculty of Educational Science, Universitas PGRI Jombang, Indonesia. Her educational background and research interest have led her to work in the area of English Language Teaching (ELT). She can be contacted at email: imachus.stkipjb@gmail.com; ima.chusnul.2302219@students.um.ac.id

Adventure Awaits: Transforming Reading Comprehension with Interactive CYOA Stories for University Learners

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Abstract:

Several previous studies have revealed that extensive reading is essential for supporting EFL students' language learning success. Extensive reading involves reading for pleasure outside the classroom, allowing students to read at their own pace, while the traditional approach emphasizes sequential reading comprehension courses. Choose Your Own Adventure (CYOA) interactive books, introduced in 1979, offer an alternative format where readers make choices that determine the story's outcome. It aims to help higher-level students improve reading comprehension through Choose Your Own Adventure (CYOA) stories. This research explores using CYOA stories to enhance EFL learners' reading comprehension. The research methodology is concentrated on applying pre-experimental research design with the subjects of 35 undergraduate students of an Extensive Reading course at a university in Malang. The data was collected based on the student's vocabulary level test, reading speed test, and reading comprehension test. The study indicates a positive impact on students' comprehension and enjoyment, with participants expressing enthusiasm for immersive storytelling. Students appreciated the dual roles of actor and director, allowing them to influence the story's outcome. Thus, it is highly suggested that more branching narratives be incorporated into classrooms to diversify and engage students in improving their reading comprehension skills. The study's success encourages further research on using CYOA stories in different educational contexts.

Keywords: CYOA, Extensive Reading, Narrative Branches

Biodata:

Ratih Dewi Imrotul Hasanah is a student in Universitas Negeri Malang majoring English Language and Education. She did her research in ER class. While pursuing her Master degree, she also tried to put the knowledge she got into practice by working as an English teacher and a team leader in a nutrition company.

Anik Nunuk Wulyani is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her PhD in Applied Linguistics from Victoria University of Wellington (VUW), New Zealand. Her research interests are in the areas of teacher professional development, English Language Teaching, and CALL.

Nanang Zubaidi is an assistant professor in educational linguistics in the Department of English at Universitas Negeri Malang, Indonesia. Nanang's research interests include educational linguistics, interlanguage pragmatics, and applied linguistics. He is a member of Center of Digital Innovation in Language, Literature, Arts, and Teaching (C-DILLAT). ORCID ID: 0000-0003-0840-6374

Reading Strategies Used by High Achievers across High School Majors

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Abstract:

This recent study aimed to investigate the use of reading strategies by high school students across four different majors: Science, Social Studies, Language, and Religion. The participants comprised 94 high-achieving students from MAN 2 Kota Malang who possess a high proficiency level in English. A Strategy Questionnaire for English Reading was administered to collect quantitative data, which was followed by interview sessions to support the primary data and gain a deeper understanding from the participants. The students' responses to the questionnaire were analyzed using descriptive and inferential statistics to evaluate the differences among the variables. The results indicate that students with high English proficiency in different majors employ different reading strategies for comprehending English texts. The findings suggest that students need to be encouraged to use support strategies, such as taking notes or identifying the topic sentence of each paragraph. This research effectively maps out the reading strategies employed by students from various majors, providing valuable insights for teachers and peers to learn from high achievers. Moreover, the results may contribute as a reference for English teachers to design teaching and learning especially in reading based on the needs of students in different majors.

Keywords: reading strategies, high-achiever, high school majors.

Biodata:

Siti Rosyiani Khalisha is a master's degree student in English Language Teaching (ELT) at Universitas Negeri Malang, Indonesia. She earned her undergraduate degree in ELT from Universitas Lambung Mangkurat. Her research interests include ELT, Reading Comprehension, Technology Enhanced Language Learning, and Linguistics.

Francisca Maria Ivone currently teaches at the Department of English, Universitas Negeri Malang. She received a B.A. in ELT from the same institution before pursuing her postgraduate studies at the University of Queensland in Brisbane, Australia. She received her M.A. and PhD in Applied Linguistics from this university. Today, she researches the area of ELT, Technology-Enhanced Language Learning, Extensive Reading, and Collaborative Learning.

Utari Praba Astuti is a lecturer in English Language Teaching (ELT) at Universitas Negeri Malang. She gained her master degree (M.A) of Primary Education from the University of London, UK She joined the postgraduate program at Universitas Negeri Malang and gained her doctorate degree (Dr.) in 2013. Her research interests are in the areas of TEFL, Teacher Professional Development, and Materials Development.

The Effectiveness of Theme-based Subtitled Videos (TSV) to Improve EFL Junior High School Students' English Vocabulary

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Abstract:

This current study aims to measure the effectiveness of theme-based subtitled videos (TSV) to improve EFL junior high school students' English vocabulary. It also focuses on measuring the students' opinions regarding the TSV implementation itself in the learning process. The study was carried out in a rural junior high school in Malang regency, East Java. Twenty-six students of 7th grade were involved as the participants. Pre-experimental design was used as the method of this study to answer the research questions: "Is there any improvement in the students' vocabulary skills after being taught by using TSV? and "What are the students' opinions regarding the implementation of TSV in their vocabulary learning?". Data were collected from the pretest posttest and a likert-scale questionnaire. Then, pretest posttest and questionnaire results were further analyzed using a descriptive quantitative method. The results of the pretest and posttest showed a significant improvement of the students' scores with an increased average from 14.73 to 18.42. The questionnaire results also revealed that the students even showed positive attitudes toward the implementation of TSV in their language learning. These findings inspire EFL teachers and students to consider using TSV to improve receptive vocabulary skills effectively.

Keywords: English vocabulary, junior high school, theme-based subtitled videos (TSV)

Biodata:

Dini Ayu Riswanti is a fresh graduate student of Universitas Negeri Malang majoring at English Department, Faculty of Letters. She chose an English Language Education Program because she has been interested in English since she was a child. At the end of the study, she could finally finish her thesis article entitled "The Effectiveness of Theme-based Subtitled Videos (TSV) to Improve EFL Junior High School Students' English Vocabulary" as the final requirement to earn an undergraduate degree/Sarjana. She finished her Sarjana's program on March, 25th 2024 with a GPA of 3.83 (cumlaude).

Sari Karmina completed her PhD in Education at the Faculty of Education and Social Work. She chose to study at the University of Auckland because it is world-ranked university and her faculty is ranked in the world's top 50. Sari currently works at a university in Malang, East Java as a full-time Lecturer in the Department of English - Faculty of Letters, and concurrently as Manager of its Office of International Affairs.

ROOM B

Second Year Students' Difficulties and Strategies in Writing Essays for Prose Analysis

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Abstract:

Abstract: Writing essays has become one difficult thing for students, especially in writing essays for prose analysis. There are various factors of difficulties faced and it needs strategies to overcome it. The purposes of this research are to investigate the difficulties faced by the second year students and the strategies that the students used to overcome their difficulties in writing essays for prose analysis. This research used qualitative research with a case study method. The instruments used interview, observation, and documentation. The essays written by the students were made into magazine projects. The results indicated that the students' difficulties in writing essays for prose analysis were found that the most students have difficulty in grammar and the strategies that the most students used were mind mapping and keep practicing.

Keywords: Difficulties, strategies, writing essays, prose analysis.

Biodata:

Bianda Alzena Benyamin is an undergraduate student of English Language Education at the Department of English, Faculty of Letters, Universitas Negeri Malang. She is currently undergoing her final project, which is an undergraduate thesis. Her research for the undergraduate thesis is about writing, one of the aspects of English skills.

Lestari Setyowati is a full-time lecturer in English department, Faculty of Letters, Universitas Negeri Malang. Her research interest is EFL writing, literature for language teaching, environmental education in ELT.

Current Trends in EFL Writing Instruction: Real-World Integration, Global Communication, and Technology Enhancement

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Abstract:

Improved academic writing performance and learner perspectives can be achieved by EFL writing teaching history, multimodal composition pedagogy, and integrated skills interventions. Teachers should mix classic language teaching approaches with EFL writing education trends. Writing instruction in EFL must alter to better prepare students for global communication. Writing skills are in high demand because English is still the world's most widely spoken language. The study looks at how EFL writing education includes real-world scenarios, global communication, and technology. Presentation-Assimilation-Discussion-Exercise (PADE), disciplinary argumentation models, peer scaffolding, project-based learning (PBL), and Plotagon can help students enhance their writing abilities. EFL writing instruction emphasises real-world tasks and technology, but grammar, vocabulary, and sentence structure must be maintained. Students of languages require advanced writing exercises that promote critical thinking and creativity. Project-based learning, peer collaboration, real-world challenges, and technology-enhanced approaches improve students' writing, critical thinking, and cross-cultural communication skills. Innovative pedagogy and technology can help students communicate in English on a worldwide scale. Students benefit from real-world tasks, worldwide communication skills, and EFL writing technologies. Students can become digital communicators through innovative teaching and technology. These themes enhance genre-wide writing, critical thinking, creativity, and communication skills in language studies.

Keywords: EFL Writing Instruction, Real-World Integration, Global Communication, Technology Enhancement, Critical Thinking

Biodata:

Endah Yulia Rahayu teaches English at Universitas PGRI Adi Buana in Surabaya. She received her master's and PhD degrees in English language education from Universitas Katolik Widya Mandala Surabaya and Universitas Negeri Malang, respectively. Her research interests include second language writing and evaluation, artificial intelligence in ELT, TEFL, and CPD.

Oktavia Tri Sanggala Dewi is a faculty member at the Department of English, Faculty of Social Sciences and Humanities, Universitas PGRI Adi Buana Surabaya, East Java, Indonesia. She has contributed to research in TEFL, TEYL, and ESP. Her work includes a study on EFL teachers' well-being during online professional development.

Students' Perception on the Use of Genre-Based Approach and Project-Based in EFL Writing

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Abstract:

This study aims to investigate students' perceptions of the use of a genre-based approach and project-based learning in EFL writing class. 30 students from the EFL Writing Class participated in this qualitative study. A semi-structured interview and documents use as the research instruments. The findings demonstrate that students' perceptions towards the use of genre-based approach and project-based learning, gave them the chance to enhance their writing abilities through useful and relevant tasks. The students felt that while the four stages of genre-based approach helped them comprehend the purpose, structure, and language features of various kinds of expository texts, project-based learning gave them a chance to use these abilities in real-life situations by producing several types of expository essays. The study emphasizes how these strategies might be combined to enhance students' writing abilities and writing-related attitudes. Thus, the students not only comprehend various kinds of expository text but are also able to produce several kinds of expository essays. The findings offer educators and teachers insightful information and knowledge of successful pedagogical approaches in writing instruction.

Keywords: Genre Based Approach, Project Based Learning, Writing Class

Biodata:

Renita Donasari is a faculty member of the English Department of IAIN Kediri, Indonesia. She got her master's degree in English Language and Literature Education from Surabaya State University, Indonesia. Her areas of interest in research are teacher professional development, ELT, Assessment and Testing, Curriculum and Materials Development, and Writing.

Yogi Rohana is a lecturer in English Department of IAIN Kediri, Indonesia. She holds her Master's degree in Linguistic Translation from Universitas Sebelas Maret Surakarta (UNS), Indonesia. Her area of interest encompasses the diverse realms of English Language Teaching, Linguistics, Translations, and Writing.

A Discourse Analysis of Cohesive Devices in Human and AI-produced Personal Statements

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Abstract:

This research paper investigates the significant differences and similarities in cohesion devices between personal statements created by AI and those written by humans for Masters of TESOL applications. Using qualitative methods, this study applies Halliday and Hasan's Cohesion Model to analyse six personal statements: three created by AI and three created by humans. The focus is on reference, substitution, conjunction, and lexical cohesion. The findings revealed that the human-generated texts used richer and more varied cohesion devices, including personal and demonstrative references, substitutions, and diverse conjunctions, which enhanced readability and engagement. In contrast, while efficient and coherent, AI-generated texts often lack personal touch and variety, resulting in a more segmented narrative. In addition, AI-generated texts exhibited a higher level of text difficulty and could be detected by AI tools at a rate of 8.05%, compared to 0% for texts written by humans. This study highlights the need for balanced, cohesive elements in AI-generated texts to ensure authenticity and readability, emphasizing the importance of sophisticated detection tools to distinguish between human writing and AI writing. These insights contribute to the EAP understanding of human and AI collaboration in academic writing and developing writing pedagogy.

Keywords: discourse analysis, cohesive devices, personal statements, human-generated texts, AI-generated texts

Biodata:

Syifaa Khoirunnisaa is a graduate of the English Department of Universitas Negeri Surabaya, Indonesia. She is currently a prospective candidate in Applied Linguistics at University of Queensland, Australia. Her research interests are in the areas of discourse analysis, corpus linguistics, and multimodality.

