



UNIVERSITAS
ADI BUANA





InCoLLT

3rd International Conference
on Language and Language Teaching

PROGRAM BOOK

International Conference on Language Teaching 2024
APSPBI Annual Business Meeting 2024

Co-Organized by English Language Education Department
Faculty of Teaching
Universitas PGRI Adi Buana Surabaya, East Java Indonesia

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PROGRAM BOOK



International Conference on Language and Language Teaching 2024
APSPBI Annual Business Meeting 2024
Co-organized by the English Language Education Department – Faculty of Teaching
Universitas PGRI Adi Buana Surabaya, East Java, Indonesia

The Conference Theme:
Navigating Innovation: Striving to the Sustainable ELT



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InCoLLT
3rd International Conference
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Hybrid Conference
**Navigating Innovation:
Striving to the Sustainable ELT**
English Language Education Department,
Universitas PGRI Adi Buana Surabaya

APSPBI 2024 *Annual*
Business Meeting

Chair of Organizing Committee Report

JUNE, 22-23 2024
Alana Hotel Surabaya

Good morning everyone. It is my pleasure to welcome you all.

The honorable Rector of Universitas PGRI Adi Buana Surabaya, Prof. Dr. Hartono., M.Si.

The honorable APSPBI President, Dr. Ummi Khaerati Syam, S.Pd., M.Pd.

The honorable Dean of Faculty of Teaching, Universitas PGRI Adi Buana Surabaya, Dr. Sunu Catur Budiono

The honorable Head of English Language Education Department, Faculty of Teaching, Universitas PGRI Adi Buana Surabaya, Mrs. Armelia Nungki Nurbani

The distinguished Keynote speakers: Prof. (Dr.) R.P. Singh M.A., P.Hd.; Prof. Dr. Imroatus Solikhah, S.Pd., M.Pd., M.E.; Dr. Saran Chantalay; Dr. Munirah Hanafi; Dr. Geraldine S. Wakat, and Dr. Nukmatus Syahria, M.Pd.a

Welcome Dear Lecturers, teachers, students, All presenters and participants.

Ladies and gentlemen

First of all, as the convenor of this 3rd International Conference on Language and Language Teaching committees, I would like to praise to God who has given his blessing in this wonderful morning, so that we can come together to attend this international conference with the theme "**Navigating Innovation: Striving to the Sustainable ELT**". The committees and I really appreciate your valuable participation.

Ladies and gentlemen

This international conference is held in hybrid mode, both online and offline. I am happy to greet you all participants who join us through zoom meeting. Hello everyone, we wish you well and we hope that you can come here for the following conference held by English language education department.

Ladies and gentlemen

We are happy to announce that we have 6 keynote speakers here who come from various countries, such as from India, Thailand, Malaysia, Philippines and of course from our beloved country, Indonesia.

We believe that the insights they share in this conference will enrich our knowledge especially in doing language and language teaching practice and research. In addition, we are proud to have some presenters and participants coming from 74 different universities and institutions around Indonesia, Vietnam, Thailand, Malaysia, Philippine, India, and Hungary.

Ladies and Gentlemen

This seminar is held annually by English Language Education Department, Universitas PGRI Adi Buana Surabaya and this is the eighth year of the seminar. This year becomes special event because this is the third international seminar collaborated with APSPBI 2024 Annual Business Meeting. It is hoped that this conference provides fruitful academic and knowledge atmosphere for academics, scientists, researchers, and policy makers. Interestingly, this conference also offers big opportunities to lead the undergraduate students to explore their academic outcome as the result of the research in their academic journey during their studying in university.

Ladies and Gentlemen

We are really happy that this conference in this year successfully attracts lot of academics and researchers. We accept 104 abstracts from various universities and countries. These are abstracts with high quality which may provide ideas for us to improve our teaching and doing research. We hope this forum can open many opportunities for us to conduct research collaboration and other projects in the future.

Ladies and Gentlemen

To sum up, I would like to thank all committee and also APSPBI members for their big contribution to make this happen. Again and again, thank you so much and have a great seminar!

Goog morning.



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APSPBI President Speech

JUNE, 22-23 2024
Alana Hotel Surabaya

Assalamualaikum Warahmatullahi Wabarakatuh

A very pleasant good morning to everyone.

The honorable Rector of Universitas PGRI Adibuana Surabaya, Prof. Dr. Hartono.,M.Si.

The honorable Dean of Faculty of Teaching Universitas PGRI Adibuana Surabaya, Dr. Sunu Catur Budiono

The honorable head of English Education Department of Universitas PGRI Adibuana Surabaya, Mrs Armelia Nungki Nurbani and all organizing Commitees.

The honorable national and regional administrator of APSPBI

The honorable all the participants of the conference and annual meeting of APSPBI,

Our sincere appreciation and gratitude go to Universitas PGRI Adibuana for the collaboration with APSPBI in actualizing this prestigious event and this is wonderful opportunity in conjunction with the much-anticipated 3rd International Conference on Language and language Teaching (InCoLLT) and the Annual Business Meeting 2024.

This event has been carried out annually since 2015. It was held for the first time in Universitas Muhammadiyah Yogyakarta, then was successively hosted by Universitas Muhammadiyah Jakarta, Universitas Sanatha Darma, Universitas Lambung Mangkurat Banjarmasin, and Universitas Muhammadiyah Makassar. In 2020-2021, we decided to perform this event online due to Covid-19 pandemic. Universitas Sanatha Darma again hosted the conference in 2022, then followed consecutively by Universitas Muhammadiyah Sumatera Utara in 2023 and Universitas PGRI Adibuana this year.

Ladies and gentlemen,

This conference is incorporated with Annual Business Meeting to be held on the June 23rd to exchange views on strategic issues in developing English Education Study Programs and will be attended by hundreds of representatives from universities throughout Indonesia.

We proudly state that APSPBI has been strongly contributive to the development of English Education Study Programs in Indonesia both institutionally and individually.

Ladies and gentlemen,

We sincerely thank and acknowledge all participants, both the heads of English Education Study Program and lecturer representatives who are attending this event. Lastly, we are glad to invite participants who have not join APSPBI to visit our website for registration.

Assalamualaikum Warahmatullahi Wabarakatuh



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Welcome and Opening Speech

JUNE, 22-23 2024
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Assalamualaikum warahmataullah wabarakatuh

It is not the first time for me standing in front of people to say a word, but it is trembling and it so much incredible to be here. Thank you for giving me the opportunity to stand here, speak for the university. It is an honor to stand in front of these great people. The honorable, the President of APSPBI, Dr. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. The respectful, the head of the English education study program, PGRI Adi Buana Surabaya university, Mrs. Armelia Nungki Nurbani and also the lecturers who I appreciate very much. No word can be greater to express my gratitude to all keynote speakers and presenters who have provided their time to make a scientific contribution at this amusing seminar, InCoLLT, International Conference on Language and Language Teaching, in the theme "**Navigating Innovation: Striving to the Sustainable ELT**".

Maybe there are not many things I can say here, other than my hopes for this department. I hope that this department will not stop ceasing to provide institutional commitment with quality and quantity for academic development through academic forums. That way, the probability of publication can increase, the cooperation network and human resources expand, and of course, the university can grow as well.

By saying bismillahirrahmanirrahim, I officially open this conference.

I think that is all I can say and once again, thank you. We hope that this event will run smoothly and will grow even more in the future.

Wassalamualaikum warahmataullah wabarakatuh



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Program Schedule

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DAY ONE [SATURDAY] JUNE 22, 2024

InCoLLT 3rd SCHEDULE

TIME	PLACE & ROOM	AGENDA
07:00 - 08:00 (60')	Cendana Room (7 th Floor) <i>ONLINE (Zoom)</i> Meeting ID: 83279325238 Passcode: adibuana	REGISTRATION Registration for presenters and participants Video Profile of Universitas PGRI Adi Buana Surabaya
08:00 - 09:00 (60')	Cendana Room (7 th Floor) <i>ONLINE (Zoom)</i> Meeting ID: 832 7932 5238 Passcode: adibuana	OPENING CEREMONY <ul style="list-style-type: none"> ▪ The National Anthem of the Republic of Indonesia ▪ Welcome Dance ▪ Prayer Recitation ▪ Report Address by Chair of Organizing Committee ▪ APSPBI Speech by President of APSPBI: Dr. Dr. Umami Khaerati Syam, S.Pd., M.Pd. ▪ Welcome and Opening Speech by Rector of Universitas PGRI Adi Buana Surabaya: Prof. Dr.Hartono, M.Si.
09:00 - 10:00 (60')	Cendana Room (7 th Floor) <i>ONLINE (Zoom)</i> Meeting ID: 83279325238 Passcode: adibuana	PLENARY SESSION 1 Prof. Dr. Imroatus Solikhah S.Pd., M.Pd., M.E Universitas Islam Negeri Raden Mas Said Surakarta <i>Empowering Education: Exploring Innovations in Differentiated Instruction</i> Moderator: Oktavia Tri Sanggala Dewi, S.Pd., M.Pd Token Appreciation and Photo Session
10:15- 11:15 (60')	Cendana Room (7 th Floor) <i>ONLINE (Zoom)</i> Meeting ID: 83279325238 Passcode: adibuana	PLENARY SESSION 2 Dr. Geraldine, S.Wakat Saint Louis University, Philippines <i>Environmental Sustainability in Language Teaching</i> Moderator: Rahmad Hidayat, S.S., M.A Token Appreciation and Photo Session
11:20 - 12:20 (60')	Cendana Room (7 th Floor) <i>ONLINE (Zoom)</i> Meeting ID: 83279325238 Passcode: adibuana	PLENARY SESSION 3 Prof.Dr.R.P. Singh M.A., P.hD, P.G Diploma in Linguistics University of Lucknow, India <i>Professional Development of Educators: A Creative Model</i> Moderator: Rahmad Hidayat, S.S., M.A Token Appreciation and Photo Session
12:20 – 13.20 (60')	<i>2nd Floor</i>	LUNCH, PRAYING, & EXHIBITION SESSION
13:20 - 15:20 (120')	<i>(5th and 7th Floor)</i> Parallel Rooms	PARALLEL SESSIONS (OFFLINE)
15.20 -	5 th and 7 th Floor	Snack time

