



## PROGRAM BOOK

# The 67<sup>th</sup> **TEFLIN** International Conference and The 9<sup>th</sup> **ICoELT**

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

**Padang, 9-11 September 2021**



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





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

*proudly present*

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

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

## **PROGRAM BOOK**

*Supported by:*



**Conference Secretariat**

English Department  
Faculty of Languages and Arts Universitas Negeri Padang  
Website: <http://teflinic2020.fbs.unp.ac.id/>

## CONFERENCE ZOOM LINK

**Meeting ID: 828 2745 1430**

**Passcode: 075499**

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

## Day 2, Friday, 10 September 2021

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

TIME*	DESCRIPTION	VIRTUAL VENUE**
08.00-09.00FEATURED SESSIONS		
08.00-08.30 (09.00-09.30) in Hong Kong, HKT (UTC +8)	Dr Adrian Raper (Clarity) Pronunciation - poor relation or golden child?	Breakout Room 1
08.30-09.00 (09.30-10.00) in Singapore, SGT (UTC +8)	Dr. Joel Meniado (RELC) Universal Design for Learning (UDL) in Online Language Classrooms: Strategies and Insights	
Chair: Dra. Yetty Zainil, MA, Ph.D		
08.00-08.30 (08.00-08.30) in Bangkok, Thailand (UTC +7)	Asst. Prof. Thanis Tangkitjaroenkun (ThaiTESOL) Multicultural literature as Tool to Develop Thai University Students' Global Competence: Practices, challenges and suggestions	Breakout Room 2
08.30-09.00 (21.30-22.00) in New York, NY, USA *EDT (UTC -4)	Down Lucovich (JALT) Designing and Doing: Professional Development in the Zoom Era	
Chair: Dr. Ratmanida, M.Ed		
08.00-08.30	Dra. Dewi Rochsantiningsih, M.Ed., Ph.D. (TEFLIN) Self-Study on Thesis Consultation: A Reflection as an Undergraduate Thesis Supervisor	Breakout Room 3
08.30-09.00 (08.30-09.00) in Bangkok, Thailand (UTC +7)	Mr. Tharich Puttarak (ThaiTESOL) Using an OBEC English Debate Approach as a Tool for Developing Critical Communication Skills	
Chair: Sitti Fatimah, SS, M.Ed., Ph.D		
09.00-10.003rd PARALLEL SESSION		
	Eliasanti Agustina Utilizing Systemic Functional Linguistics (SFL) and Learning Management System (LMS) in EFL Writing Practice	Breakout Room 1

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

## **The opportunities and tensions in writing a summary of academic articles: The voices of student teachers in an EFL context**

**By**

**Dyah Sunggingwati**

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

Key words: academic articles, opportunities and tensions, summary