Haidir Algi Gaffar Faridha is a Chevening scholar at St Andrews University majoring in MSc TESOL with Technology for Teaching. His research interests are in the intersection of pedagogy, technology, and psychology, especially about language learning gamification for slow learners and students with specific learning differences.

A Correlational Study between Students' Competencies In Vocabulary Mastery, Reading Comprehension, and Critical Literacy

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Abstract:

Critical literacy has emerged as a crucial ability for students in the 21st century, especially for those pursuing higher education, as it involves critically evaluating the vast amount of information available today. Reading comprehension, a key component of critical literacy, has been shown in some studies to be significantly influenced by critical literacy instruction. However, other studies found no significant improvement in reading comprehension when students were taught using a critical literacy approach compared to traditional methods. This discrepancy suggests that other factors may affect the relationship between these variables, particularly in university settings. This study aims to reconcile these opposing findings and gain a deeper understanding of the correlation between students' vocabulary mastery, reading comprehension, and critical literacy in higher education. Data were collected from second-semester students enrolled in the Interpretive Reading course, assessing their vocabulary scores, final exams, and critical literacy tests. The results indicated a strong correlation (r=0.662) between vocabulary, reading comprehension, and critical literacy, with reading comprehension being the most influential factor. Additionally, vocabulary and reading comprehension accounted for 38.6% of the variance in critical literacy, suggesting other factors contribute to the remaining 61.4%. Consequently, further research with a larger sample size is recommended to investigate other potential factors influencing critical literacy.

Keywords: critical literacy, vocabulary mastery, reading comprehension, correlational study

Biodata:

Siti Muniroh is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her PhD in TESOL from Monash University, Australia. Her research interests are in the areas of Language Teacher Cognition, Critical thinking, CLIL, and Literacy.

Sri Andreani is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her Master's Degree in TESOL from the University of Leeds, U.K.. Her research interests are in the areas of the Teaching of Reading, Material Development, and Teacher Professional Development.

Mirjam Anugerahwati is a senior faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her Doctoral degree in ELT from Universitas Negeri Malang. Her research interests are in the areas of CCU, Curriculum Development, CLIL, and ESP.

Metaria holds a Master's degree in English Language Education from the State University of Malang. She serves as a research assistant and English instructor. She has been teaching English for Specific Purposes (ESP) since 2013. Her research interests are in the areas of integrating technology into the classroom, ESP, and material development.

Dian Indah Silfia has spent time as a research assistant since 2022. She holds a master's degree from the English Language Education Program at Universitas Negeri Malang. She is interested in Material Development, Assessment, and Literacy.

Investigating EFL Students' Perceptions of Informal Digital Learning and its Impact on Vocabulary Acquisition

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Abstract:

In the digital era, informal digital learning has emerged as a prominent avenue for language acquisition, with platforms such as Informal Digital Learning of English (IDLE) revolutionizing traditional educational paradigms by offering flexible, personalized, and accessible opportunities for language development. The objective is to analyze students' perceptions and experiences concerning the effectiveness of IDLE in improving their English vocabulary skills. The research method employed is an explanatory sequential mixed method, combining quantitative data collection through questionnaires with qualitative insights gathered via semi-structured interviews. The study involves 44 lower secondary school students from a private Islamic school in Palu, Central Sulawesi, Indonesia. The instruments utilized are questionnaires and semi-structured interviews. The research findings reveal that informal digital learning is widely perceived as a valuable and effective method for enhancing English vocabulary and language skills among the surveyed students. The flexibility, personalization, and practicality offered by IDLE are particularly favored by the participants. The implication of this study suggests that there is a need for educators and policymakers to recognize the value of integrating digital learning tools and encourage teachers to incorporate them into their teaching methods to promote autonomous learning among students.

Keywords: beyond classrooms, informal digital learning, students' perceptions, vocabulary mastery

Biodata:

Satriani is an English teacher in Central Sulawesi, Indonesia, is pursuing a postgraduate degree in English Language Education at Universitas Negeri Malang. With a focus on TEFL, teaching methods, and applied linguistics, she aims to enhance her skills to better educate her students.

Dinda Bunga Shabrina is a postgraduate student of English Education in Universitas Negeri Malang. She took her English Education's bachelor's degree at Universitas Jember, Jember, Indonesia. Her research interests are Teaching Engllish as a Foreign Language and English Material Development.

Nahdia Ilma Nafisah is a postgraduate student of English Education in Universitas Negeri Malang. She took her English Education's Bachelor's degree at Universitas Islam Negeri Maula Malik Ibrahim, Malang, Indonesia. Her research interests are Teaching English as a Foreign Language and Applied Linguistics.

ROOM C

Increasing English Speaking Skills through Bloom Taxonomy Questions in Oral Quiz Settings for EFL Students

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Abstract:

English speaking ability is crucial for university students for their academic survival, including EFL students. Providing questions in oral quiz settings is an effective stimulus strategy as a fixed treatment. To create a comprehensive cycle, Bloom Taxonomy questions are considered to be included. Therefore, this study aims at increasing English speaking skill through Bloom Taxonomy questions in oral quiz settings for EFL students. To achieve this aim, a Classroom Action Research (CAR) was employed since the researchers focused more on useful procedures in addressing students' lacking English speaking ability. The CAR consists of 2 cycles, and each cycle consist of 5 meetings with 29 second year (fourth semester) EFL students of a state university in Indonesia collected by observation and test via Google Meet and Google Form, analyzed by quantitative approach. The quantitative was measured from students' accuracy included students' answers classified into complete and incomplete options. At cycle 1, the results' meetings were inadequate, and the target was not achieved. After employing some actions in cycle 2, the data showed a significant improvement and target in this cycle was achieved. By this result, a group of 21 EFL students have good English-speaking skill in their oral quiz through Bloom Taxonomy Questions. Thus, the researchers concluded that increasing English speaking skill through Bloom Taxonomy questions in oral quiz settings for EFL Students was achieved.

Keywords: English Speaking Skill, Bloom Taxonomy, Oral Quiz, EFL Students.

The Influence of First Language and Ethnicity on Students' English Speaking Performances

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Abstract:

This study conducts investigations into the influence of first language and ethnicity on students' English speaking performance. This study focuses on the study among the participants of Indonesian and Javanese native speakers who are currently studying English Literature or English Teaching at some Universities in East Java. Non-native English speakers have some challenges in acquiring English language knowledge due to the interference of their mother tongue. Employing descriptive statistical design, this study takes in 25 participants from the English department to fill out the questionnaire. The research findings revealed that students' first language interference in pronunciation, grammar, and sentence structure. The Javanese speakers mostly acknowledge that their mother tongue makes their speaking English sound "medok" which sometimes holds them back from being able to speak English confidently. The study suggests that educators should tailor pedagogical strategies to address the phonological and syntactic issues in order to provide better learning English experience for students.

Keywords: First Language, Ethnicity, English Speaking

Biodata:

Austhenya Zahra Dc Zulkarnaen is a fourth semester student majoring in English Language Teaching of the English Department of Universitas Negeri Malang, Indonesia. Her research focuses on the influence of first language on English speaking competence. She aspires to contribute to make an impact in the field of English language teaching.

Dessy Fitriana Putri Pratama is a fourth semester student majoring in English Language Teaching of the English Department of Universitas Negeri Malang, Indonesia. Her research focuses on the influence of first language on English speaking competence. She aspires to contribute to make an impact in the field of English language teaching.

Students' Perspectives on the Impact of Listening to Speaking Skills

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Abstract:

The literature has extensively discussed the symbiotic relationship between listening and speaking in effective communication, highlighting how listening activities provide language input for both forms and meaning crucial for language acquisition. However, there is limited awareness among Indonesian learners regarding how active listening can serve as model for pronunciation, intonation, and vocabulary usage. Therefore, this study aims at describing Indonesian students' perspectives on their listening activities using graded readers from Xreading, an online library platform, within their Speaking for Academic Course classes. These students (n = 41) were exposed to oral texts from the platform, and their perspectives were gathered through learning logs and questionnaire distributed online. Results indicated that 60.8% strongly agreed on the impact of listening to learners' language skills (grammar knowledge and use, vocabulary knowledge and use, speaking fluency and accuracy, listening, reading and writing skills, communication and IT skills). This also can be seen from the learners' learning log that some acknowledge how listening can help their speaking skills. Yet, the participants were unsure about how listening contributes to communication skills and speaking fluency, with disagreement rates of 35.9% and 33,3%, respectively. This study suggests the importance of raising awareness among Indonesian learners about the reciprocal nature of listening and speaking skills development through targeted language learning activities.

Biodata:

Maria Hidayati is a faculty member of the Department of English, Universitas Negeri Malang (UM). Currently, she is the General Secretary of TEFLIN, the Association for the Teaching of English as a Foreign Language in Indonesia. She earned her undergraduate degree from UM majoring in English Literature and her Magister Pendidikan from the same university. Her doctoral degree was from National Institute of Education, Nanyang Technological University, Singapore. Her areas of interests include teaching language skills, extensive learning programmes, pragmatics, and sociolinguistics.

Out-of-Class Language Learning Activities in Pre-Intermediate Speaking Class: A Log Study

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Abstract:

Numerous studies are carried out to investigate how language learning possibilities might be enhanced because language acquisition has long been a major concern for students, teachers, and researchers. Research on the processes on teaching and learning are primarily concerned with problems that arise in the classroom. However, outside activities done by students are very crucial for language development. Out-of-class activities may help certain students improve their skills more quickly and also help students become more autonomous. Therefore, research on out-of-class learning strategies is important to provide the students with better strategy training. This study investigated the out-of-class language learning done by the students enrolled in Pre-intermediate Speaking Class. The open-ended questions revealed two things such as "the importance of out-of-class language learning" and "reasons why they cannot involve in out-of-class language learning". The results also showed that the out-of-class activities such as listening to music, watching films help them to learn new words and increase the amount of language input but unfortunately the problem with managing daily schedule and no opportunities to practice English out of the university and also having no proper environment to study outside may also become the reasons why they cannot get involved in it.

Keywords: Out-of-class language learning activities, ELT, Pre-intermediate Speaking Class

Biodata:

Siti Maria Ulfa is a faculty member of the English Department of STKIP PGRI Bangkalan, Indonesia. She earned her Doctoral Degree from Universitas Negeri Surabaya, Indonesia, in 2022. Her research interests are in the areas English Language Teaching especially teaching writing and speaking.

The Impact of Educational Games "Brainy Games" on 5-6 Year-Old Children's Vocabulary Acquisition

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Abstract:

This research aims to introduce English vocabulary and imperative sentences, especially for children aged 5-6 years old through the educational games "Brainy Games". In 5.0 society era, children are not only required to be familiar with technology, but also to possess excellent, if not, sufficient communication skills. To possess good command in English, stimulation should start early. In the effort of understanding the matter, this pre-experimental quantitative research is designed with one group pretest-postest, having 15 students aged 5-6 years old, at a local kindergarten where English is exposed as a foreign language. The data collection techniques use documenting and field observation. To draw conclusions from the research results, a hypothesis test was carried out using the t-test, with a normality test and homogeneity test are firstly conducted on the respective research results. If the alpha value exceeds 0.05, the data is considered good and reliable. Hypothesis testing is conducted to determine the influence of English vocabulary and imperative sentences on 5–6-year-old's language development through "Brainy Games". It is then concluded that the educational games "Brainy Games" contributes well to children's language development, particularly in recognizing English vocabulary and imperative sentences in children aged 5-6 years old.

Keywords: Brainy games, vocabulary acquisition, children aged 5-6 years old

Biodata:

Maria Josephine Kriesye S is a faculty member of English Language Education Study Program in Teacher Education Faculty, Widya Mandala Catholic University, Surabaya. She graduated from Malang State University in 2010. Having a particular interest in TEYL as well as in English Education, she does various community services and research activities.

Kristin Anggraini is a faculty member of Early Childhood Education in Teacher Education Faculty, Widya Mandala Catholic University, Surabaya. She graduated from Surabaya State University in 2018. Her research interest is on Early Childhood Education, as manifested in her community services as well as her research

Using Flashcard to Improve Fourth Grade Students' Vocabulary Mastery at SDN Kunjang 3

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Abstract:

Vocabulary is one of the most important things that must be mastered before mastering other English skills. However, many elementary school students still experience many difficulties in English, especially in mastering vocabulary. Many factors cause students' lack of vocabulary mastery, one of which is the lack of interesting media use, so they feel that English learning activities are boring and unpleasant. The subjects of this study were fourth grade students at SDN Kunjang 3. The researcher used classroom action research as the research design. The research was conducted in a cycle with four stages: planning, action, observation, and reflection. The results prove that the use of flashcards can improve students' English vocabulary acquisition skills. This can be proven from the average test score which increased significantly from 55.06 in the pretest to 92.8 in the post-test. The use of flashcards also makes students more interested and actively involved in the learning process in class.