DAY TWO [SUNDAY] JUNE 23, 2024

I. InCoLLT 3rd SCHEDULE

TIME	PLACE & ROOM	AGENDA
07:30 - 08:30	<i>MAIN ONLINE</i> Zoom Meeting ID: 826 3314 1126 Passcode: adibuana	ONLINE REGISTRATION Registration for presenters and participants Video Profile of Universitas PGRI Adi Buana Surabaya
08:30 - 08:45	<i>MAIN ONLINE</i> Zoom Meeting ID: 826 3314 1126 Passcode: adibuana	OPENING Opening by Master of Ceremony
08:45 - 09.45	<i>MAIN ONLINE</i> Zoom Meeting ID: 826 3314 1126 Passcode: adibuana	PLENARY SESSION 1 Dr. Saran Chantalay Maejo University, Chiang Mai, Thailand <i>Needs for English Language of Students in Agriculture</i> Moderator: Oktavia Tri Sanggala Dewi, S.S., M.Pd
10.00 - 11:00	<i>MAIN ONLINE</i> Zoom Meeting ID: 826 3314 1126 Passcode: adibuana	PLENARY SESSION 2 Dr. Nukmatus Syahria, M.Pd Universitas PGRI Adi Buana Surabaya, Indonesia <i>ELT Teacher Professional Development: What's next?</i> Moderator: Eliasanti Agustina, S.Pd., M.Pd.
11:15 - 12:15	<i>MAIN ONLINE</i> Zoom Meeting ID: 826 3314 1126 Passcode: adibuana	PLENARY SESSION 3 Dr. Munirah Hanafi Institute of Teacher Education International Language Campus, Malaysia <i>Getting Ideas to Work in the English Language Classrooms</i> Moderator: Eliasanti Agustina, S.Pd., M.Pd.
12:30 - 13.00		BREAK TIME
13:15 - 15:15	<i>ONLINE</i> Parallel break-out rooms	ONLINE PARALLEL SESSIONS
15.15 - 15.30	<i>MAIN ONLINE</i> Zoom Meeting ID: 826 3314 1126 Passcode: adibuana	Closing Speech by Head of English Language Education Department Closing by Master of Ceremony

II. APSPBI ANNUAL BUSINESS MEETING SCHEDULE

Waktu (WIB)	Kegiatan	Narasumber	Moderator/Fasilitator
08.00-08.30	Pembukaan: 1. Pembukaan Acara Business Meeting oleh Steering Committee 2. Sambutan Presiden APSPBI 3. Sambutan Dewan Pakar/Kehormatan APSPBI (keterwakilan)	- Dr. Ummi Khaerati Syam, M.Pd. (Presiden APSPBI) Perwakilan Dewan Pakar/Kehormatan	MC Ismail Sangkala, S.Pd., M.Pd. (Ketua Panitia ABM, Bendahara APSPBI)
08.30-09.30	<i>National Issues</i> merespon Permen Nomor 53 dan 12 Tahun 2024: Kebijakan dan Kurikulum Bahasa Inggris pada Kurikulum Merdeka	M. Yusri Saad, S.S., M.M (Pusat kurikulum dan pembelajaran, BSKAP, kemdikbudristek)	Yanuar Dwi Prastyo, S.Pd.I., M.A., Ph.D. (Wapres II APSPBI)
09.30-09.45	<i>Istirahat</i>		
09.45-10.45	<i>Lecturer Recognition: Visiting Scientist</i> dan Pembimbing Dosen (pencangkakan, reguler), dan Seminar Akademik bagi dosen dan mahasiswa	Prof. Dr. Imroatus Solikhah, S.Pd., M.Pd., M.E. (Guru Besar UIN Raden Mas Said Surakarta) Wapres I APSPBI	Samsul Khabib, S.Pd., M.Pd. (Sekjend APSPBI)
10.45-11.45	Pendampingan / Review Kurikulum Program Studi	Dr. Fauzia, M.A (Wasekjen APSPBI)	Ariana, S.Pd., M.Pd (Wabend APSPBI)
11.45-12.45	<i>Istirahat (makan siang/shalat)</i>		
12.45-14.15	Pemaparan dan Pendampingan Akreditasi Program Studi khusus LKPS dan LED LAMDIK	1. Erwin Akib, Ph.D. (Dewan Pakar APSPBI) 2. Prof. Dr. Yazid Basthomi, MA (Dewan Kehormatan APSPBI)	Dr. Fauzia, M.A (Wasekjen APSPBI)
14.15-14.45	Publikasi Ilmiah APSPBI (Jurnal Ilmiah dan Book Chapter ber edisi)	Ismail Sangkala, S.Pd., M.Pd. (PIC Publikasi APSPBI)	Jusmaniar, S.Pd., M.Pd. (Kadiv. Med Info APSPBI)
14.45-15.15	<i>Istirahat</i>		
15.15-16.45	Kerjasama Program Studi antar lingkup anggota APSPBI	Yanuar Dwi Prastyo, S.Pd.I., M.A., Ph.D. (Wapres II APSPBI)	Silih Warni, Ph.D. (Kadiv. Kerjasama APSPBI)
16.45-17.15	Penyempurnaan AD/ART (inisiasi sebelum penetapan)	Dr. Ummi Khaerati Syam, M.Pd. (Presiden APSPBI)	Samsul Khabib, S.Pd., M.Pd. (Sekjend APSPBI)
17.15-17.45	Penutupan	President	<i>All SC</i>



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Parallel Session

JUNE, 22-23 2024
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OFFLINE PARALLEL SESSION

-: Saturday, June, 22 2024 :-

Room : 1
Place : Cendana Hall 7th Floor
Time : 13:20 - 15:20 (Western Indonesian Time)
Moderator : Meytha Dwi K

No	Name	Institution	Title
1	Kalsum, Salsa Aulini, Agussalim	IAIN Parepare	REDUCING STRESS AMONG ENGLISH TEACHERS THROUGH COACHING
2	Mustasyfa Thabib Kariadi, M Riyanton, Nur Alfi Ekowati, Slamet Riyadi	Jenderal Soedirman University, Central Java Indonesia	PERCEPTION STIMULUS OF STUDENTS USING SMARTPHONE WHEN LEARNING ENGLISH
3	Yerly A Datu, Singgih Widodo Limantoro, Mario Christian Noer Tjahyanto, Yenny Hartanto	Politeknik Ubaya, Business English study program	SELF-ASSESSING ENGLISH LANGUAGE TEACHER PERFORMANCE THROUGH MIXED COMPETENCY- BASED MODEL FOR TEACHER PROFESSIONAL DEVELOPMENT
4	Lilies Youlia Friatin, Bambang Ruby Sugiarto, Gugum Gumelar Rahmatillah	Universitas Galuh	NAVIGATING COMMUNICATION: EFL STUDENTS JOURNEY OF SPEAKING TO LEARN IN ENGLISH MAJORS
5	Muawwinatul Laili	Universitas Nahdlatul Ulama Sidoarjo	EXPLORING STUDENTS' WRITING SKILLS THROUGH LOCAL CULTURE-BASED DESCRIPTIVE ESSAYS
6	Henok Reinbrand Mambrisau, Nurteteng	Universitas Pendidikan Muhammadiyah Sorong	INVESTIGATING THE STUDENTS' PERCEPTION AND SATISFACTION TAUGHT BY NON-ENGLISH TEACHER BACKRGROUND (A CASE STUDY AT SMAN 9 RAJA AMPAT)
7	Dani Chandra Yudho Pranoto, Fajar Susanto	Universitas PGRI Adi Buana Surabaya	THE CHALLENGES IN LEARNING ICAO RADIOTELEPHONY: STUDENTS' PERSPECTIVE
8	Nguyen Duc Son	HUTECH University, Vietnam	EXPLORING TEACHERS' PERCEPTIONS OF CHATGPT AS AN INNOVATIVE TOOL FOR ENHANCING ENGLISH LANGUAGE TEACHING
9	Restu Januarty Hamid, Asdar	Universitas Bosowa	THE APPLICATION OF ARTIFICIAL INTELLIGENCE IN SUPPORTING LEARNING IN THE DIGITAL ERA
10	Sri Lestari	Universitas Muhammadiyah Surabaya	HIP-HOP-BASED EDUCATION AS EXTRACURRICULAR ACTIVITY: A CASE STUDY OF LEARNING

**ENGLISH FOR YOUNG LEARNER
 USING RAP IN INDONESIA**

Room : 2
Place : Aldam Hall 7th Floor
Time : 13:20 - 15:20 (Western Indonesian Time)
Moderator : Lubna Iasya

No	Name	Institution	Title
1	Dr. Fithriyah Nurul Hidayati, M.Pd., Nor Laili Fatmawati, M.Pd.	Uin Raden Mas Said Surakarta	DIFFERENTIATED LEARNING INSTRUCTION IN THE CULTURAL STUDIES CLASSROOM: EFL STUDENTS' EXPERIENCES
2	Fauzia, Dwi Santoso, Benny Hartanto	Universitas Ahmad Dahlan	INTERCULTURAL LEARNING ACROSS STUDY PROGRAMS FOR THE CONTINUITY OF ENGLISH LANGUAGE LEARNING
3	Yohanes Heri Pranoto & Tiara Putri Adelea	Universitas Katolik Musi Charitas	EXPLORING OMISSION ERRORS IN STUDENT TRANSLATIONS
4	Slamet Utomo, Diah Kurniati, Sri Surachmi, Titis Sulistyowati, Testiana Deni Wijayatiningsih	Universitas Muria Kudus	STRATEGIES FOR TEACHING WRITING: THE GENRE BASED APPROACH PRESENTATION
5	Endah Yulia Rahayu, Oktavia Tri Sanggala Dewi, Rosarina Poppy Handayani	Universitas PGRI Adi Buana Surabaya	CHALLENGES AND OPPORTUNITIES OF AI IN ENGLISH LANGUAGE EDUCATION
6	Maria Olga Jelimun, Ely Helydydiana Selamat	Universitas Katolik Indonesia Santu Paulus Ruteng	THE NEEDS OF ENGLISH IN CONTEXT OF CULINARY FOR THE LOCAL FOODS SELLERS: ESP CONTEXT
7	Achmad Taqlidul Chair F.	STAIN Majene	DEVELOPING INTERACTIVE INSTRUCTIONAL MODULES FOR CORE PRINCIPLES OF ENGLISH LANGUAGE TEACHING
8	Victoria Usadya Palupi, Rindang Widiningrum, Anton Wahyana	Universitas Kristen Satya Wacana	CHALLENGES AND OPPORTUNITIES OF AI IN ENGLISH LANGUAGE EDUCATION
9	ANANDAYU SURI ARDINI	Universitas Islam Indonesia	WELCOMING LITERATURE TO THE CURRICULUM: EFL PRE-SERVICE TEACHERS' RESPONSE TO CHILDREN'S LITERATURE

Room : 3
Place : Angsana Hall 7th Floor
Time : 13:20 - 15:20 (Western Indonesian Time)

Moderator : Aisiyah Arun

No	Name	Institution	Title
1	Tri Pujiani, M.Pd, Ida Dian Sukmawati, S.S., M.Pd., Agrissto Bintang Aji Pradana, M.Pd.	Universitas Harapan Bangsa	INTEGRATING TECHNOLOGY IN TEACHING ENGLISH TO YOUNG LEARNERS: TEACHERS' CHALLENGES AND CONSIDERATIONS
2	Misbah Fikrianto, Nurul Hasanah Fajaria, Tauricha Astiyandha, Agus Gunawan	Universitas Islam As-syafiiyah	EXPLORING USEFUL AI TOOLS TO ELEVATE WRITING SKILLS
3	Patahuddin, Andi Tenri Ampa, Erwin Akib	Universitas Muhammadiyah Parepare, Universitas Muhaammadiyah Makassar	IMPROVING STUDENTS' ENGLISH LANGUAGE LEARNING THROUGH WEBSITE-BASED CURRICULUM MERDEKA TEACHING MODULES
4	Ratnayanti, Endah Yulia Rahayu	Universitas PGRI Adi Buana Surabaya	THE NEED ANALISIS OF INTEGRATING ENGLISH LANGUAGE SKILLS IN INDONESIAN PRIMARY SCHOOL TEXTBOOK
5	Sesilia Yuliani, Endang Mastuti Rahayu M.Pd	Universitas PGRI Adi Buana Surabaya	PERCEPTIONS OF EFL LECTURERS ON THE USE OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION EFL CLASSROOMS
6	Widya Rizky Pratiwi, Juhana, Lukyitta Gusti Acfira	Universitas Terbuka	NAVIGATING ETHICAL CHALLENGES IN ONLINE EDUCATIONAL PRACTICES
7	Ramadani Fitra, Haura Raudhatul	Universitas Islam Kalimantan Muhammad Arsyad Al Banjari	EXPLORING THE PERCEPTION OF NON-ENGLISH DEPARTMENT STUDENTS TOWARD CHATGPT IN TRANSLATING ENGLISH TEXTS
8	Syawal, Nasrullah, Muhaimin Abdullah	Universitas Muhammadiyah Parepare, Universitas Negeri Surabaya	EXPLORING ENGLISH MEDIUM INSTRUCTION AND TRANSLANGUAGING PRACTICES IN INDONESIAN ENGLISH CLASSROOM
9	Imam Santosa, Ifan Iskandar, Samsi Setiadi	Universitas Esa Unggul, Universitas Negeri Jakarta	DEVELOPING A STANDARDIZED SCORING RUBRIC FOR DIGITAL PROCEDURAL TEXTS

Room : 4
Place : Kamboja Hall 5th Floor
Time : 13:20 - 15:20 (Western Indonesian Time)
Moderator : Rezky Putri S.P.

No	Name	Institution	Title
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1	Farah Zulfiah, Ruri Fadhilah Kurniati, Masyitah Noviyanti	Universitas Nahdlatul Ulama Sidoarjo	SEVENTH GRADERS' ENGLISH SPEAKING ABILITY BASED ON GENDER
2	Fajar Susanto, Slamet Setiawan, Widyastuti	Universitas Negeri Surabaya	INTERACTIONAL COMPETENCE: HOW EFL LEARNERS DEVELOP REPAIR SEQUENCES IN INTERACTIONS
3	Nunung Nurjati, Nukmatus Syahria	Universitas PGRI Adi Buana Surabaya	PORTRAYING LECTURER'S AND STUDENTS' PERCEPTION ON TRANSLANGUAGING PRACTICES IN AN EFL CLASSROOM IN THE ISLAMIC BASED UNIVERSITY
4	Suminih, Selnistia Hidayani, Purnama Rika Perdana	UIN Sultan Maulana Hasanuddin Banten	LEXICAL DENSITY IN READING TEXTS IN ENGLISH TEXTBOOK
5	Eka Nur Cholifah, Ferra Dian Andanty	Universitas PGRI Adi Buana Surabaya	GENDER-BASED COMPARISON OF ENGLISH LECTURERS' TEACHING STYLES: EFL STUDENTS' PERSPECTIVES
6	Wulan Indah Sukma Praiswati, Ferra Dian Andanty	Universitas PGRI Adi Buana Surabaya	PSYCHOLOGICAL DYNAMICS FOR EFL STUDENTS IN ELT CLASSROOM: CASE STUDY
7	Hertiki, Watsana Srirak	Universitas PGRI Adi Buana Surabaya	HATE SPEECHES ON TIKTOK POTENTIALLY VIOLATING THE ITE LAW
8	Kris Inayah Hasnia Aziz, Ferra Dian Andanty	Universitas PGRI Adi Buana Surabaya	COMPARISON OF E-LEARNING AND CONVENTIONAL TEACHING IN LECTURER TEACHING TECHNIQUE: STUDENTS' PERSPECTIVE
9	Shafa Safira, Ferra Dian Andanty	Universitas PGRI Adi Buana Surabaya	ENGLISH LECTURER' NARRATIVE EXPERIENCES ON ADAPTING THE CURRICULUM TRANSFORMATION; KKNITO MERDEKA CURRICULUM
10	PUJI RAHAYU	Universitas Islam Indonesia	INTERNATIONAL TEACHING PRACTICUM: A SPEAKING SELF-EFFICACY ENHANCING EXPERIENCE

Room : 5
Place : Gandaria Hall 7th Floor
Time : 13:20 - 15:20 (Western Indonesian Time)
Moderator : Helena Thria Nathalia

No	Name	Institution	Title
1	Retno Ayu Ningsih, Ferra Dian Andanty	Universitas PGRI Adi Buana Surabaya	THE ESSENCE OF ENTREPRENEURSHIP EDUCATION FOR TEACHERS' PROFESSIONAL DEVELOPMENT:

			PERCEPTIONS OF INDONESIAN EFL PRESERVICE TEACHERS
2	Maulana Harenaldhi, Rahmad Hidayat	Universitas PGRI Adi Buana Surabaya	INTERCULTURAL LEARNING ACROSS STUDY PROGRAMS FOR THE CONTINUITY OF ENGLISH LANGUAGE LEARNING
3	Satrio Jiwo Prawiro, Rahmad Hidayat	Universitas PGRI Adi Buana Surabaya	TEACHERS' LANGUAGE ASSESSMENT LITERACY: INDONESIAN EFL SECONDARY TEACHERS' KNOWLEDGE AND CLASSROOM PRACTICE
4	Nur Avita Ayu Diyawan	Universitas PGRI Adi Buana Surabaya	STUDENTS' PERSPECTIVES IN THE USE OF POWTOON AS A MULTIMODAL LEARNING STRATEGY IN WRITING NARRATIVE TEXT
5	Marlinda Bate'e	Universitas PGRI Adi Buana Surabaya	IN-SERVICE TEACHERS' PERCEPTION ON THE USE OF ENGLISH CHILDREN'S SONG TO ENHANCE VOCABULARY FOR EARLY CHILDHOOD
6	A'isah Maudy Nur Rohmah	Universitas PGRI Adi Buana Surabaya	CHALLENGES AND OPPORTUNITIES OF BAAMBOOZLE IN TEACHING ENGLISH VOCABULARIES AT SECONDARY LEVEL FROM STUDENTS' PERSPECTIVE
7	Akmal Bagus Jauhar	Universitas PGRI Adi Buana Surabaya	COMPARISON OF E-LEARNING AND CONVENTIONAL TEACHING IN LECTURER TEACHING TECHNIQUE: STUDENTS' PERSPECTIVE
8	Maulida Amanda Putri	Universitas PGRI Adi Buana Surabaya	THE FACES OF TIKTOK ENGLISH LEARNING INFLUENCERS FOR EFL STUDENTS IN LEARNING
9	Armelia Nungki Nurbani, Felicia Arya Dwi Putri, Yulyanah	Universitas PGRI Adi Buana Surabaya	SUITABILITY OF AUTHENTIC LISTENING MATERIALS USED BY SENIOR HIGH SCHOOL ENGLISH TEACHERS
10	Armelia Nungki Nurbani, Putri Dwi Anggriani, Sekar Mayangsari	Universitas PGRI Adi Buana Surabaya	TAILORING THE EXPERIENCE OF AUDITORY, VISUAL, AND KINESTHETIC LEARNING STYLES IN LISTENING AND SPEAKING CLASSROOM: A MULTISENSORY APPROACH
11	Rama Putra Dirgantara, Fajar Susanto	Universitas PGRI Adi Buana Surabaya	HATE SPEECHES ON TIKTOK POTENTIALLY VIOLATING THE ITE LAW
12	Feni Munifatullah, Fajar Riyantika, Febby Sarah Cilcila	Universitas PGRI Adi Buana Surabaya	THE ANALYSIS OF CODE-SWITCHING AND CODE-MIXING AS COMMUNICATION

**STRATEGIES IN CLASSROOM
DISCUSSIONS AT SMA YP UNILA**

ONLINE PARALLEL SESSION

-: Sunday, June, 23 2024 :-

Room : 1
Place : Zoom <https://us02web.zoom.us/j/83279325238>
Meeting ID : 826 3314 1126
Passcode : adibuana
Time : 13:20 - 15:20 (Western Indonesian Time)
Moderator : Meytha Dwi K

No	Name	Institution	Title
1	Desy Rusmawaty, Azarine Lolidya Maharani, Fitrahiliah, Gabriela Palit, Muh. Khairul Azhar, Nazhwa Astri Kania	Mulawarman University	EXPLORING DIPHTHONG SOUND LEARNING BY USING TONGUE TWISTER: AN EXPERIMENTAL STUDY IN MULAWARMAN UNIVERSITY
2	Abdul Kamaruddin, Sunarti, Budi, Sriati Usman	Tadulako University	EMPLOYING DICTOGLOSS TECHNIQUE TO IMPROVE EFL STUDENTS' LISTENING SKILL
3	Naajihah Mafruudloh, Ahmad Munir	Universitas Negeri Surabaya	MOBILE ASSISTED LANGUAGE LEARNING (MALL): IMPLEMENTATION OF MAR (MOBILE AUGMENTED REALITY) IN TEACHING ELL IN PRIMARY SCHOOL CONTEXT
4	Yurike Risa Loreana, Laras Ayuningtyas Manggiasih, Sri Wahyuni, Nico Irawan	Universitas PGRI Adi Buana Surabaya	TEACHING ENGLISH THROUGH STORY-BASED METHODS FOR YOUNG LEARNERS
5	Manase Halitopo	STKIP Abdi Wacana Wamena	THE CHANGES STRUCTURE AMONG DANI, LANI, DAN YALI LANGUAGE USING SIMPLE PRESENT TENSE
6	An Truc Huynh Nguyen, Thao Tran Quoc	HUTECH University, Vietnam	EFL STUDENT-TEACHERS' INVESTMENT IN TEACHING COMPETENCY DEVELOPMENT: A LITERATURE REVIEW

Room : 2
Place : Zoom <https://us02web.zoom.us/j/83279325238>
Meeting ID : 826 3314 1126
Passcode : adibuana
Time : 13:20 - 15:20 (Western Indonesian Time)
Moderator : Lubna Iasya

No	Name	Institution	Title
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1	Hearlie Agritia, Adiati Arum Pandanwangi, Nunung Nurjati	SMA Negeri 13 Surabaya	ACROSS THE HORIZON: NEW DEVELOPMENTS IN LEADERSHIP FOR EDUCATIONAL MANAGEMENT
2	Hidayah Nor, Afifah Linda Sari	UIN Antasari Banjarmasin	INCORPORATING ISLAMIC VALUES AND LOCAL CULTURE INTO ENGLISH BOOKS OF SENIOR AND JUNIOR HIGH SCHOOL LEVELS
3	Mustaqimah	Universitas Negeri Makassar	TEACHING WITH HEART: EFL TEACHER'S STRATEGIES FOR SPECIAL NEEDS LEARNERS
4	Ildi Kurniawan, M.Pd	University of Bengkulu	LANGUAGE BARRIER EXPERIENCED BY ASEAN STUDENTS DURING INTERNATIONAL TEACHING
5	Andi Adisaturrehimi	Universitas Negeri Makassar	THE USE OF INDONESIAN AND ENGLISH AS AN INTRODUCTION TO LEARNING
6	Siti Nurul Shofa, Noor Eka Chandra	Lambung Mangkurat University	THE NEED ANALYSIS OF ESP FOR VISUAL COMMUNICATION DESIGN STUDENTS AT VOCATIONAL HIGH SCHOOL

Room : 3
Place : Zoom <https://us02web.zoom.us/j/83279325238>
Meeting ID : 826 3314 1126
Passcode : adibuana
Time : 13:20 - 15:20 (Western Indonesian Time)
Moderator : Aisiah Arun

No	Name	Institution	Title
1	Rita Darmayanti	Politeknik Negeri Malang	LEVERAGING ARTIFICIAL INTELLIGENCE TO AUGMENT CRITICAL THINKING AND READING COMPREHENSION IN BUSINESS ENGLISH COURSES
2	Yenny Hartanto	Politeknik Ubaya	NARRATIVE PERCEPTION OF USING DUOLINGO AS A LANGUAGE LEARNING TOOL
3	Erwin Hari Kurniawan, Syafi'ul Anam	Universitas Negeri Surabaya	THE EFFECTIVENESS OF ARTIFICIAL SCAFFOLDING IN TEACHING WRITING FOR THIRD SEMESTER OF UNISKA
4	Ririn Suminar, Muhammad Handi Gunawan	Universitas Pendidikan Indonesia	STUDENTS' VIEWS TOWARDS WORLD ENGLISHES IN ENGLISH LANGUAGE TEACHING (ELT)
5	Ina Daril Hanna	Universitas Islam Madura	DEVELOPING AN INTERACTIVE ENGLISH MATERIALS FOR YOUNG LARNERS: FUN LEARNING-BASED ACTIVITY

6	Muhammad Saifuddin, Pratiwi Retnaningdyah, Ahmad Munir	Fakultas Bahasa dan Seni, Universitas Negeri Surabaya	LEVELED ENGLISH TEXTBOOKS FOR BEGINNING READERS: A CRITICAL MATCH BETWEEN LANGUAGE CONSTRUCTIONS AND VISUAL IMAGES
7	Shi Feng, Dr Tirzah Zubeidah	Universiti Selangor	A CORPUS-BASED STUDY ON EAP LEXICAL TEACHING OF STEM GRADUATE STUDENTS IN CHINA
8	Akhmad Osama Al Za'im	Universitas PGRI Adi Buana Surabaya	EXPLORING REGISTER USING ON MOBILE LEGENDS GAME

Room : 4
Place : Zoom <https://us02web.zoom.us/j/83279325238>
Meeting ID : 826 3314 1126
Passcode : adibuana
Time : 13:20 - 15:20 (Western Indonesian Time)
Moderator : Rezky Putri S.P.

No	Name	Institution	Title
1	Rheny Puspita Ratih, Nurhayati, Prapti Wardani, Endah Yulia Rahayu	SMP Ujung Baru	THE PRAGMATICS OF POLITENESS IN THE CONTEXT OF TEACHER-STUDENT INTERACTION IN GRADE FOUR AND FIVE AT ELEMENTARY SCHOOL IN SDN GELAM 1 SIDOARJO
2	Nastiti Ulil Azmi	STKIP PGRI Sidoarjo	UNDERSTANDING SOCIOLINGUISTIC DYNAMICS: THE USE OF ENGLISH SLANG AMONG GENERATION Z ON X
3	Muhamad Yahrif, Muliaty Ibrahim	Universitas Megarezky	POLITENESS AND IMPOLITENESS EXPRESSIONS OF JUNIOR AND SENIOR STUDENTS IN ENGLISH MEETING CLUB INTERACTIONS
4	Reskyani	Universitas Negeri Makassar	IMPLEMENTATION OF CULTURALLY RESPONSIVE TEACHING APPROACH IN THE CONTEXT OF INDONESIAN EDUCATION: CHALLENGES AND PROSPECTS
5	Leonita Maria Efipnias Manihuruk, I WY Dirgeyasa, Winda Setia Sari, Masitowarni Siregar	Universitas HKBP Nommensen Pematangsiantar, Universitas Negeri Medan	THE TRANSLATION METHODS USED IN GERARD MANLEY HOPKINS' POETRY TEXT ENTITLED "SPRING"
6	Aulia Zahra Tasyarasita, Djatmika, Wiwik Yulianti	Sebelas Maret University	UNVEILING DISAGREEMENT STRATEGIES: A PRAGMATIC STUDY OF SELLER-BUYER NEGOTIATIONS ON X/TWITTER