Keywords: flashcard, media, vocabulary

Biodata:

Jesica Widya Ning Putri enrolled as a student at Universitas Negeri Malang starting in 2020, in the English department, with the English Learning Education study program. In February - June 2023, she has been participated in Kampus Mengajar program by the Ministry of Education and culture, at SDN Kunjang 3, Kediri. She is currently conducting research entitled Using Flashcards to improve fourth grade students' vocabulary mastery at SDN Kunjang 3.

PARALLEL SESSION TWO
Day 1
13 September 2024

ROOM A

The Effectiveness of Project-Based Learning on Students' Story Writing Performance

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Universitas Negeri Malang, Indonesia; Universitas Brawijaya, Indonesia

Abstract:

This study examines at how project-based learning (PjBL) affects students' story-writing skills when compared to direct teaching. The study utilized a quasi-experimental design. The population consisted of second-semester English majors from one of the state universities in Malang, East Java, Indonesia. The available population included two essay writing classes. The researchers employed random selection to determine which classes utilized PjBL and which used direct instruction. The experimental group had 29 students (PjBL), whereas the control group had 13 students (direct teaching). Both groups adopted a process-oriented writing approach. The instruments were story writing test and scoring rubrics for fiction writing. The data was analyzed with a two-independent sample t-test. The study found no difference in students' creative writing performance ($p = .334 > \alpha = 0.05$). This suggests that both strategies were equally effective for teaching creative writing.

Keywords: Project-based learning; creative writing; story; performance

Biodata:

Lestari Setyowati is a full-time lecturer in English department, Faculty of Letter, Universitas Negeri Malang. Her research interest is EFL writing, literature for language teaching, enviromental education in ELT.

Sari Karmina is is a full-time lecturer in English department, Faculty of Letter, Universitas Negeri Malang. Her research interest is EFL writing and the application of Cooperative learning in ELT.

Sony Sukmawan is a full-time lecturer of the Indonesian Education and Culture, Faculty of Cultural studies, Universitas Brawijaya. His research interest is oral literature and language teaching.

Which Gamification Elements Contribute to the English Proficiency? A Study on Junior High School Level

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Abstract:

Nowadays, gamification becomes one of the learning strategies widely applied in English classes at the junior high school level either in technological and non-technological environment. This is proven based on preliminary studies that English teacher in several schools often implement gamification elements in their classes. However, this massive implementation is not accomplished by the knowledge of the effective implementation of gamification elements to enhance English proficiency, resulting in the random implementation of gamification and affect students English learning results. Therefore, this research aims to discover the gamification elements that have maximum contribution to the enhancement of students' English proficiency. This is quantitative research with 250 junior high school students as the respondents from 8 schools in Kota Malang that have experience in gamification strategy. The instruments of this research utilize the existing English proficiency test and questionnaire. Based on the expert validation and pilot study, it is considered that all items in questionnaire are valid. The results of this research are expected that all gamification elements individually and simultaneously affect the English proficiency of the students. The pattern from this research serves as a crucial foundation for providing recommendations on which aspects should be optimized when implementing gamification strategy.

Keywords: gamification elements, English proficiency, Junior High School

Biodata:

Umniyah Juman Rosyidah is a master student of English Language and Education in Universitas Negeri Malang. During her master study, she is funded by LPDP. Her research interest is related to the technology media used in English Language Teaching.

Suharyadi is an English Department member of Universitas Negeri Malang. He pursued his last education in Universitas Negeri Malang with Doctoral English Language and Education program. His research interests are genre pedagogy and teacher professional development.

Fransisca Maria Ivone is an English Department member of Universitas Negeri Malang. She pursued her doctoral program in Applied Linguistics in University of Queensland. Her research interests are computer-assisted language learning, autonomous learning, and self-access learning.

EFL Teachers' Challenges on Professional Development in Teaching English Across Schooling in Remote Area

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Abstract:

The current article discusses EFL teachers' challenges on professional development in teaching English across schooling in remote area and divides the issues into three parts. The study is based on the experiences of EFL teachers' challenges on professional development in teaching English. The article starts by discussing the conceptualization of professional development. Next, it delves into model, benefit and characteristics of effective professional development. The last part discusses EFL teachers' challenges on professional development and its implication. This study has contributed to the research field by providing in-depth insights into Indonesian EFL teachers' challenges on professional development. The findings from this study raise EFL teachers' awareness of their own challenges on professional development. This article provides a theoretical basis for understanding the flux and the dynamic nature of EFL teachers' challenge on professional development for further research. Finally, this paper discusses the limitations of this study and provides suggestions for future research.

Keywords: Teaching English, EFL Teachers, Professional Development

Biodata:

Beny Hamdani is a doctorate student of The Department of English, Universitas Negeri Malang Indonesia. His current research interests cover Teaching English for young learners, English curriculum, Teacher Professional Development, and Teacher Education. Email: beny.hamdani.2302219@students.um.ac.id | benyhamdani.ielts9.consultation@gmail.com

The Effectiveness of Game-based Learning Using Kahoot in Teaching Grammar: A Systematic Literature Review

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Abstract:

Grammar is one of the most significant issues in language teaching and learning, that is receiving increased attention. Grammar is crucial in all parts of language acquisition, but most learners still need to enhance their grammatical performance. Many literatures confirmed that Kahoot is beneficial to teaching English grammar. Kahoot is a game-based learning platform that may be used to assess students' knowledge, conduct formative evaluations, or break away from traditional educational activities. It is a digital media platform that has several advantages, including assisting instructors in receiving assessment results more easily and quickly, as well as for teaching media and other purposes. However, none of them conducted a systematic literature review to present a comprehensive understanding of using Kahoot in teaching grammar based on prior studies. Therefore, this systematic literature review aims to present how Kahoot is used in the classroom and whether it may be useful for improving students' grammar achievement. The researcher carried out database searches such as Scopus, Web of Science, Sinta, and Google Scholar related to key terms—finally, forty-eight journal articles aligned with the inclusion criteria. The result found that Kahoot was effectively and widely utilized in teaching media it also enhanced students' grammar achievement. This study additionally discusses the findings of a research review on the benefits of using Kahoot! to learn, specifically how Kahoot! Impacts on students' grammatical performances.

Keywords: grammar, game-based learning, Kahoot.

Biodata:

Fitriyani is a faculty member of the English Education Study Program of Yogyakarta State University, Indonesia. Her research interests are in the areas of Innovative Teaching and Learning in ELT, teacher professional development, English Language Teaching, and Artificial intelligence in English Language Teaching and Learning and English Medium Instruction.

An Investigation of the Gen Z Student's Self-Regulated Learning: Does Self-Efficacy Matter?

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Abstract:

This study explores the relationship between self-efficacy and self-regulated learning among students in higher education. The research aims to determine how Gen Z students' self-efficacy beliefs relate to their self-regulated learning practices. A mixed-methods approach was employed. A sample of 82 first-year students of management study program participated in the study. Quantitative data on self-efficacy were collected through a questionnaire. Qualitative data on self-regulated learning were obtained through in-depth interviews, providing insights into students' metacognitive processes, motivations, and behaviour. The findings reveal patterns suggesting a connection between self-efficacy and self-regulated learning strategies. Students reporting higher self-efficacy on the questionnaire tended to describe more advanced self-regulated learning practices in their interviews, including better goal-setting, time management, and self-reflection skills. This research contributes to understanding how psychological constructs like self-efficacy relate to practical learning behaviours. The results suggest that self-efficacy play a crucial role in developing effective self-regulated learning capabilities. Implications for educational practice and future research directions are discussed, with a focus on how fostering self-efficacy might enhance students' ability to regulate their own learning.

Keywords: self-efficacy, self-regulated learning, gen z, higher education

Biodata:

I Gde Putu Agus Pramerta is a faculty member of the English Language Education Study Program of Universitas Mahasaraswati Denpasar, Indonesia. He earned her Doctorate degree in English Language Education from Universitas Pendidikan Ganesha (Undiksha), Singaraja. His research interests are in the areas of English Language Teaching, English as Medium of Instruction, and Educational Technology.

Building Children's Motivation: Strategies for Teaching English to Kindergarten Children at The Beginner Level

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Abstract:

English education for kindergarten children has become one of the priorities in improving language skills and increasing global awareness. However, children's motivation to learn English remains a significant challenge. Kindergarten children have great potential to learn English, but they need the right strategies to increase their motivation. The aim of this research is to find out what strategies can build or increase kindergarten children's motivation to learn English. The research method used is qualitative descriptive research with library research studies. This research uses a qualitative descriptive approach by emphasizing the power of analysing data sources from various literature by relying on theories and concepts which are then interpreted in the form of writings that lead to discussion. The results of this research include several strategies for building children's motivation to learning English, such as: 1) creating pleasant learning conditions; 2) choosing learning methods with a play-based and students-centred approach; 3) using relevant and interesting learning materials; and 4) providing rewards and positive reinforcement. The suggestion is hoped that kindergarten teachers will apply the strategies discussed in this article to build motivation to learn English in kindergarten children and help hone English language skills at the beginner level.

Keywords: motivation, strategies, and kindergarten children

Biodata:

Ina Toriqotul Muroqobah is a Master Student in the Department of English Education Department, Sayyid Ali Rahmatullah State Islamic University, Tulungagung, Indonesia. In 2023, She obtained a bachelor's degree in English Education Department. Her research interests are English Language Teaching and Second Language Acquisition.

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Rina Febriana is a Master Student in the Department of English Education, Sayyid Ali Rahmatullah State Islamic University, Tulungagung, Indonesia. In 2023, She obtained a bachelor's degree in English Education Department. Her research interests are English Language Teaching and English as a Foreign Language.

ROOM B

Imperfect Artificial Intelligence in Education (AIEd) in English writing contexts at higher education: Current issues and critiques

Nurul Aini

Abstract:

This article aims to present critiques and issues around the use of Artificial Intelligence in Education (AIEd). AIEd has become a topic of attention in education area nowadays. In the English writing context, AIEd is used as a powerful tool to enhance students' writing skills in positive ways through its personalized features. AIEd contributes to helping students find fresh ideas and contents of writing, grammar, correct typos, punctuation errors, paraphrasing, and enhance writing quality. The existence of AIEd is, however, not without issues. Between its pros, points of contrast also arise, such as plagiarism, which leads to academic dishonesty, inaccuracy, and limits students' creativity. Unfortunately, these issues sound neglected. Many students and teachers are not aware of these issues. This conceptual article has sketched how AIEd is carefully accepted and chosen as the tools to enhance students' writing by considering the issues of its negative sides. It is then essential to discuss these issues and critiques to raise our awareness of the use of AIEd as an imperfect tool that has limitations.

Enhancing English Proficiency: The Role of AI in Language Learning

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Abstract:

The use of AI is currently being widely used by almost all groups, including for learning English. This research aims to determine perceptions of AI as an English learning media. The convenience that AI has provided can make it easier to learn English and serve as a reference for improving English to be better. This research uses a descriptive quantitative design. The general public uses AI to make it easier for them to get more information and learn more about their English skills. This research is limited to general perceptions regarding AI in language learning, especially English. A suggestion for next research is that they can research the perceptions of several AI platforms that are often used to improve English.

Keywords: AI, learning English, general perception

Biodata:

Ria Fakhrurriana is a faculty member of the English Department of Institut Agama Islam Negeri Kediri, Indonesia. She earned her M.Pd in Universitas Negeri Malang, Malang, Indonesia. Her research interests are in the areas of Teaching English for Young Learner, English Language Teaching, and MALL.

Griseldis Faden Herdina is a fresh graduate of the English Department of Institut Agama Islam Negeri Kediri, Indonesia. She earned her M.Pd in Institut Agama Islam Negeri Kediri, Indonesia. Her research interest is in English Language Teaching.

EFL Teachers' Attitudes Toward Technology Use and their Practices in the Post-Pandemic Context

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Abstract:

The COVID-19 pandemic has precipitated the adoption of technology-integrated learning in the higher education context. This condition leads to changes in teachers' attitudes toward technology use. A plethora of research has been conducted to measure the changes in such attitudes, but little is known about how teachers' attitudes have evolved in the post-pandemic context and how these changes affect the actual use of technology in the classroom. Therefore, the present study attempts to answer these two questions: 1) What are the EFL teachers' attitudes toward technology use in the post-pandemic context? and 2) How do the attitudes affect their actual use of technology in the classroom in the post-pandemic context? This study used an explanatory sequential design. Seventy-five university English teachers were invited to join this research and three English teachers were recruited as the participants of interviews. Questionnaires and interview guides were used as the instruments to gather the data. The questionnaire measures three types of teachers' attitudes toward change: cognitive, affective, and behavioral. The interviews elicited data on their actual use of technology in the classroom. The findings reveal that the EFL teachers are in the categories of *embrace* (optimistic and proactive attitudes) and *acceptance* (positive but more passive attitudes) in their attitudes toward the use of technology. This implies that of the EFL teachers' attitudes toward technology use might lead to the actual practices in the use of technology in the post-pandemic context or might lead to the need of technology training in EFL teacher professional development.