7	Dr Alka Singh	Dr Ram Manohar Lohiya National Law University Lucknow-226012 ,India	ACADEMIC DISCOURSES WITH SPECIAL REFERENCE TO LANGUAGE AND LITERATURE STUDIES: READING VISUAL TEXTS
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Room : 5
Place : Zoom <https://us02web.zoom.us/j/83279325238>
Meeting ID : 826 3314 1126
Passcode : adibuana
Time : 13:20 - 15:20 (Western Indonesian Time)
Moderator : Helena Thria Nathalia

No	Name	Institution	Title
1	Lia Agustina	State Polytechnic of Malang	A CASE STUDY OF PEDAGOGICAL PRACTICE USED TO ENHANCE CRITICAL THINKING AND ORAL COMMUNICATION SKILLS
2	Nurlaila Wattiheluw, Supriadin, Windharyati Dyah Kusumawanti	Universitas Negeri Makassar (Doctoral students)	NEUROLINGUISTIC PROGRAM IN EFL SPEAKING CLASS: A PRIMARY REPRESENTATION SYSTEM (PRS) PREDICATE ANALYSIS
3	M. Syaichul Muchyidin, Syafi'ul Anam	Universitas Negeri Surabaya	IMPLEMENTING PEER TUTORING METHOD TO ENHANCE ENGLISH MORPHOSYNTAX AT UNISKA KEDIRI
4	Yohan Imanuel Osok, Nurteteng	Universitas Pendidikan Muhammadiyah Sorong	EXPLORING THE PHENOMENA OF LESSON PLANNING AMONG ENGLISH TEACHER (A CASE STUDY IN PRIVATE SCHOOL AT SORONG REGENCY)
5	Nowo triwayatno, Muhammad asikin, Nafilatul muzayyanah, Nukmatus Syaria	Universitas PGRI Adi Buana Surabaya	LITERACY AND TECHNOLOGY IN ELT
6	Ina Daril Hanna, Arisandi Setiyawan, Rini Listyowati	Universitas Islam Madura	DEVELOPING AN INTERACTIVE ENGLISH MATERIALS FOR YOUNG LARNERS: FUN LEARNING-BASED ACTIVITY
7	Ro'ifah	Universitas Muhammadiyah Surabaya	TIKTOK'S EFFECTS TOWARDS INDEPENDENT SPEAKING LEARNING



UNIVERSITAS PGRI
ADI BUANA



InCoLLT
3rd International Conference
on Language and Language Teaching

Hybrid Conference
**Navigating Innovation:
Striving to the Sustainable ELT**
English Language Education Department,
Universitas PGRI Adi Buana Surabaya

APSPBI 2024 *Annual*
Business Meeting

Abstract List

JUNE, 22-23 2024
Alana Hotel Surabaya

ABSTRACT OF KEYNOTE PRESENTERS



International Conference on Language and Language Teaching 2024
APSPBI Annual Business Meeting 2024
Co-organized by the English Language Education Department – Faculty of Teaching
Universitas PGRI Adi Buana Surabaya, East Java, Indonesia

ELT TEACHER PROFESSIONAL DEVELOPMENT: WHAT'S NEXT?

Nukmatus Syahria

Universitas PGRI Adi Buana Surabaya

Abstract Teacher professional development at the next level is seeing several significant trends that aim to address the evolving needs of educators. Several factors influence ELT teacher professional development today. AI is becoming more prevalent in classrooms, helping to create engaging and interactive learning experiences to achieve educational success. This technology assists teachers in identifying individual student needs and providing targeted support, enhancing both engagement and learning outcomes. The shift towards a more technology-driven education landscape challenges traditional notions of classroom-based instruction. This requires teachers to have ongoing professional development to ensure educators are equipped to navigate the evolving educational landscape. Another type of TPD is teacher research. Research encourages a culture of continuous learning among teachers. Teachers can continually refine their skills and knowledge by staying updated with the latest studies and findings. PLCs foster a supportive environment for professional growth too. Participating in PLCs enables teachers to collaborate and discuss recent research, share insights, and apply new knowledge to their teaching practices. At last, reflection helps the teacher to identify what works well and what doesn't in their classrooms. This continuous process of self-evaluation and adjustment leads to more effective teaching strategies, fostering better student engagement and learning outcomes. The above factors help teachers advance their professional development in the 21st century.

GETTING IDEAS TO WORK IN THE ENGLISH LANGUAGE CLASSROOMS

Dr. Munirah Hanafi

Institute of Teacher Education International Languages Campus Malaysia

Abstract Today, language teachers are under a lot of pressure in developing new ways to make their English language lessons more exciting for their students. Teachers need to keep up with the changes happening in the world so that educational practices will continue to evolve. To do so, teachers not only need to be creative but also innovative. Having great ideas that work is key to making the classroom meaningful and engaging. But how do teachers do that? This paper will discuss about the concept of 'education innovation' where new methods are developed to address problems in teaching and learning in a fresh way. The distinction between 'creative' and 'innovative' will also be explored. This is followed by a look into 'design thinking' to illustrate the process of developing an innovation for the language classrooms. Examples of simple yet stimulating innovations will also be given to demonstrate the impact on language teaching and learning.

ENVIRONMENTAL SUSTAINABILITY IN LANGUAGE TEACHING

Geraldine S. Wakat

Saint Louis University, Baguio City, Philippines

Abstract Language teaching goes beyond language proficiency and language components, as it also plays an integral role in addressing pressing concerns about people and the planet. This session explores ways by which environmental sustainability may be integrated into language teaching to promote environmental consciousness in language classrooms. This integration will help nurture students to become stewards of the environment.

NEEDS FOR ENGLISH LANGUAGE OF STUDENTS IN AGRICULTURE

Paweena Chatsungnoen¹

Saran Chantalay²

Abstract Needs for English language of students in agriculture in Phrae, Nan, Payao, and Chiangrai Thailand from 254 participants uncovered the following findings. Most respondents faced problems in listening and speaking skills and needed to practice speaking and listening the most. They preferred an extra 20-hour workshop training program during the weekends which run 3 hours a day. The training group should consist of 21-25 people. The content should be ranged from basis to intermediate level. The topics most of them needed the most included conversation and vocabulary in everyday life. Regarding agricultural business topics, they needed to practice self-introduction and negotiation. In agriculture topics, they needed practice reading medicine/fertilizer labels and vocabulary about agricultural instruments. These findings will be contributed to the development of an English training program to shift the English language potentiality of the students in the research areas who are the foundation of Thai society and economy.

PROFESSIONAL DEVELOPMENT OF EDUCATORS: A CREATIVE MODEL

Prof (Dr) R. P. Singh

Professor of English, University of Lucknow, India, 9415159137

Email: rpsingh.lu@gmil.com

Abstract English Education in the current world order has seen effortless liquidity and polyphony. The proliferation of any language is always associated with the rise and fall of

economy, and in the modern context that with the patterns of cultural and economic colonization, it has seen rainbow impact on structures and styles of practices in English education. Current economic zones of the world have shaped the world order in a unique way and in that set-up English has come up as a universal language of business, diplomacy, cross cultural communication and global transactions. Such branching of language teaching and packaging has opened new vistas for educators and professionals involved in it. In education sector, keeping the demand of the milieu, in view, the teaching and learning patterns are culminating into the commoditization of English Education. In view of the above a lot of challenges pop up before the educators and professionals involved in the teaching English, and those managing the institutions and offering courses in it. It is affecting the different areas of English studies, especially Applied Linguistics, ELT with innovations in assessments and evaluation, language acquisition, curriculum and material development, intercultural communication and many more. It is further updating the creative industries in English Language Teaching. In sync with the proliferation and pace of English the professionals involved in it, are required to update them professionally. Information -Communication Technology has democratized English, and the related advancement of easily accessible technology is affecting different levels of teaching-learning.

In view of the above, we require competent, creative and inspired teachers of English to manage the varied expectations of different sectors

The present paper aims at offering a discussion on English Education in the current world order with special reference to the liquidity of the structure of English. It shall further propose a model of creative management of affairs in English education sector.

Key Words: Creative Management, English Education, Global Mobility, Communication, Cultural Studies, Strategic planning in Language teaching

EMPOWERING EDUCATION: EXPLORING INNOVATIONS IN DIFFERENTIATED INSTRUCTION

Prof. Dr. Imroatus Solikhah, S.Pd., M.Pd., M.E.

Universitas Islam Negeri Raden Mas Said Surakarta

Abstract This abstract explores the theoretical foundations, practical applications, and potential benefits of dereferenced instruction, highlighting its role in promoting equity and enhancing the overall quality of education. Differentiated instruction is an educational approach aimed at addressing the diverse learning needs of students by providing varied teaching methods, materials, and assessment strategies. However, there is a growing interest in dereferenced instruction, a concept that focuses on creating a more inclusive and adaptable learning environment by removing rigid structures and predefined categories that often limit student potential. Dereferenced instruction emphasizes student autonomy, personalized learning paths, and the integration of interdisciplinary approaches to foster a more holistic educational experience. This approach seeks to empower students by encouraging critical

thinking, creativity, and problem-solving skills, allowing for a more organic and fluid learning process. The implementation of dereferenced instruction involves the use of technology, flexible classroom layouts, and ongoing teacher-student collaboration to create a dynamic and responsive educational ecosystem.