Keywords: Attitudes, EFL teachers, post-pandemic context, technology, technology use

Biodata:

Bambang Yudi Cahyono is a Professor in Applied Linguistics at the Department of English, Faculty of Letters, Universitas Negeri Malang, East Java, Indonesia. He earned his MA from Concordia University, Montreal, Canada and Ph.D. from the University of Melbourne, Australia. His research interest includes English teacher professional development, second language writing, and language teaching media.

Titik Lina Widyaningsih is a faculty member at the English Education Department of Universitas Bhinneka PGRI, Tulungagung, Indonesia and a doctoral student at the English Language Education Study Program at Universitas Negeri Malang, Indonesia. Her research interests include technology in language learning, corrective feedback, autonomous learning, and second language writing.

Empowering Students' Speaking Skill through Digital Story Telling

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Abstract:

In this era, educators should explore innovative approaches to help students in empowering their speaking skills with interactive media. The use of interactive media is expected to support the students in creating a learning activity that is more interactive and enjoyable. Digital storytelling allows the students to make their own stories and fill them into a video, This research used an experimental study, that investigated the effectiveness of digital storytelling in enhancing students' speaking skills. The sample as the experimental class was treated by using digital storytelling while the control class was treated by using picture series storytelling. The analysis data used ANOVA. The result of this study shows that digital storytelling enhances students' speaking skills more than the use of picture series.

Keywords: speaking skill, digital storytelling, picture series storytelling.

Biodata:

Zizi Nurhikmah is an English Specific Purpose lecture at Islamic Institute of Sunan Kalijogo Malang. She got her bachelor's degree at the University of Malang and her master's degree at the University of Islam Malang. Her research interest is in the field of English Language and Teaching.

From Classroom to Screen: Understanding the Perceptions of English Online Learning among Tourism Students and Lecturers in Bali

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Abstract:

Since 2020, education in Indonesia has shifted to online learning due to the COVID-19 pandemic. This transition has also affected English learning in tourism schools in Bali. This study aims to analyze the perceptions of lecturers and students regarding this shift. Designed as qualitative research, the study involved 18 tourism schools and 3 English lecturers in Bali. Data were analyzed qualitatively through categorization and description. Results revealed differing perceptions between lecturers and students on the implementation of online English learning. Lecturers generally had neutral perceptions, whereas students exhibited more positive perceptions. Key focal points for lecturers included time flexibility, teaching strategies, costs, learning standards, internet issues, learning routines, and lecturer-student relationships. Students, on the other hand, emphasized the roles of teachers, learning routines, time flexibility, relationships with lecturers, learning effectiveness, and internet issues. Understanding these perceptions can provide valuable insights for improving English online learning experiences.

Keywords: English, evaluation, lecturers' perception, online learning, students' perception, Tourism

Biodata:

Luh Sri Damayanti is a faculty member in Hotel Management at Politeknik Internasional Bali with a master's in English education from Ganesha University. Her research focuses on English education, English for tourism, and sustainable tourism. She actively engages in community service, providing training for tourism villages.

The Reality of English Competence Among Young Balinese Learners

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Abstract:

This study looks into the English language proficiency of young learners in Bali, a world-renowned tourist destination. Despite the island's international appeal, many children struggle with English communication abilities. This study uses qualitative approach with field-study research design. Interviews and observational studies have done toward several EFL young learners in South Bali (Denpasar) and North (Bali), both largest cities in Bali, to provide a thorough knowledge of the variables inhibiting efficient English language acquisition among young Balinese learners. This result show that the roots of the issue are coming from an emphasis on regional disparities, familial language exposure, and the current level of English education in schools. Notably, Bali's tourism business is primarily centred on the southern regions, leaving many villages with little direct contact with English-speaking tourists. Furthermore, English is frequently used rarely in the family setting, limiting practical language use among youngsters. Local school curricula tend to emphasize grammatical and structural knowledge over practical communication skills, which contributes to this difficulty. The implications are intended to inform educators, policymakers, and stakeholders education sectors, pushing for a more integrated and communicative approach to English learning that reflects the language needs of living in a global situation.

Keywords: Balinese's young learners, English acquisition, English in Bali.

Biodata:

Putu Yoga Sathya Pratama is an English educator who teaches EFL and ESL at several schools (college and international schools) in Bali, Indonesia. He reached Master of Education in Universitas Pendidikan Ganesha. He has participated in various national and international conferences. Moreover, he is actively published research articles around English Language and Education scope.

Gusti Ayu Putu Indira Maha Rani is an International Relation student at Udayana University, Bali. Since 2023, she has been chosen as the Udayana University representative in various events. She has been participating as a MC and Moderator in many events held by Udayana University. Moreover, she is actively being a speaker discussing about Public Speaking and Pageantry.

Komang Laura is a Management student at Ganesha Education University, which is active in research. She is enthusiastically participating in international research competitions, with several topics concerning for innovation and renewal. She is a dynamic researcher specializing in education, with a focus on English Language, especially English for Young Learners.

ROOM C

Designing Integrated Program for Teaching Language, Literature and Arts for Young Learners

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Abstract:

Much research discussed the value of teaching additional language, literature and arts for young learners. Among the many benefits, some research mentioned the development of children's knowledge, emotion, intellect, imagination, as well as reading habit. Collectively, most studies in this area suggested to facilitate the teachings of language, literature and arts as a part of lesson planning in the classroom. However, in ESL context such as Indonesia, ideal situation for the incorporation of language, literature and arts is not easy to accomplish. Therefore, the study outlines a design of TEa program that integrates the teaching of language, literature and arts to young learners. In the process, an ADDIE (Analysis, Design, Development, Implementation and Evaluation) model is employed. The study anchored the development of the program design based upon two important elements. First, the consideration of factors necessary as the value of foundation of the program such as age group, benefits, and the types of activities. Second, the categorization of the types of activities divided into two divisions, namely the individual program and the combined program. The result of the study shows that while the value of the teachings of language, literature and arts have been acknowledged, we need to facilitate the learning into a well-structured program for a more optimum result.

Keywords: language, literature, arts, program design.

Innovative Teaching Strategies in ELT: Leveraging Canvas for Effective Online Learning Management

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Abstract:

The COVID-19 pandemic has accelerated the adoption of online learning in English Language Teaching (ELT), presenting both challenges and opportunities for educators and learners. This study examines the potential of Canvas as a Learning Management System (LMS) to address the challenges of online English language learning and enhance learning outcomes. Through a systematic review of recent literature, this research analyzes Canvas features relevant to ELT, their impact on student engagement, and user perceptions. The study also explores how Canvas aligns with established theories in ELT, including Communicative Language Teaching, Task-Based Language Teaching, and Computer-Assisted Language Learning. Findings indicate that Canvas offers effective solutions for improving interaction, collaboration, and assessment in online learning environments. Features such as asynchronous discussion boards, multimedia content integration, and interactive assessment tools prove supportive of comprehensive language skill development. The study also reveals significant improvements in student engagement and learning outcomes when using Canvas in flipped classroom models. However, challenges such as digital literacy gaps and technical issues need to be addressed. This research provides valuable insights for educators and policymakers in optimizing Canvas use for effective English language learning in the digital era, while also highlighting areas for future research and development.

The Implementation of Social-Emotional Learning (SEL) in Multicultural Classroom at SMA Negeri 1 Kepanjen

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Abstract:

Classroom is one of the place where multicultural is existed. Students have come from different ethnics, cultures, religion or social-economical status. SMA Negeri 1 Kepanjen is one of the public school which consists of multicultural students. This study aims to examine to what extent the teachers implemented the social-emotional learning (SEL) to face the multicultural students in high school's classroom and what are the positive impacts of implementing it to the students. This study is descriptive-qualitative since this study attempts to increase the understanding of people towards certain phenomena. It deals with collecting and analyzing the data by in-depth interview, process observation, and document evaluation. The result of the study shows that the teachers tend to implemented SEL in the multicultural high school's classroom through group activities. It is an effective way for students to get directly involved in the class activities. It can be done by preparing the good group activity by orientation, group division, role of the group, and group reflection. Moreover, it gives students positive impacts both socially and academically. Socially, it gives students sense of awareness, activeness, and responsible to others. In addition, it also increases the academic score since the students show the best performances.

Keywords: implementation, social-emotional learning, multicultural, high school.

Biodata:

Tryning Rahayu Setya Wijayanti, S.Pd., S.S. is an English teacher in SMA Negeri 1 Kepanjen, Malang, Indonesia. She got Bachelor double-degree programs in English Language Teaching and English Literature from State University of Malang, Indonesia.

Unlocking Language Barriers: Indonesian CFL Students' Views on Lecturers' Translanguaging Practices

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Abstract:

As Chinese gains global prominence, the multilingual dynamics of CFL classrooms are becoming increasingly important in language education. This study investigates students' perceptions of lecturers' translanguaging practices in Chinese as a Foreign Language (CFL) classes within the context of Indonesian higher education. Using mix-method approach, this research examines how students perceive and respond to the use of translanguaging by their lecturers. Data were collected through surveys and interviews with 515 students enrolled in CFL courses at Universitas Muhammadiyah Malang. The findings reveal that students generally view translanguaging positively, appreciating its role in enhancing comprehension and classroom management. They particularly valued instances where lecturers switched between languages to clarify difficult points, provide examples, or manage classroom interactions effectively. However, some concerns were raised about the potential for translanguaging to create dependency on the native language. Additionally, this study highlighted challenges arising from the diverse linguistic backgrounds in the class. Variations in students' English proficiency and the Chinese lecturers' proficiency in Bahasa Indonesia sometimes created linguistic discrepancies which occasionally affected the overall effectiveness of translanguaging practices. Despite these challenges, the overall student response was positive, indicating that with careful implementation, translanguaging can be a valuable pedagogical tool in CFL education.

Keywords: Chinese as Foreign Language (CFL), Lecturers' Translanguaging Practice, Students' perception and respond

Biodata:

Titik Puspitasari is a graduate student at Universitas Negeri Malang's Department of English Language Teaching. Her areas of interest in research are English for Specific Purposes (ESP), English as a Medium of Instruction (EMI) and Translanguaging.

Nurenzia Yannuar is an assistant professor in the English Department at the Faculty of Letters of Universitas Negeri Malang. She earned her doctoral degree in Linguistics from Leiden University in 2019. Her areas of expertise are Phonology, Sociolinguistics, and Descriptive Linguistics.

Teaching English for inclusive students: Case Study in BINAR JUNIOR HIGH SCHOOL

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Abstract:

Since Merdeka curriculum has been implemented in Indonesia, seminar and workshop are provided for teachers to improve their teaching skills and give them understanding on how to implement it. In this curriculum, providing students' needs means the material they are learning meets their learning style. Thus, creating different level of items is paramount. In BINAR Junior High School, in which Merdeka curriculum is one of their curriculums beside two others curriculum: talent curriculum and etiquette curriculum, during teaching and learning, they learn contextually from experts who are invited to school or they sometimes come to the field to do observation where they learn the material or chapter they discuss. Different from other private school in Sumenep, this school accept inclusive students while the other schools do not accept them. Knowing this phenomenon in Sumenep, this research is exploring on how this school teach English the inclusive students? By interviewing the principle, it shows that this school implement teaching based on equality in education. Hence, their medical data is paramount. In learning English, they learn how to use it for their life needs. Singing a song which reflect their needs or using tangible media help them to understand and memorize materials.

Keywords: Merdeka curriculum, differentiation learning, inclusive education, case study.

Biodata:

Syafira Alfiani, M.Pd is science and technology faculty member at Universitas Bahaudin Mudhary Madura. She earned her bachelor's and master's degree from Universitas Negeri Malang, her major was English Language Teaching and her magister degree was S2 Keguaruan Bahasa. Her research interest are language teaching and EYL.

Istianah Sandy is an English principal and teacher at Binar Junior High School. She earned her bachelor's degree from Universitas Negeri Malang, her major was English Language Teaching. She is a practitioner of parenting and trainer for teens and her interest is teaching English for Young Learners.

English Department Students' Extensive Listening Patterns

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Abstract:

This study investigated the extensive listening patterns of English Department students in Cohort 2022, focusing on time spent, preferred types of listening resources, and follow-up activities over a semester. It involved 149 participants from a public university in East Java, Indonesia, who enrolled in an intensive course during their first semester. This research adopted a descriptive design by utilizing quantitative data. The quantitative data was obtained from students' weekly online listening journals, which included information on listening resources, duration, summary, evaluation, and reasons for selection. The findings show that students' weekly listening averages range from 48.76 to 81.22 minutes, with minor fluctuating patterns. The majority of students were categorized under moderate listening patterns, at 60–120 minutes per week. Participants preferred video resources (52.45%), covering topics like language learning, talk shows, and motivation, while audio resources were less used (4.94%), involving fiction and non-fiction. Follow-up activities that the students conducted varied widely; the most common ones were vocabulary learning (23%), performing course-related assignments (14%), and doing additional listening sessions (13%). This research provides insights into EFL students' extensive listening habits, aiding educators in understanding extensive listening patterns, resource preferences, and post-engagement activities.

Keywords: Extensive listening patterns, listening resources, follow-up activities

Biodata:

Shohibatul Yumna Ikmaliya is a fresh graduate from Universitas Negeri Malang, majoring in the English Department, Faculty of Letters. She completed her thesis entitled "English Department Students' Extensive Listening Patterns" as the final requirement to earn her undergraduate degree (Sarjana) and graduated on January 11, 2024.

Francisca Maria Ivone is an associate professor at Universitas Negeri Malang's Department of English. She holds a BA in ELT from the same university and an MA and PhD in applied linguistics from the University of Queensland. Her research includes ELT, technology-enhanced language learning, and extensive reading.

ROOM D

Indonesian EFL Teachers' Performance on Listening Test Questions across CEFR Levels: An Exploration Through Narrative Inquiry

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Abstract:

Elevating English teachers' proficiency to CEFR standards is the key to unlocking their full professional potential, transforming them into effective educators, dynamic curriculum developers, and global teaching innovators. Using narrative inquiry methods, this study provides factors and strategies that contribute to differences in Indonesian EFL Teachers' performance between CEFR levels A1 to C1 and insights related to their implications for teaching listening and professional development. The data was collected through participants' self-reflection tasks related to listening tests and interviews. The participants of this study were Indonesian EFL Teachers who have been teaching in private or public schools for more than 2 years. The results revealed familiarity with the test structure and question types aids in approaching the tests strategically, the heightened focus required during the test highlights the importance of practical strategies like predicting content and noting speaker nuances. By integrating these insights into teaching practices, educators can better prepare students for listening assessments and real-world language use, ultimately fostering a more supportive and effective learning environment. Investigating these areas can advance our understanding of effective teaching and assessment practices in EFL contexts and contribute to the development of more equitable and reliable language proficiency assessments aligned with CEFR standards.

Keywords: CEFR, EFL Teacher, Listening test, Listening strategy, Professional development, Teacher proficiency, Teaching listening

Biodata:

Desyrianti Ramadhani is pursuing a master's degree in English Language Education at Universitas Negeri Jakarta. Her research interests focus on material development and Intercultural Communication Competence (ICC) in English Language Teaching.

Dian Novita Sari is a master's student of English language education, at the Faculty of Language and Arts at the Universitas Negeri Jakarta (UNJ). She is concerned about research in English language teaching (ELT) and technology (ICT) in education.

Rizdika Mardiana is English as a foreign language lecturer at Universitas Negeri Jakarta. Her interests are language and linguistics, language teaching, translation, and second language acquisition.

How English Teachers at VHS Decide on their Teaching Materials

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Abstract:

The teaching of English at Vocational High Schools (henceforth VHS) has been the concern of many teachers and researchers alike. One of the biggest problems is that the materials of English do not match the students' majors, and as such, they do not fulfil the students' needs. This study aims to find out how teachers of English at VHS decide on what materials to give their students, according to their majors: what considerations they have for selecting the materials, and the process of searching and selecting the materials. Data were collected via G-Form from several English teachers teaching different majors in VHS; such as Software engineering, Hospitality, and Nursing. The findings reveal that most of them do not use the textbook provided by the Government but find their own. There are different reasons behind the selection of materials, and these findings pose suggestions to other English teachers at VHS.

Keywords: ESP, supplementary materials, Vocational High School

Biodata:

Mirjam Anugerahwati is an associate professor at the English Department of Universitas Negeri Malang, Indonesia, where she has been teaching since 1990. She earned her Doctoral degree in English Education from Universitas Negeri Malang. Her research interests are in the areas of teacher professional development, English Language Teaching, and CCU.

"But I Deserve a Higher Score!": Action Research to Enhance Fairness in Scoring a Test

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Abstract:

In tertiary education, it is common for student teachers to believe they are unfairly assessed when taking a particular test. This phenomenon also occurred in the class that the author taught at a university, and the present study was action research to improve the problem of fairness by employing self-, peer, and teacher assessment. It aims to (1) describe how the self-, peer, and, teacher assessments were carried out, (2) find out whether the scores assigned by the student teachers themselves, their peers, and the teacher educator differ significantly, and (3) describe the reflections of the student teachers about the fairness in the self- and peer assessments. The findings demonstrated that more fairness could be achieved by involving three parties if the answer keys and scoring rubrics were available. Statistical computations revealed no significant difference between the scores obtained from the self-, peer, and teacher assessments, indicating that the teacher educator was fair in assessing the student teachers. The reflections of the student teachers showed what they had and had not done well in trying to be fairer in assessing themselves and their peers, paving a way for understanding the concept of fairness better and improving themselves in assessment.

Keywords: language testing, EFL, self-assessment, peer assessment, fairness

Revisiting Washback Inquiries in Indonesia

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Abstract:

The quality of a country's education system is frequently measured by standardised high-stakes testing results, with poor scores indicating possible roadblocks to the country's development. This dynamic is reflected in Indonesia's educational system, as measured by national tests. Despite ongoing educational policy improvements, Indonesia continues to score worse in human development than neighbouring countries. According to the 2021 United Nations Development Programme (UNDP) report, Indonesia ranks 114th on the Human Development Index, trailing countries such as Singapore, Malaysia, and Thailand. High-stakes testing in Indonesia has created a demanding environment for teaching and learning, with curricula sometimes narrowed to focus primarily on high test scores. Berliner (2011) observed that such demands can lead to unethical behaviour among educators and a strong emphasis on test preparation, undermining the legitimacy of high-stakes testing. Similarly, Busher and Cremin (2012) noted that student performance on these assessments is frequently used to assess school success, which effects teacher evaluations and financing. The concept of washback, which refers to the influence of testing on teaching and learning, is critical in understanding these dynamics. Studies globally, including in Indonesia, reveal both positive and negative washback effects. For instance, research in China, Greece, and Pakistan demonstrates how high-stakes tests shape teaching practices, often to the detriment of broader educational goals. In Indonesia, several studies have explored the washback effect, revealing a predominant focus on test preparation among teachers. Endriyati & Anggraeni (2019), Saukah dan Widiati (2015), Sukyadi and Mardiani (2011) and Sumardi (2017) have shown that national examinations significantly influence teaching methods, often leading to extra-curricular programs aimed at improving test scores rather than holistic education. Despite these findings, there is a research gap in understanding the broader impact of national examinations beyond teaching and learning practices.

Biodata:

Maya Puspitasari is Maya has worked in the field of English language teaching for over ten years, starting with being an English teacher at a state primary school for three years, a lecturer of English education at a private university, doing a master's degree in Teaching English to Speakers of Other's Languages (TESOL) and during her doctoral work at the University of Glasgow on the washback of the English national examination on teachers, students, and parents. Maya joined the Universitas Terbuka in March 2022. She is a graduate of STKIP Bale Bandung (B.Ed.), the University of Edinburgh (M.Sc.), and the University of Glasgow (Ph.D.) Following to joining the Universitas Terbuka, she is an assistant professor in the postgraduate study of English education. She teaches master students of English education about assessment in language teaching, grammar analysis and evaluation of the educational programme. Maya's previous research project examined the impact of COVID-19 on the implementation of formative assessment at the secondary schooling level in Indonesia. She has been appointed to be a reviewer in several journals of English language teaching. She is one of the editors of the International Journal of English Language and Pedagogy (IJELP) and has been appointed as a reviewer of articles in several outstanding journals. Her research interests revolve around English language teaching, assessment in language teaching, sociology in education and qualitative methods. She can be reached at maya_p@ecampus.ut.ac.id.

Issues in Assessing Young Language Learners

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Abstract:

Assessment is the process of collecting and interpreting evidence to make judgments about learners' performance. This paper intends to discuss the concerns and solutions surrounding the assessment of young language learners. Is assessment necessary for young language learners? If assessment is deemed necessary, it raises the question of the type of assessment that should be used. Formative assessments, which are ongoing and provide immediate feedback, are generally more suitable for young learners. However, this leads to the question: is grading necessary for formative assessments? Summative assessment evaluates students' learning at the end of an instructional period. However, is it ideal for young learners due to their high-stakes nature and the potential stress they impose? Regarding this context, can summative assessment serve a formative purpose and thus be retained in some capacity? Another critical question is whether children need external or internationally standardized age-appropriate tests to measure their proficiency. Young learners differ significantly from adults in physical, psychological, social, emotional, conceptual, and cognitive aspects. They are still in the process of forming a relationship with the educational process. Therefore, assessments should be designed with these differences in mind to avoid potential harm. Inappropriate assessment practices can have damaging consequences.

Keywords: assessment, young learners, formative assessment, assessment for learning, ELT

Biodata:

Siusana Kweldju has been a full professor at Universitas Negeri Malang since 2002 and a lecturer since 1986. She received her doctoral degree in English Language Education from IKIP Malang in 1989. She wrote extensively on SLA, gender, and lexically based language teaching. Recently she has been interested in linguistic landscape and educational neuroscience.

Improving English Speaking Skill of Salafiyah Boarding School Students
by Discovery Learning Model

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Abstract:

Salafiyah Islamic boarding schools in Indonesia emphasize Arabic writing literacy, but students must also learn English as an international language. Discovery learning is an effective approach. This study aims to improve Salafiyah Islamic Boarding School students' English writing. The researchers used Classroom Action Research (CAR) to address Islamic boarding school students' English writing skill. The CAR has 2 cycles of 5 meetings with 20 15-year-old students from five Islamic boarding schools in Kediri City, Indonesia, collected by observation and test and analyzed quantitatively. Students' writing answers to reading section questions in teaching actions measured quantitative. Cycle 1's results meetings did not work to meet the target. After imploying some actions, the data showed a significant improvement at the cycle 2 and target in this cycle was achieved. The discovery learning model from reading sections yields good writing answers for 16 of 20 students. Researchers found that discovery learning improved Salafiyah boarding school students' English writing skills.

Keywords: Discovery Learning Model, English Writing Skill, Salafiyah Boarding School.

Biodata:

Atika Kumala Dewi is a second-year Graduate student of the English Department of Universitas Negeri Malang, Indonesia. She earned her bachelor's degree in English Language Education from IAIN Kediri, Kediri City. Her research interests are in the areas of teacher professional development, English Language Teaching, and language research method development.

PARALLEL SESSION THREE
Day 2
14 September 2024

ROOM A

Beyond The 7th WDC Title: Understanding Lewis Hamilton's Speech Style Through The Lens of Social Change and Career Progression

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Abstract:

Lewis Hamilton's journey from a humble background to a seven-time Formula 1 World Champion is his remarkable professional success. This analysis explores linguistic patterns to examine how shifts in social class and status shape Hamilton's speech style and public persona. Our research aims to explore how Lewis Hamilton's speech style evolved over time in response to changes in social class and status. Using two YouTube interview videos from 2006 and 2023, we transcribed and analyzed Hamilton's speech. Our findings reveal a significant decrease in speech fillers between the 2006 and 2023 videos. These findings answer our question of how social class and status shape Lewis Hamilton's speech style and public image.

Keywords: Lewis Hamilton, Formula 1, Linguistic Patterns, Social Class, Status, Public

Biodata:

Aisyah Aulia, Nawal, Shalsha Ardya Amanda Hapsari, and Yasintya Praadzani are English Language and Literature students in the English Department at Universitas Negeri Malang, Indonesia. Currently in their 4th semester, they are studying sociolinguistics, focusing on the relationship between language, social class, and status. Their research involves analyzing speech styles and word choices that reflect and influence social class and status.