ABSTRACT OF PRESENTERS



International Conference on Language and Language Teaching 2024
APSPBI Annual Business Meeting 2024
Co-organized by the English Language Education Department – Faculty of Teaching
Universitas PGRI Adi Buana Surabaya, East Java, Indonesia

Title CHALLENGES AND OPPORTUNITIES OF BAAMBOOZLE IN TEACHING ENGLISH VOCABULARIES AT SECONDARY LEVEL FROM STUDENTS' PERSPECTIVE

Abstract Vocabulary is crucial for English learning, preparing students for higher education and work. Secondary level students often face challenges in vocabulary acquisition, such as overwhelming words and difficulty in retention. Teachers should explore various methods and strategies, such as gamification application like Baamboozle. However, the success of teaching activities depends on students' perspectives, so reevaluating teaching instructional media is important. This research aims to explore the challenges and opportunities presented by the use of Bamboozle in teaching English vocabulary at the secondary level from the students' perspective. This study uses descriptive qualitative with case study approach. The data of this study is from interview with 6 students from class 10-3 at SMA Antartika Sidoarjo. Then the data were analyzed by using thematic. The result of this study reveals several challenges and opportunities. For the challenges identified as; 1) Fun and learning. 2) Unequal participation. 3) Luck-based feature impact. The opportunities afforded by Baamboozle are; 1) Interactive learning. 2) Enhanced memory through gameplay. 3) Peer learning and collaboration. 4) Enhanced efficiency with teacher guided-control. Lastly 5) Increasing the sense of competitiveness. Despite some challenges in using Bamboozle for teaching English vocabularies, its opportunities are greater. By carefully managing these challenges and with teachers guiding the process, Baamboozle can be a very useful way to help students learn new words. it makes learning more fun, interactive, and effective for secondary level students.

Keywords Teaching English Vocabulary, Baamboozle, Secondary Level Students

Author (s) A'isah Maudy Nur Rohmah, Hertiki

Title EMPLOYING DICTOGLOSS TECHNIQUE TO IMPROVE EFL STUDENTS' LISTENING SKILL

Abstract The objective of this research was to find out whether the use of Dictogloss technique could improve EFL students' listening skill. The research employed pre-experimental research design which involved one group as the experimental group. The experimental group was selected by using purposive sampling technique. The instruments of data collection were tests which consisted of pre-test and post-test. The experimental group was given teaching treatment by using Dictogloss technique. The researchers conducted the teaching treatment to the group for several meetings by employing dictogloss technique. After a period of teaching and learning with the application of dictogloss technique, the students made improvement in their listening skill especially in recognizing words and getting the information. The result of data analysis shows a significant improvement of the EFL students' listening skill.

Keywords Dictogloss Technique, Improve, EFL Students, Listening Skill

Author (s) Abdul Kamaruddin, Sunarti, Budi, Sriati Usman

Title DEVELOPING INTERACTIVE INSTRUCTIONAL MODULES FOR CORE PRINCIPLES OF ENGLISH LANGUAGE TEACHING

Abstract This research aims to develop instructional module of core principles of EFL Material dealing with English Education Program curriculum at Tarbiyah and Teacher Training Faculty of STAIN Majene. This research conducted a Research and Development (R&D) by using ADDIE Model. The subject of this research was core principles of EFL Material dealing with English Education Program curriculum of Tadris Bahasa Inggris STAIN Majene. The data of this research were collected and analyzed in process of development through ADDIE Model. The result of the research reveal that the the developing of core

principles in ELT class was needed by student. The ADDIE Model can really help the lecturer to develop material for teaching. This research has been trying to develop Core Principle of English Language Teaching materials in the STAIN Majene which consists of Language Components in English Language Teaching; Methods and Approaches in Language Teaching; and Evaluation and Assessment on Language Teaching which divided into some subtopics which are Language Components covering Elements of Language and Language Skills, then Methods and Approaches in Language Teaching covering The Development of Methods and Approaches of Language Teaching in the world; Kinds of Methods and Approaches in Language Teaching; and Current Methods and Approach in Language Teaching. Evaluation and Assessment on Language Teaching covering The Introduction of Measurement in Language Teaching; and Constructing Evaluation and Assessment Tools in Language Teaching.

Keywords Core Principles on ELT, ADDIE

Author (s) Achmad Taqlidul Chair F.

Title EXPLORING THE PERCEPTION OF NON-ENGLISH DEPARTMENT STUDENTS TOWARD CHATGPT IN TRANSLATING ENGLISH TEXTS

Abstract The purpose of this study is to investigate the perceptions of non-English students regarding the use of ChatGPT for translating English texts. In the modern world, where people from different backgrounds come together to exchange knowledge, there is an increasing demand for accurate translation of English texts. The research question is formulated as follows: How do non-English department students perceive ChatGPT as a medium for translating English text? This study uses descriptive qualitative. The data were obtained by observing seventh- semester non-English students at Universitas PGRI Adi Buana Surabaya using ChatGPT for translation. The interviews were conducted at Universitas PGRI Adi Buana Surabaya with five randomly selected students, comprising 2 females and 3 males. Each of the five students was interviewed individually, and the conversations between the researcher and the students were recorded as evidence of the research conducted at the university. Then the data are analyzed by using thematic. From the results of the research, it can be concluded that the use of ChatGPT in translating English texts for non-English department students, from the students' perspective, reveals a diverse landscape, including: 1) User-Friendliness and Accessibility; 2) Speed vs. Accuracy; 3) Harmonizing Ease of Use with Accuracy; 4) Flexibility in Translation Style; and 5) Usage Recommendations. The research contributes valuable insights for educators, curriculum designers, and educational technology developers interested in optimizing digital tools like ChatGPT.

Keywords Students perception, Translation, ChatGPT, Non-English department

Author (s) Adden Rizkitul akbar, Hertiki

Title EXPLORING REGISTER USING ON MOBILE LEGENDS GAME

Abstract Vocabulary is a very important basic building block for mastering and improving English language skills. There are many media that can be used to improve mastery and understanding of English vocabulary, including through games, which are currently increasing in number and are liked by many students. Therefore, this research aims to analyze the vocabulary contained in the mobile legend game. This research uses a descriptive analysis method to discuss and analyze the vocabulary contained in the mobile legend game. There are a lot of vocabularies that is specifically used in the game and what is interesting is that the vocabulary used has a special meaning according to the game. This research found that there are at least fifteen specific vocabulary words that have different meanings and meanings from those usually found in dictionaries in general. Researcher

believes that games can be an interesting medium for learning English vocabulary so that in the end they can improve English language skills.

Keywords Game, Mobile Legends, Vocabulary.

Author (s) Akhmad Osama Al Za'im

Title COMPARISON OF E-LEARNING AND CONVENTIONAL TEACHING IN LECTURER TEACHING TECHNIQUE: STUDENTS' PERSPECTIVE

Abstract This study investigates the similarities and differences between conventional (offline) and E-learning (online) lecturer teaching techniques, aiming to contribute to language teaching and learning processes. The research objectives include examining course content delivery, assessment, students' perspectives, practicality, flexibility, engagement, and disturbances in both settings. Conducted using a Qualitative method with a Narrative Approach, the study interviewed four students from the English Language Department at Universitas PGRI Adi Buana. Findings reveal that both offline and online learning have unique advantages, with students perceiving similarities in course content delivery and assessment methods. However, a preference for offline learning is expressed due to direct interaction and a supportive environment, while online learning is appreciated for its practicality and flexibility despite challenges like technical issues and disruptive behaviors. The research suggests a balanced approach integrating both offline and online methods for an optimal learning environment. Active participation, embracing technology, and providing feedback is recommended for students, while lecturers are encouraged to blend teaching methods, utilize technology for engagement, and address disturbances in the online setting. Future research should explore hybrid learning models, focus on specific technological tools, and conduct longitudinal studies to understand the sustained effects of blended learning approaches.

Keywords E-Learning, Conventional Learning, Teaching Technique, Students' Perspective

Author (s) Akmal Bagus Jauhar, Hertiki

Title EFL STUDENT-TEACHERS' INVESTMENT IN TEACHING COMPETENCY DEVELOPMENT: A LITERATURE REVIEW

Abstract Nowadays, English language has been extensively endorsed as a major foreign language taught in all public schools and higher education in the non-native English-speaking countries. Accordingly, investment in teaching competency development of English as a Foreign Language (ELF) student-teachers has become one of the most significant issues in English language teaching (ELT). To that end, this paper aims to present the literature review of the contemporary theories on teaching competency and investment in EFL learning. It first discusses the notion of teaching competency and its components. It then scrutinizes investment in terms of notion, a model of investment, and investment in developing English language teaching competency. This paper ends with some pedagogical implications and a conclusion. This paper is hoped to provide the up-to-date theories relevant to investment and bring awareness of developing teaching competency to EFL student-teachers.

Keywords investment, teaching competency, literature review, student-teacher

Author (s) An Truc Huynh Nguyen, Thao Tran Quoc

Title WELCOMING LITERATURE TO THE CURRICULUM: EFL PRE-SERVICE TEACHERS' RESPONSE TO CHILDREN'S LITERATURE

Abstract Incorporating literature into the Indonesian language curriculum presents favourable prospects for improving language acquisition and fostering cultural comprehension, which is beneficial for both secondary school students and young learners.

Thus, teacher education programs have to equip preservice teachers with exposure to literature to support the implementation of the curriculum. This study aims to examine the response of 22 pre-service teachers in an English language education program to various titles of children's picture books. The study employed qualitative methods, utilizing observation as the primary technique for data collection. The data were analyzed using Anggraini's (2022) four categories of reader responses, which were adapted from Tyson's (2006) five classifications of reader response theory. The findings indicated that pre-service teachers' comprehension and analysis of texts are significantly shaped by their individual experiences, cultural background, and emotional connection to the texts. The study's findings offer recommendations for teacher education programs and policy makers seeking to incorporate children's literature into the English as a Foreign Language (EFL) curriculum in Indonesia.

Keywords children's literature, curriculum, pre service teacher, reader's response

Author (s) ANANDAYU SURI ARDINI

Title THE USE OF INDONESIAN AND ENGLISH AS AN INTRODUCTION TO LEARNING

Abstract The majority of learning process in Indonesia is a largely using Indonesian as the medium of instruction, but a small portion uses English, even bilingual. This study aims to reveal the use of Indonesian and English as an introduction to learning. The research method in this study used descriptive qualitative method. This research resulted in the role of Indonesian and English as an introduction to learning, actions taken by IAIN Bone students in applying the use of Indonesian, English, or bilingual language as an introduction to learning, and the impact of using Indonesian and English as an introduction to learning. A bilingual class is one that may foster a natural English-speaking community in the classroom and school setting. Based on the findings of the study, it can be concluded that each language of learning has advantages and disadvantages. Each eventually returns to the original purpose of teaching the nation. In addition to accomplishing students' goals, the language of education should take into account a variety of factors, including teachers and students.

Keywords English, Indonesian, Introduction, Learning

Author (s) Andi Adisaturrahimi

Title THE REPRESENTATIONS OF TEENAGERS' BEHAVIOUR IN NERVE MOVIE

Abstract Purpose of this research is exploring about the teenager's behaviour to the teenagers represented in the Nerve film. The influence of social media on teenagers is very important to discuss because it can influence psychological aspects, behaviour and social development of teenagers. Social media can affect self-image and increase social pressure. Social pressure on teenagers is a strong influence from the surrounding environment, including peers, family and social media which can influence their behaviour, appearance and decisions in action. This research uses a qualitative-descriptive approach. Understanding the social world through case of study involves researchers viewing, describing, and interpreting the actions and experiences of specific individuals or groups within social and cultural contexts. Analysis found that Vee as the main character had a sixth problem that befell Vee. She is an unstable teenager who is easily influenced by social media because she needs validation from other people without realizing the impact if she follows her friends' questions about this neurological game. This highlights how social media can encourage impulsive and uncontrolled behaviour in young people, which can then have a negative impact on their quality of life. Additionally, "Nerves" illustrates how the need and competition for attention online can take a toll on mental health.

Keywords Teenagers behavior, Social behavior, Psychological development

Author (s) Andreas Frediyan Sukarno, Rahmad Hidayat

Title SUITABILITY OF AUTHENTIC LISTENING MATERIALS USED BY SENIOR HIGH SCHOOL ENGLISH TEACHERS

Abstract Although listening is one of the skills tested in national exams, there is no audio recording offered in the BSE book. That is why many English teachers get their materials from the internet. To determine the suitability of real listening resources utilized by teachers, one feasible solution is to conduct a suitability study of authentic listening materials. Authentic listening materials used by two Senior High English instructors were analyzed during a two-week period when the teachers were teaching eleventh grade courses. There were six 11th-grade classes. This study focused solely at three factors of suitability and determined whether the authentic materials utilized by teachers matched the authenticity, students' interests, and students' needs or not. Teacher 1 only utilized songs at two distinct meetings. Teacher 2 utilized a video of a cooking competition and clips from films. Both the researcher and the observer agreed that all of the genuine listening resources used by teachers were appropriate for the use of language in the real world. The real listening resources utilized by all teachers in meeting 1 were appropriate for the students' interests, however those used in meeting 2 were not. There are no real listening materials that meet the needs of all students. In conclusion, while teachers recognize the necessity of employing authentic listening resources, they overlook three factors of the materials' applicability. It could be due to a lack of understanding in conducting a need analysis prior to creating a lesson plan.

Keywords Authentic Listening Materials, Suitability, Senior High School English Teachers.

Author (s) Armelia Nungki Nurbani, Felicia Arya Dwi Putri, Yulyanah

Title TAILORING THE EXPERIENCE OF AUDITORY, VISUAL, AND KINESTHETIC LEARNING STYLES IN LISTENING AND SPEAKING CLASSROOM: A MULTISENSORY APPROACH

Abstract This study aims to determine the relationship and magnitude of the relationship of visual, auditorial, and kinesthetics learning styles to the learning achievement of English language education study program students. The subjects of this study were 36 first-year students who took intensive listening and speaking courses. This research included ex-post facto research. The data collection method uses a Likert scale model questionnaire for learning style variables, while learning achievement variables use lecturer documentation. The data analysis technique used is multiple regression analysis technique. The results showed that: (1) There is a positive and significant relationship between visual learning style and student learning achievement as evidenced by $F_{count} = 3.742$ with a contribution of 9.9%; (2) There is a positive and significant relationship between auditorial learning style and student learning achievement as evidenced by $F_{count} = 0.506$ with a contribution of 1.5%; (3) There is a positive and significant relationship between kinesthetics learning styles and student learning achievement as evidenced by $F_{count} = 3.359$ with a contribution of 9%; (4) There is a positive and significant relationship between all learning styles together on student learning achievement as evidenced by $F_{count} = 2.508$ with a contribution of 19% to the learning achievement of intensive listening and speaking courses.

Keywords visual learning style, auditorial learning style, kinesthetics learning style, learning achievement

Author (s) Armelia Nungki Nurbani, Putri Dwi Anggriani, Sekar Mayangsari

Title UNVEILING DISAGREEMENT STRATEGIES: A PRAGMATIC STUDY OF SELLER-BUYER NEGOTIATIONS ON X/TWITTER

Abstract The rise of online transactions on social media platforms like X/Twitter has transformed commercial negotiations which makes the interaction between sellers and buyers becomes indirect and lacks of non-verbal cues. Disagreement, a significant speech act during negotiations, plays a pivotal role in shaping the transaction outcome. However, expressing disagreement in text-based communication poses challenges in conveying intentions accurately, underscoring the need for pragmatic analysis. This study investigates the disagreement strategies employed by sellers and buyers during negotiation exchanges on Twitter. It aims to identify the types of disagreement speech acts used, analyze their pragmatic functions, and assess their potential impact on the negotiation process. Grounded in Searle's speech act theory (2011) and Chen's disagreement strategies (2006), the study examines disagreement as a commissive illocutionary act and explores how the strategies are employed to mitigate disagreement acts in online negotiations. The data consisted of seller-buyer conversations during online transactions on X/Twitter were collected through a mixed-methods questionnaire distributed on the platform itself. Content analysis was performed on the conversation screenshots shared by respondents. A pragmatic analytical framework utilizing speech act theory was employed to examine the disagreement speech acts strategies used by participants. Purposive sampling based on study objectives involving sellers, buyers, transaction events, and contextual factors was implemented. Preliminary findings reveal various disagreement speech act types (e.g., no disagreement, direct and indirect disagreement, positive remarks) employed by sellers and buyers, serving contextual functions such as negotiation tactics and face-saving strategies. This study contributes to advancing the understanding of disagreement strategies in commercial contexts, specifically in the realm of social media negotiations. The findings offer insights into enhancing negotiation skills and facilitating successful deal closures through online marketplaces, ultimately improving customer satisfaction and transaction efficiency.

Keywords Disagreement, Pragmatics, Seller-Buyer Negotiations, Social Media

Author (s) Aulia Zahra Tasyarasita, Djatmika, Wiwik Yulianti

Title SELF-DIRECTED EFL STUDENTS' LEARNING STRATEGIES; A NARRATIVE INQUIRY

Abstract This study aimed at providing evidence on the sorts of methods used by self-directed EFL students, as well as the effectiveness of the Self-Directed Learning method in improving learning independence, student motivation, and academic performance. This study used a qualitative technique with narrative inquiry with respondents from the English Language Education department at Universitas PGRI Adi Buana Surabaya, who were selected for the 2021 class. Based on the data presented above, several intriguing facts have been identified, including a favorable association between SDL deployment and learning independence. This study thus contributes to the literature on new learning methodologies and generates useful impulses for educators in any institution-based adult English language program.

Keywords English Foreign Language (EFL), students' learning strategies

Author (s) Ayu Fadhilah, Ferra Dian Andanty

Title IMPLEMENTING DIGITAL THINKING MAPS TO ENHANCE STUDENTS' CREATIVE WRITING SKILL

Abstract In creative writing courses, students often face challenges in generating original ideas, difficult to develop idea, building composition effectively, maintaining consistency in their writing style and voice, overcoming writer's block, and managing time effectively to meet deadlines. Digital thinking maps are interactive visual tools that facilitate brainstorming, organizing ideas, and making connections. The research aimed to explore how incorporating digital thinking maps into the creative writing process in order to

influence students' skill in generating and structuring creative ideas effectively. The research method was quasi- experimental design; post-test only design. To test its effectiveness, students' perceptions were also analyzed. The participants were 45 students. Data collection was through writing test and interview. Data were analysed by using Mann-Withney U test. The result of Sig. (2-tailed) was 0.001 < 0.05. Ha was accepted while H0 was rejected. It meant that digital thinking maps enhance students' creative writing skill. Student had positive perception toward implementing it in creative writing class. It could be concluded that applying the tool significantly improved students' creative writing skills by managing idea, enhance creative expression, and originality. It also fosters deeper engagement with the writing task and promotes collaborative writing experiences. Additionally, students reported increased engagement and confidence in their writing tasks. These findings underscore the potential of digital thinking maps as a valuable instructional tool for fostering students' creativity and enhancing their writing skills especially writing short story.