Rural and Urban Vocational High School EFL Teachers' Attitudes and Practices on Intercultural Communicative Competence

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Abstract:

This research aims to explore the vocational high school EFL teachers' attitudes and practices towards Intercultural Communicative Competence (ICC) integration in two different settings: rural and urban, as well as the similarities and the differences of both aspects. Four vocational EFL teachers, two from rural areas and two from urban areas, participated in the study. All participants were chosen based on predefined criteria. The data were collected through Focused Group Interviews (FGI), then later triangulated through a document analysis to see to what extent ICC has been implemented in the teachers' lesson plans. The findings suggest that all teachers showed positive attitudes towards integrating ICC, regardless of the diverse school backgrounds. They also shared things in common regarding the resources used, assessment, and professional support. Some aspects such as teaching strategies, school facilities and challenges were found slightly similar. However, some differences in terms of the practice were found, mainly related to their teaching approaches.

Keywords: Intercultural Communicative Competence (ICC), vocational high school, EFL teachers, rural, urban

Biodata:

Lailatun Nisvi Rizki Amalia is a student in the English Department at Universitas Negeri Malang, Indonesia, currently working towards her master's degree. Her research interests focus on teaching approaches, CALL and the use of technology in ELT.

Annishah is a master's degree student in the English Department at Universitas Negeri Malang. She has a keen interest in research areas such as teaching and technology, sociolinguistics, and Second Language Acquisition.

Mirjam Anugerahwati is a faculty member in the English Department at Universitas Negeri Malang, Indonesia. She obtained her MA from the University of Queensland, Australia, and her doctorate from Universitas Negeri Malang. Her research interests include Cross-cultural Understanding, character building, and curriculum development.

Silent Voices, Loud Learning: Exploring English Learning for The Deaf

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Abstract:

The importance of English as a global language cannot be overstated, serving as a crucial tool for communication, education, and professional development. Learning English presents a unique challenge for the Deaf community because of differences in language acquisition and reliance on visual learning aids such as sign language. This research explores the difficulties faced by the Deaf in learning English, identifies potential solutions, and examines the role of sign language in facilitating their language acquisition. This research involved a comprehensive survey and interview with a diverse, small group of the Deaf to gather in-depth insights into their learning experiences. Key findings indicate that while the Deaf recognise the importance of English, they encounter significant barriers, including limited access to appropriate resources and teaching methodologies that do not cater to their specific needs. Participants highlighted the need for more inclusive and visually-oriented teaching methods, the integration of sign language in English instruction, and the increased availability of specialised learning materials. By incorporating their feedback and leveraging the strengths of sign language, educators can enhance the effectiveness of English language instruction for the Deaf, thereby promoting greater inclusivity and academic success.

Keywords: Deaf, English language learning, Sign language, Bisindo (Bahasa Isyarat Indonesia), American Sign Language (ASL)

Biodata:

Mariana is an English teacher in SMPK Kolese Santo Yusup 1, Malang, Indonesia. She is working on her Master of Education and Master of Art in English. Her research interests are in the areas of English Language Teaching, English for Young Learners and English for the Deaf.

From General English to ESP: A Needs Analysis for Developing Specialized Course
for Mechanical Engineering

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Abstract:

The increasing globalization of the education sector necessitates proficient English communication skills, which are vital for academic success and professional advancement. However, current English courses for non-English majors focus on general language skills and do not meet the specific needs of those particular fields. Therefore, the objective of this study is to conduct a comprehensive needs analysis for developing an English for Specific Purposes (ESP) course tailored to mechanical engineering students. This research employs a mixed-method approach, combining questionnaires from the students and interview with the lecturer to identify specific communicative competencies required in the field of mechanical engineering. The findings reveal a significant demand for comprehending research articles, oral communication, and specialized vocabulary. Additionally, the analysis underscores the importance of industry-specific communication tasks, such as interpreting technical manuals, discussing a case study, and writing technical reports. Based on the results, recommendations are made for course development, emphasizing practical language applications and interactive learning activities. This needs analysis serves as a foundational step towards creating a relevant ESP course that equips mechanical engineering students with the necessary English skills to thrive in their academic and professional endeavors.

Keywords: Needs analysis, English for specific purposes, course development, mechanical engineering

Biodata:

Moh Ruzin is a student in the Master's Program of English Language Education at Universitas Negeri Malang, East Java, Indonesia. He completed his bachelor's degree from the English Education Department at Universitas Islam Malang. His research interests are in the area of Extensive Reading and Technology-Enhanced Language Learning.

Muhammad Hanafi is a student in the Master's Program of English Language Education at Universitas Negeri Malang, East Java, Indonesia. He completed his bachelor's degree in English Education Department at IAIN Sultan Amai Gorontalo. His research focuses on Technology Integration in Language Education.

Celiacika Gustisiwi Puteri is a student in the Master's-PhD Education for Excellent Graduates (PMDSU) program at Universitas Negeri Malang, East Java, Indonesia. She earned a bachelor's degree in English Language Teaching from the Department of English Education at Universitas Lampung, Lampung Province, Indonesia. Her research focuses on technology-enhanced ELT and second language acquisition.

Integrating CLIL and Cambridge Curriculum into English, Science, and Math Subjects

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Abstract:

This paper reports action research conducted in a Junior High School in Malang City, for the teachers of the International Class Program (ICP) that employs the Cambridge Curriculum Framework and Content and Language Integrated Learning (CLIL). The study is motivated by ICP teachers' lack of knowledge about CLIL as can be seen in their lesson plan and instrument of assessment. Ten participants (3 English, 4 Science, and 3 Math teachers) received intensive training to analyze their lesson plan and assessment instruments (test and non-test) based on CLIL principles and CCF. The results demonstrated that after having the intensive training, all teachers' average scores increased up to 10% in all categories (content, communication, culture, cognition, and CCF alignment). However, most of them were still struggling to integrate the CLIL components of communication and culture into their assessment. Thus, further assistance in those two aspects is recommended for the ICP teachers to make the implementation of CLIL and CCF more explicit in lesson plans and assessments to ensure quality education in the ICP.

Keywords: CLIL, Cambridge Curriculum, International Class Program

Biodata:

Siti Muniroh is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her PhD in TESOL from Monash University, Australia. Her research interests are in the areas of Language Teacher Cognition, Critical thinking, CLIL, and Literacy.

Mirjam Anugerahwati is a senior faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her Doctoral degree in ELT from Universitas Negeri Malang. Her research interests are in the areas of CCU, Curriculum Development, CLIL, and ESP.

Metaria holds a Master's degree in English Language Education from the State University of Malang. She serves as a research assistant and English instructor. She has been teaching English for Specific Purposes (ESP) since 2013. Her research interests are in the areas of integrating technology into the classroom, ESP, and material development.

Dian Indah Silfia has spent time as a research assistant since 2022. She holds a master's degree from the English Language Education Program at Universitas Negeri Malang. She is interested in Material Development, Assessment, and Literacy.

Exploring Gender Differences in Using Hashtags in Tiktok's Short Videos

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Abstract:

TikTok is exclusively designed as a short video app where people can interact with other users. One of the tools in TikTok is hashtag, written with a "#" symbol, that helps the creator push videos to trend and findable with others who have similar interests. Therefore, this study aims to explore gender differences in using hashtags in TikTok's short videos among university students. Through qualitative within content analysis design, a questionnaire used as an instrument contains short videos that were categorized into 5 types based on Dorsch's analysis and 120 hashtags choice categorized based on U&G theory. The results showed, among 30 participants, most of them believed that men and women used hashtags differently in their videos. The data resulted male participants using only 3-4 hashtags in a video, whereas female participants applied over 4-5 hashtags. Based on the U&G theory, both genders applied informative and emotional hashtags when posting, however almost half of the female participants used more emotional hashtags attached to the video.

Keywords: gender, short-videos, hashtag category, TikTok.

Biodata:

Aida Rahima is a student of the English Department of Universitas Negeri Malang, Indonesia. She is currently in her fourth semester majoring English Language Education. Her research interests are in the areas of gender studies and social media usage, particularly TikTok among young adults. This research aims to get deeper understanding of societal dynamics in the digital age.

ROOM B

The Contrast of Shampoo Advertisements Based on Sociolinguistic Aspect: L'Oréal vs. Lifebuoy

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Abstract:

Language as a media form of communication placed in advertisements has been widely used in many commercials, but the study of it comparing the sociolinguistic aspect on shampoo products is still limited. As a result, this study aims to investigate the contrast of shampoo advertisements based on the sociolinguistic aspect, specifically on L'Oréal and Lifebuoy. A qualitative method was employed during the development of this research, involving two YouTube videos as the main source of data. In addition, the data was then analyzed using theories from Mujiono (2015). The results revealed that language styles used in the advertisement highly influenced the audience to get interested in the product. Subsequently, by adding a storyline that relates to the target's society may strengthen the point of the product. Therefore, our study reveals the contrast of shampoo advertisement based on its sociolinguistic aspect contained in L'Oréal and Lifebuoy products.

Keywords: sociolinguistics, advertisement, language, style, cultural

Biodata:

Alviera Rahma Farikhta is an undergraduate student of English Language Education from Universitas Negeri Malang with advanced proficiency in English.

Nur Indah Maulidya is an undergraduate student in the English Language Education Department at Universitas Negeri Malang. Her academic interests focus on linguistics and sociolinguistics, exploring language use in social contexts.

EFL Teachers' Awareness in Pragmatics Features Related to Compliments Responses

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Abstract:

A large number of studies explore pragmatic features and awareness in general. However, research regarding EFL teachers' teaching pragmatics, especially regarding compliment responses, is still very limited. Therefore, this research aims to investigate EFL teachers' awareness in teaching compliment responses. Researchers employed a case study which involved six EFL teachers as participants. Data was obtained through semi-structured interviews and analysed descriptively through three stages of descriptive analysis, namely analysis, data presentation, and drawing conclusion. This research shows that EFL teachers agree that teaching compliment responses should be included in the curriculum, with appreciation as the main response taught. They recognized the importance of assessing student practice, despite challenges in teaching strategies and time constraints. Teachers use structured methods, different types of responses, and cultural sensitivity to ensure students respond appropriately to compliments. This research emphasized that teachers' awareness in teaching pragmatics is very important because it can affect their perceptions and practices. Teachers also need to develop structured teaching methods, considering types of compliment responses, as well as cultural sensitivity and social interactions. The limitations of this research are the small sample size and still relying on teacher self-report so the results may be biased.

Keywords: compliment responses, EFL, teachers' awareness

Biodata:

Astri Mardilla Ramli is currently pursuing Master's degree in English Language Education at Universitas Negeri Malang with the scholarship from Indonesia Endowment Fund for Education (LPDP). She works as an English teacher in MTs Alkhairaat, Kementerian Agama Kota Ambon. Her research interest is in the area of teacher professional development.

Lailatul Nurjanah is a Master student at English Language Education at Universitas Negeri Malang. She is a certified-in service teacher who pursued her undergraduate in ELT major and got her certification from Universitas Muhammadiyah Malang. Her research interests are in the area of teacher professional development and ELT.

The Investigation of Social Dialects on "Lemantun" Short Movie: A Sociolinguistic Perspective

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Abstract:

This study investigated one of language variations, specifically social dialects in a short movie entitled "Lemantun" by Wregas Bhanuteja. This research aimed to explore the analysis of social dialects, including the kinds of caste and social class dialects in the movie. Using a qualitative approach with content analysis design, the data were collected from Youtube website, and it analyzed based on the dialogue, scene, and context. The findings showed that there are such portrayals of caste dialects and social class dialects in the movie, especially during the interaction between the characters. The findings showed that it had direct correlation with the Javanese language-used in politeness level, for instance "Mudo-Krama", as it was identified through the movie scenes. This movie can be understood using Javanese language, hence this study contributes in presenting the portrayal of language variations among the literature works.

Keywords: Lemantun, Social Dialects, Caste Dialects, Social Class Dialects, Sociolinguistics

Biodata:

Bima Wahyu Narendhra is an undergraduate student of the English Department, Faculty of Letters, Universitas Negeri Malang, Indonesia. Currently, he is a 2022 cohort student who have a major in English Language and Education (ELE).

Analysis of Differences in Language Styles of Middle Eastern and European Commentators in Football

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Abstract:

Football has long been a global sport, with commentators playing a crucial role in enhancing the viewing experience by providing live, spoken accounts of the matches. This study examines the differences in language styles between Middle Eastern and European football commentators, focusing on how regional and cultural influences shape their commentary. Middle Eastern commentators are known for their poetic, emotional, and humorous style, often using dramatic expressions, jokes, and even songs. In contrast, European commentators typically adopt a more formal, analytical, and structured approach, emphasizing tactical analysis and maintaining a neutral tone. The research involved transcribing and analyzing commentary from both regions for the same match moments, revealing significant stylistic differences. Middle Eastern commentators were found to rarely use formal language, frequently engaging in expressive and animated commentary. European commentators, on the other hand, consistently used formal, polite, and measured language. These differences reflect broader cultural preferences, with Middle Eastern culture favoring rich, emotional narratives and European culture prioritizing professionalism and restraint. This study contributes to the field of football communication by highlighting the impact of cultural and regional factors on sports commentary.

Keywords: Football, Sociolinguistic, Commentators

Biodata:

Dayandri Trisatya Fatanabullah is a student at the State University of Malang class of 2021 majoring in English Education, Faculty of Letters. His research focuses on analyzing differences in English language styles among football commentators.

Interrogating Cultural Norms: A Comparative Study of Maxim Violations in Multi-Ethnicity Classroom

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Abstract:

Communication is a fundamental aspect of dealing with effective classroom interactions. To facilitate effective communication, Grice (1975) proposed cooperative principles of conversational maxims consisting maxim of quantity, quality, relation, and manner. However, diverse cultures potentially violate different maxims that impact classroom dynamics. Thus, the present study aims to investigate maxim violation done by Javanese, Buginese, and Sundanese, and how their culture influences their communication strategies. This study employs a descriptive qualitative design, and the data is collected from multi-ethnicity classroom interaction. The data is recorded then transcribed into a written transcript and analyzed using the interactive model analysis by Miles et al. (2014). The results show that Javanese violate more in maxim of quantity due to their indirect culture, Buginese tend to violate the maxim of relation due to their honesty value, while Sundanese violate more maxim of manner since they hold a calm and peaceful culture

Keywords: Communication, Cultural Sensitivity, Maxims violation, Multi-ethnicity Classroom

Biodata:

Della Febrianti is a postgraduate student of English Education at Universitas Negeri Malang, Indonesia. She got a Bachelor in English Education (S.Pd.) from Universitas Islam Darul 'ulum Lamongan in 2022. Her research interests are in the areas of linguistics in ELT and ICT in ELT.

Nahdia Ilma Nafisah is a postgraduate student of English Education in Universitas Negeri Malang. She took her English Education's Bachelor degree at Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia. Her research interests are Teaching English as a Foreign Language and Applied Linguistics.

Pragmatic Analysis of Anger Expression and Maxims Usage in Instagram Comments on Palestine-Israel War Posts

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Abstract:

This study conducts a pragmatic analysis of anger expression and maxims usage in Instagram comments on microblogging content related to the Palestine-Israel conflict. It aims to describe the types of anger expression, elaborate the intentions behind the expressions, and explain the usage of Gricean maxims. The data consists of comments from selected Instagram posts by an influencer covering various aspects of the conflict. The findings reveal a predominance of verbal and judgmental anger expressions, with intentions such as accusing, mocking, blaming, and questioning. While most comments adhere to the maxims of quality, relevance, quantity, and manner, some violations occur due to emotional intensity and hyperbolic expressions. The study contributes to the understanding of online discourse dynamics, pragmatic theory, and cultural awareness in the context of sensitive geopolitical topics.

Keywords: Anger expression, maxims usage, Instagram comments, Palestine-Israel conflict, online discourse dynamics, cultural awareness.

ROOM C

Nanda Arsyinta's Language Style as a Beauty Influencer on Instagram in Product Promotion

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Abstract:

This research aims to examine Nanda Arsyinta's marketing strategy on Instagram to promote beauty products. The qualitative method of contents analysis identified the language style used in the promotional videos and captions. Data collected was based on systematic observation of Nanda Arsyinta's Instagram account within the last six months concentrating on beauty product endorsement. This research discovered that there are several language styles that are employed by Nanda Arsyinta at her beauty product promotion videos via Instagram and include the use of positive words as the mentioned advantages/benefits of the product, testimonial, a direct call to action towards the product and the use of UGC videography alongside the product reviews, and the offer of special promotion via Insta Stories. This issue revolves around the sociolinguistic approach which underlines the role of language as a tool to build the social persona and define the behavior of an audience. The language style used by Nanda serves as a communication tool to form a positive and relatable product impression, increase audience engagement, and encourage purchase actions.

Keywords: Language Style, Beauty Product Promotion, Sociolinguistic Theory, Beauty Influencer

Biodata:

Dewi Indah Berliana is an undergraduate student in the English Department at State University of Malang, Indonesia. She is currently as a 6th semester student who taking English Language Education. Her research interests are in the areas of Beauty Products Marketing, Education, and English Language Teaching.

A Corpus-based Comparative Study of Modal Verb Usage in Indonesian Senior High School English Textbook

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Abstract:

This study focuses on exploring a comparative analysis of modal verbs usage in three levels of senior high school Indonesian EFL textbook. This study examines the frequency and semantic functions of modal verbs in the three ELT textbooks by using corpus-based study and pragmatics analysis. Descriptive qualitative research is conducted in this study. The data sources are Kurikulum Merdeka's ELT textbooks from the Indonesian government grade X, XI, and XII. This study uses AntConc 4.2.4 to analyze the corpora used in the textbooks. Findings from this study showed that the three EFL textbooks contain nine modal verbs which have different semantic functions. The total number of modal verbs found in the textbooks is 1.059 words. Moreover, the researchers found 3 types of the semantic functions 1) ability, possibility and permission modals, 2) obligation and necessity modals, 3) volition and prediction modals. This study contributes to a deeper understanding of language pedagogy and curriculum development in Indonesia.

Keywords: Corpus-based, comparative study, modal verb, Indonesian EFL textbook

Exploring Code-Mixing Practices among Multilingual Speakers in a WhatsApp Conversation

Fidela Azmi Parahita

Abstract:

Keywords:

Biodata:

Regional Language Influences on the Production of Indonesian Stop Consonants

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Abstract:

Indonesian is the official language of the Indonesian state. Indonesia is an archipelago that has many ethnic groups, each with the characteristics of its language or dialect. Therefore, there is a mixture of languages between regions and other regions. This is where we begin to analyze how the mother tongue affects the pronunciation of Indonesian.

Keywords: Linguistics, Indonesia, Region, Differential

Exploring the Phenomenon of "Bahasa Skincare" Among Female TikTok Users

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Abstract:

This paper explores language and gender dynamics on social media, concentrates "Bahasa Skincare" phenomenon among female TikTok users. Understanding the background of the phenomenon of "Bahasa Skincare" that has existed in TikTok recently is the main goal of this study. This research combined a descriptive qualitative approach with a content analysis design. The data was gathered through observation of user interactions on the comments on a TikTok video owned by @bundahamster who started the trends. The findings of this research indicate that the background of "Bahasa Skincare" used among female TikTok users has a relation to the nature of women who tends to prioritize politeness. Using or employing figurative language, such as metaphor and simile, to convey their emotions and experiences is one of the ways to show how polite they are.

Keywords: Bahasa skincare, Female Tiktokers, Figurative language

Biodata:

Krisma is an undergraduate student majoring in English Language and Education (ELE) of the English Department of Universitas Negeri Malang, Indonesia. She enrolled in the 2022 cohort and is currently at the fourth semester of her study. Her academic interests include English Language Teaching, especially in reading and writing skills.

Aulia Ayu Wardani is an undergraduate student in Universitas Negeri Malang. She is majoring English Language and Education of English Department,s Faculty of Letter. She enrolled in the 2022 cohort and is currently at the fourth semester of her study. Her academic interest is in the field of English Language Teaching.

Impoliteness Strategies Analysis of Coach Justin about Football in Social Media

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Abstract:

Coach Justin is a former futsal coach and sports commentator on football. He is well known for his comments for social media users and football players. Therefore, This research aims to analyze the impoliteness strategies of Coach Justin about football in Youtube The research used qualitative methods and used Impoliteness strategies theory by Culpeper, J. (1996). Therefore, The finding of the research found 17 utterances from Youtube that were divided into 3 types of impoliteness including 8 bald on record impoliteness, 7 negative impoliteness, and 1 sarcasm or mock impoliteness. On the other hand, positive impoliteness and withhold politeness didn't found on this research.

Keywords: coach justin, impoliteness, youtube, culpeper

Biodata:

Mochammad Wafi Hasan Mustofa is a student English Language and Literature program at Universitas Negeri Malang. He is currently his 6th semester. In Addition, he has interests in linguistics such as semantics, pragmatics, and semiotics. He lives in Villa Bukit Tidar A5/25 Merjosari, Lowokwaru district, Malang, East Java.

Reza Ahmad Zahid is also a student of English Language and Literature prorgam at Universitas Negeri Malang. Like Mochammad Wafi Hasan Mustofa, he is now in his 6th semester. Furthermore, he interests in linguistics area including, semantics, pragmatics, and sociolinguistics. He lives in Dau sengkaling, Malang Regency, East Java.

ROOM D

Using the Script Impersonating Technique to Build Students' Communicative Skills in A Students' Workshop

Mochamad Nasrul Chotib, Kukuh Prayitno Subagyo, M Misbahul Amri, Abdul Mukhid, Herditya Wahyu Widodo
Universitas Negeri Malang

Abstract:

This article discusses how impersonating character as one of dramatic techniques can be used to help improve students' communicative skills. The framework is a qualitative case study which is modeled on a recent 4-day workshop entitled "Peningkatan Ketrampilan Keaktoran Dan Penyutradaraan Sebagai Refleksi Ketrampilan 4k Abad 21 Bagi Masyarakat Profesi Se-Malang Raya". The data of this study were taken from two sources: interviewing the experts (the keynote speakers of the event) to get insights mostly on the theoretical ground and giving questionnaires to the participants to gain feedback of the said utility. The finding shows that learning and researching characters via impersonation may be used to consistently and beneficially affect the 10 communicative aptitudes, i.e. active listening, proper choice of communicative method, friendliness, confidence, feedback-sharing, volume and tone, empathy, respect, non-verbal cues and, lastly, responsiveness. This finding holds that this study can be used as an alternative teaching guide that focuses on the importance and usefulness of doing impersonation as a part of learning strategy for various class-level situations or subjects.

Keywords: impersonating technique, dramatic methods, communicative skills, learning strategy

Responses to Compliments: Analyzing Gender-Specific Strategies

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Abstract:

Previously, studies have highlighted gender discourse in giving and responding to compliments across different cultures. This socio-pragmatic study aims to explore how gender influences the response toward compliments. This study employed descriptive comparative design to examine the genders' responses to compliments in same-gender and cross-gender interactions. The participants of this study were 8 male and 8 female Indonesian graduate students majoring in English Language Education, in which all of the participants were EFL students. The data were collected using a Discourse-Completion Task (DCT) consisting of 6 compliment situations and 6 open-ended questions that collect subjects' responses to compliments. The data were analyzed using descriptive discourse analysis. The findings showed that accepting and mitigating strategies are commonly used by both genders, both in same-gender interactions and cross-gender interactions. The findings also indicated the genders' stark differences in demonstrating self-praise, commenting about history, shifting credits, and interpreting compliments as requests. This study implies that teachers and stakeholders should highlight these similarities and differences in communication styles. Additionally, teachers and stakeholders should also sensitize learners to gender-sensitive learning since there are differences in gender communication styles.

Keywords: compliments, cross-gender interactions, DCT, gender responses, same-gender interactions

Biodata:

Wahyu Chandra Wienanda is a Master's student of English Language Education at Universitas Negeri Malang, East Java, Indonesia. He earned his Bachelor's in Education from Universitas Negeri Malang, Indonesia. His research interests are in the areas of English Language Teaching, reading skills in English Language, and second language acquisition.

Muhammad Muqorrobin is a Master's student of English Language Education at Universitas Negeri Malang, Indonesia. He earned his B.A in Education from Universitas Jember (UNEJ), Indonesia. His research interests are in the areas of second language acquisition, English Language Teaching, and Sociolinguistics.

Analyzing Mr. Brown's Illocutionary Acts in Mind Your Language Movie: Enhancing Pragmatic Competence in EFL Teaching

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Abstract:

Illocutionary acts, essential for conveying intent and navigating social interactions, play a crucial role in language learning. Illocutionary acts also occur in movies as engaging tools for English learning. Through movies, teachers and students are allowed to watch and examine how speakers interact with each other in different contexts. Searle categorized these acts into five types: representative, directive, commissive, expressive, and declarative. This study aims to identify and analyze Mr. Brown's illocutionary acts as an EFL teacher in episode 1, season 1 of the Mind Your Language series. Using a descriptive qualitative approach, the study examines the types and frequency of illocutionary acts, employing Searle's taxonomy. From 150 utterances, findings revealed four types: representatives (27.3%), directives (59.3%), commissives (2.7%), and expressives (10.7%), with directives being the most dominant, highlighting Mr. Brown's role in guiding students. The absence of declaratives indicates a focus on interaction over formal announcements. This research underscores the practical applications of Searle's taxonomy, enabling teachers to design effective language learning materials, and enhances pragmatic skills and cultural sensitivity among educators and learners.

Keywords: EFL teaching, illocutionary acts, movie, pragmatic competence

Biodata:

Siti Nadhifah is a master's student of English Language Education of Universitas Negeri Malang, Indonesia. She earned her Bachelor of Arts in Linguistics from Universitas Jember, Indonesia. Her research interests are in the areas of English Language Teaching, Students' Learning Strategies and Teaching of Linguistics.

Nur Mukminatien is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her doctoral degree and was inaugurated as a professor in Universitas Negeri Malang, Indonesia. Her research interest is in the area of English Language Teaching.

Exploring the Features of Indonesian English: Linguistic Diversity and Cultural Influences

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Abstract:

Abstract: Indonesia is a multilingual country, home to more than 700 local languages, and is part of the expanding circle of the World Englishes. English appears extensively in mass media and public space and is used as a second language by the younger generation and the upper-middle class. It is seen as a marker of upward social mobility, but the global language does not have an official status in the country. This paper provides an overview of the Indonesian English variety, including its history, phonological features, and grammatical components. The study found that the characteristics of Indonesian English are influenced by local languages and culture.

Keywords: World Englishes, Indonesian English, phonology

The Challenges and Opportunities of Speech Acts in EFL Classroom: A Literature Review

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Abstract:

This study conducts a comprehensive literature review to investigate the challenges and opportunities connected with the use of speech acts in the English as a Foreign Language (EFL) classroom. Speech acts, which are required for effective communication, include tasks such as apologizing, requesting, and denying. However, EFL students are often struggling with this due to context dependency and cultural and linguistic differences between their native language and English. Not enough teaching increases these issues, resulting in misunderstandings and breakdowns in communication in the classroom. Despite these limitations, the inclusion of speech acts into EFL education gives substantial opportunity to develop students' communicative skills and pragmatic awareness. By emphasizing speech actions, teachers may improve students' capacity to navigate real-life communication settings and raise their involvement in interactive learning.

Keywords: EFL, EFL classroom, English, speech acts

Biodata:

Nur Giana Febrianti is a Master's student of English Language and Education at Universitas Negeri Malang, Indonesia. She earned her Bachelor's degree in Education from Universitas Muhammadiyah Malang, Indonesia. Her research interests are in the areas of code-mixing, code-switching, learners' willingness to communicate, and speech acts.

Annisa Rohmadhani is a Master's student of English Language and Education at Universitas Negeri Malang, East Java, Indonesia. She earned her Bachelor's degree in Education from Universitas Negeri Malang, Indonesia. Her research interests are in the field of English reading skills, differentiated teaching, teachers' and students' self-efficacy, as well as teacher professional development.

An Analysis of Pandhalungan (Jemberan) Language

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Abstract:

Pandhalungan is a hybrid community, which means a community that has or creates a new culture by merging two dominant cultures, which in this case are both Javanese and Madurese (Riswanto, 2021, p. 217). The use of the Pandhalungan language itself is used in several areas, namely Pasuruan, Probolinggo, Situbondo, Bondowoso, Lumajang, and Jember Regencies, or what is known as the Tapal Kuda area (Sutarno, 2006, p. 1). This research focuses on finding out the use of the Pandhalungan language in Jember. This research uses a mixed survey or descriptive method and basic interpretative studies. The analysis was carried out using the results of questionnaires and direct observations made of the Jember people. The results of this research were 15 words frequently used by the 70 respondents who answered the questionnaire, as well as the meaning and examples of how they are used in a sentence.

Keywords: Pandhalungan, Jember, Language Variation, Dialect

Biodata:

Novia Tarisya Fitri is a student of the English Department, Faculty of Letters, of Universitas Negeri Malang, Indonesia, pursuing her bachelor's degree in the English Language Teaching (ELT) program. Her research interests are ELT, Linguistics, and Arts and Cultural Studies. She strives to explore the traditions and cultures of Jember.

Suhada is a student of the English Department, Faculty of Letters, of Universitas Negeri Malang, Indonesia. She is currently pursuing her bachelor's degree in the English Language Teaching (ELT) program. Her research interests are ELT and Linguistics. She would like to research the development of education in remote areas more.

ROOM E

Project-based Learning for Creative Writing Class (A Case Study)

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Abstract:

Project-based learning (PjBL) is an instructional method where students actively participate in personally and practically relevant projects. The present study's aims are to analyse the students' perception and problem on the short story project; and identify what they learned before, during, and after the short story project. This study used a case study design. The participants were 26 English department students from one of the state universities in Malang. The instruments were observation and documents of self-reflection report in Padlet. The results show that most students supported the short story project. Students also stated that they had much to learn in the project, such as the cognitive, affective, and behavioural outcome. In addition, the students faced external problems (generating ideas, writing appealing short story elements, and time) and internal problems (writing block and self-confidence). The results imply that using PjBL and gender and social issues for narrative genre enable them to be more knowledgeable about short story writing, be more creative and more empathetic to their surroundings, and to have more critical thinking skill.

Key words: Project-based learning; short story; writing

Biodata:

Lestari Setyowati is a full time lecturer in English department, Faculty of Letter, Universitas Negeri Malang. Her research interest is EFL writing, literature for language teaching, enviromental education in ELT.

Sari Karmina is is a full time lecturer in English department, Faculty of Letter, Universitas Negeri Malang. Her research interest is EFL writing and the application of Cooperative learning in ELT.

Sony Sukmawan is a full time lecturer of the Indonesian Education and Culture, Faculty of Cultural studies, Universitas Brawijaya. His research interest is oral literature and language teaching.

Using "Fielding Literature" as an Alternative Teaching Strategy to Increase Students' Literacy and Critical Comprehension

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Universitas Negeri Malang, Indonesia

Abstract:

This article presents a conceptual alternative of finding a creative way to teach literary works in classes using the 'fielding literature' method. The teaching design is loosely derived on Bourdieu's magnetic field theory which equates the (force) fields as (contesting) arenas of social discourses. The finding is a proposed teaching plan or guideline which asks the students to create a "magnetic force" where the targeted (literary) text is analyzed by considering what social products, agents or actors are in play to build the said text's meaningful discourse. Some of the teaching procedures may require students to conduct relevant field trips, create (comic) strips, produce videos, advertise social-media posts and or compose alternate stories which must include their own cultural backgrounds. The underlying purpose of 'fielding literature' is to change the class-teaching method from learning literature into experiencing literature, firsthand.

Keywords: field theory, alternative teaching, fielding literature, learning strategy

Sorry Speaks Volume: Exploring Gendered-Apology Strategy

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Abstract:

Previous studies have highlighted the apologizing strategies across different cultures. However, limited studies have explored apologizing strategies based on gender differences. Therefore, this study aims to explore how gender influences apologizing strategies. Using the descriptive comparative design, this study examines the gendered apologizing strategies toward the same gender and cross-gender. This study involved 10 male and 10 female participants from the Master's Program of English Language Education. A Discourse-Completion Task (DCT) consisting of 4 apology situations and 8 open-ended questions was employed to collect participants' responses. The data were analyzed using descriptive discourse analysis. The findings showed that expression of apology commonly used by both genders in same-gender and cross-gender interactions. The findings also indicated different strategies employed by each gender in which males tended to use denial of fault while females tended to use expression of self-deficiency. This study implies that teachers should emphasize the importance of incorporating gender-sensitive strategies, conflict-resolution strategies, and social awareness.

Keywords: apology, cross-gender interactions, DCT, gender responses, same-gender interactions

Biodata:

Muhammad Muqorrobin is a Master's student of English Language Education at Universitas Negeri Malang, Indonesia. He earned his B.A in Education from Universitas Jember (UNEJ), Indonesia. His research interests are in the areas of second language acquisition, English Language Teaching, and Sociolinguistics.

Fitrawati is a Master's student of English Language Education at Universitas Negeri Malang, Indonesia. She earned her B.A in Education from Universitas Negeri Makassar, Indonesia. Her research interests are in the areas of English Language Teaching and linguistics.

Semantic Analysis of "Epic": The Musical

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Abstract:

Homer's Odyssey is one of the most revered literary works in Western literature due to its compelling narrative language and historical values. In recent times, Homer's Odyssey has been retold in numerous literary works, including songs and albums. One album in particular is EPIC: The Musical by Jorge Rivera-Herrans which tells the story of Odysseus from the period of the Trojan War until his journey into the underworld. This research aims to understand the figurative languages of a musical narrative to uncover the messages conveyed by Rivera-Herrans throughout the musical. The method employed for this research is a semantic analysis of the 2 longest songs in each "Saga" or sub-album. The study found that the figurative language used in the songs mirrors the traditional figurative language found in Homer's Odyssey such as metaphor (16.8%), hyperbole (11.5%), and symbolism (10.6%) as well as having a common feature of songs which are repetition (15%) and alliteration (9.7%).

Keywords: figurative language, Homer's Odyssey, musical

Biodata:

Muhammad Rasyidan Ghiffari Ilmansyah is an undergraduate English Language and Literature student at Universitas Negeri Malang, Indonesia. He is interested in cultural studies, especially in the field of British and American literature as well as analysis of songs and poetry. He is also interested in semiotics and the study of semantic and pragmatic meanings.

Muhammad Chosnul Roviq is an undergraduate student in the English Language and Literature major at Malang State University. His primary interest lies in translation, exploring the nuances of linguistic and cultural exchange. Additionally, he has a passion for photography, capturing the beauty and essence of the world around him.

Muhammad Veri Adrianto Ivansa is a dedicated student at Universitas Negeri Malang, majoring in English Literature and Language. As a self-taught English speaker, he has demonstrated a passion for mastering his second language, showcasing his commitment to continuous learning. He focused on exploring music from an academic perspective, analyzing its cultural and historical contexts.

Taufiqur Rachman is an undergraduate student in the English Language and Literature major at Malang State University. He is interested in film studies and the history behind them. His research is mostly focused on exploring the films as a whole and how they can influence many things, like people or even culture as a whole.

The Analysis of College Students' Perspectives toward the Use of Uppercase Letter at the Beginning of a Sentence in WhatsApp Chatting

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Abstract:

WhatsApp, a widely used social media platform, connects people globally through regular calls, video calls, and chats. Among the various expressive styles used by WhatsApp users, one notable trend is the use of uppercase letters at the beginning of a conversation. This research aims to explore individuals' perspectives on this practice, identify their preferences, and understand the contexts in which they choose to use uppercase letters to initiate communication. Employing a quantitative approach with a phenomenological design, the study seeks to deeply understand this phenomenon. The findings reveal diverse viewpoints among teenage participants. Notably, participants who favor lowercase letters cite a preference for casual communication with friends, while they reserve uppercase usage for interactions with parents or lecturers.

keywords: WhatsApp, uppercase, chatting, qualitative

Biodata:

Muhammad Reiza Prima Yandi is an undergraduate student of English Department of Universitas Negeri Malang, Indonesia. Majoring in English Language and Education from cohort 2022. He is currently an intern at English Self Access Center 2024.

Nayadiva Puspita Maharani is an undergraduate student of English Department of Universitas Negeri Malang, Indonesia. Majoring in English Language and Education from cohort 2022. She is currently an intern at Public Relations Self Access Center 2024.

Exploring Teacher's Perception of the Washback Effect of EFL Assessment in Junior High School

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Abstract:

The purpose of this study is to investigate the perception of English as a Foreign Language (EFL) teachers regarding the washback effect in EFL assessment for junior high school students in Indonesia. The study aims to explore the teachers' understanding of the washback effect, their experiences with EFL assessments, and how they perceive the impact of assessments on teaching and learning practices. The study also aims to identify any challenges or limitations that teachers face in implementing assessments with desirable washback effects. The research design employed a qualitative approach, using semi-structured interviews as the primary data collection method. The results of the study indicate that most teachers have a basic understanding of the washback effect, but their perception is not always consistent with the theoretical definition. The study also reveals that teachers' experiences with assessment vary widely, and some assessments have undesirable washback effects. The study suggests that teacher training programs should include a comprehensive understanding of the washback effect and strategies for designing assessments with desirable washback effects. Additionally, the study highlights the need for ongoing professional development for teachers to improve their assessment practices.

Keywords: teacher's perception, EFL assessment, washback effect, junior high school

Biodata:

Endang Mastuti Rahayu is a faculty member of the English Department of Universitas PGRI Adi Buana Surabaya, Indonesia. She earned her doctorate degree in Educational Technology from Universitas Negeri Malang. Her research interests are in the areas of language assessment, curriculum development, and professional development.

Nunung Nurjati is a faculty member of the English Department of Universitas PGRI Adi Buana Surabaya, Indonesia. She earned her doctorate degree in English Education from Universitas Negeri Surabaya. Her research interests are in the areas of language assessment, applied linguistics, pragmatics, and translation and interpreting.

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