Keywords Digital Thinking Maps, Creative Writing Skill, Short Story

Author (s) Batdal Niati, Slamet Wetiawan, Ahmad Munir

Title AN ECO-ENGLISH LANGUAGE TEACHING MODEL FOR THE UNDERGRADUATE STUDENTS

Abstract Research on language learning models using an ecological perspective approach in language education has been carried out by several language researchers at this time. The greater the number of environmental research and teaching initiatives in ELT, the better the prospects and the stronger is the position of the ELT field of global environmental sustainability. ELT has a social responsibility to improve students' ecological and critical thinking as well as English language skills to effectively address global problems such as the environment. The research aims at developing eco-English Language Teaching model with Islamic content for Islamic Higher Education Students. To plan ecological language teaching, an educator needs to answer how actual action opportunities for students can be provided in the classroom. Using the theory of Van Lier (2010), the pedagogical plan means that affordances are available in a multi-layered learning context ranging from (1) personal (agency), (2) interaction, (3) situation, and (4) culture. In this research and development, of the five stages, three stages are implemented, namely Analyze, Design and Develop. The events of learning consist of gain attention, objective, prerequisites, present the content. Guided practice, independent practice, feedback, assessment, and closure. The topic of materials selected are renewable energy, waste management, and water reservation which are related to the Islamic environments.

Keywords eco-English Language Teaching, research and development, teaching model

Author (s) Budiasih

Title THE CHALLENGES IN LEARNING ICAO RADIOTELEPHONY: STUDENTS' PERSPECTIVE

Abstract This study investigates challenges faced by Batch 13 Air Traffic Control (ATC) students at Politeknik Penerbangan Surabaya in mastering standardized ICAO Radiotelephony skills. Through thematic analysis qualitative methods like interviews, observations, and document analysis, the research uncovers various hurdles, from linguistic complexities to practical issues. Students struggle with English proficiency, accent variations, and applying phraseologies in real-world scenarios. The study highlights the importance of continuous practice and peer collaboration in overcoming these obstacles, emphasizing interactive pedagogy's role in fostering professional skills. By building on existing research, the thesis offers insights for aviation education enhancement, advocating

tailored approaches to accommodate diverse learning needs. It calls for an inclusive learning environment to facilitate effective mastery of ICAO Radiotelephony skills.

Keywords ICAO Radiotelephony, student perspective, pedagogical strategies, register

Author (s) Dani Chandra Yudho Pranoto, Fajar Susanto

Title EXPLORING DIPHTHONG SOUND LEARNING BY USING TONGUE TWISTER: AN EXPERIMENTAL STUDY IN MULAWARMAN UNIVERSITY

Abstract Tongue twisters are beneficial for acquiring proper pronunciation among students. Therefore, this study explores the effect of using tongue twisters to learn diphthongs by Mulawarman University, East Kalimantan college students. This study utilized a pre- experimental design. 31 first-year students were taking speaking classes involved in this study. The data was obtained from the pre-test and post-test of pronunciation. In the asynchronous mode of learning, students were expected to practice their pronunciation study by using tongue twisters for a semester. The finding revealed a significant effect of practicing tongue twisters on students' pronunciation; the mean score increased from 72,16 to 76.67, and the t-value is higher than the t-table (3.872>1.60). It shows that by practicing tongue twisters regularly students can enhance their pronunciation skills. Furthermore, this activity can strengthen students to articulate words correctly and foster their memory proficiency development.

Keywords Tongue Twisters, College Students, Pronunciation, Word Articulation, Memory Proficiency

Author (s) Desy Rusmawaty, Azarine Lolidya Maharani, Fitrahiliyah, Gabriela Palit, Muh. Khairul Azhar, Nazhwa Astri Kania

Title THE SIGNIFICANCE OF ENTREPRENEURSHIP EDUCATION FOR TEACHER EDUCATION: INDONESIAN EFL PRESERVICE TEACHERS' PERCEPTIONS

Abstract Entrepreneurship education has emerged as an essential issue in the educational field in Indonesia, especially in teacher education. However, further investigation is still necessary to find out if it has any significance in the pursuit of a career for preservice teachers. This study investigates the significance of entrepreneurship education for EFL preservice teachers to pursue future careers. Furthermore, it identifies the barriers of integrating entrepreneurship education into teacher education program along with the the factors affecting the effectiveness of entrepreneurship education. Adopting a phenomenological approach, 15 EFL preservice teachers attending a teacher education program in an Indonesian private university were recruited for in-depth semi-structured interviews. The findings implied the essence of entrepreneurship education in expanding preservice teachers' perspectives of career opportunities and build entrepreneur characters through entrepreneurial skills. Additionally, the lack of opportunities to participate in entrepreneurship programs and the difficulties in building entrepreneur mindset for the preservice teachers were identified as the barriers in the integration of entrepreneurship education. Finally, this study presents both theoretical and practical implications.

Keywords Beliefs, Entrepreneur Teacher, Entrepreneurial Skills

Author (s) Dodi Siraj Muamar Zain

Title ACADEMIC DISCOURSES WITH SPECIAL REFERENCE TO LANGUAGE AND LITERATURE STUDIES: READING VISUAL TEXTS

Abstract English Studies has freely accepted the tropes of 'interdisciplinarity' in its form and structure at multiple levels , across the globe .Use of literature in the backdrop of language teaching is quite popular and convincing . Here visual texts can play significant role in putting the message across .The complexities of discussion emanating from cross-

disciplinary narratives, in the contemporary academic milieu, can be permeated with visual texts . The references from sociological, geo -political, cross cultural ,technological , and different other forms of cultural discourses , that are quite integral part of contemporary hermeneutic process , come seamless when the visual texts are used. The cultural dialogue, the sociology of the text , and the reception aesthetics become significant towards meaning making process and interpretation of the text .A crisis situation , for instance, while analyzing any pandemic literature would be drawn from various patterns of thought processes , resistance social conditioning and other relevant academic discourses that add up rich insight in understanding the reading of such literature worthy of research and teaching . The proposed paper tries to highlight several academic and interdisciplinary approaches that are pivotal in widening the scope of teaching and research in English Studies with special reference to visual texts

Keywords Academic Discourses, Socio Linguistics, Anthropocene, Visual Texts, Interdisciplinarity

Author (s) Dr Alka Singh

Title PROMOTING ACTUAL LEARNING IN CCU CLASSROOMS BY VIRTUAL TOURS

Abstract The current technological development has provided many opportunities to create more varied, dynamic, efficient and interactive actual learning. This research aims to describe the use of Virtual Tours as supporting media of actual learning in CCU classrooms and how the students respond them. It uses the theory of Deslauriers et al (2018) about actual learning and Wibowo et al (2020) about the use of Virtual Tours in learning process. The research uses qualitative approach. The data are taken from the implementation of Virtual Tours in actual learning process of CCU by using observation and interview. The research results show that Virtual Tours can be a medium that greatly supports actual learning by presenting virtually the seven universal cultural elements taught in CCU courses into the classrooms. The seven cultural elements include language systems, knowledge systems, technological systems and equipment, arts systems, livelihood systems, religious systems, and kinship and social organizations systems. This use of Virtual Tours received positive responses from the students. They can get closer and more understand the materials as well as find new learning experiences that suit the MBKM climate of Indonesian Universities.

Keywords The current technological development has provided many opportunities to create more varied, dynamic, efficient and interactive actual learning. This research aims to describe the use of Virtual Tours as supporting media of actual learning in CCU classroom

Author (s) Dr. Fithriyah Nurul Hidayati, M.Pd., Nor Laili Fatmawati, M.Pd.

Title GENDER-BASED COMPARISON OF ENGLISH LECTURERS' TEACHING STYLES: EFL STUDENTS' PERSPECTIVES

Abstract This study examines the teaching approaches of male and female lecturers from the perspective of EFL students in the English Education Department at Universitas PGRI Adi Buana Surabaya. Teaching styles are the many techniques and strategies educators use to assist learning in the classroom. This study employs a qualitative research design and a case study approach. This study focuses on the teaching approaches of 2 (two) male and 2 (two) female lecturers who involves 8 (eight) English Language Education students. The research is carried out by observing male and female lecturers teaching in the classroom as the primary focus of the study and then using interview techniques to supplement the data. When examining data, the researcher uses Tematic Analysis to identify similar themes or Topics, ideas, and patterns of meaning appear regularly in the data. Based on the data presented above, the researcher concluded that male and female lecturers' teaching approaches differ in terms of features and instructional frameworks.

Keywords Teaching Styles, Male, Female, Lecturer

Author (s) Eka Nur Cholifah, Ferra Dian Andanty

Title CHALLENGES AND OPPORTUNITIES OF AI IN ENGLISH LANGUAGE EDUCATION

Abstract Using AI in English Language Teaching (ELT) presents both obstacles and potential. It stresses the need of overcoming limits and assuring ethical AI use in ELT to promote responsible and successful AI integration in language instruction. Research and development should optimise AI systems for language instruction, notably in personalised feedback, adaptive learning, and language skill improvement. Researchers can advance AI-enhanced language education by examining AI's potential to solve ELT problems. Frameworks, rules, and best practices that promote justice, transparency, and accountability in AI-driven language education should also be developed to improve AI ethics in ELT. Key stakeholders in ELT AI development include policymakers, financiers, and educational leaders. Policymakers can build ethical and effective AI technology rules for language teaching by engaging with AI research and insights. Funders should support AI research on language learning results, pedagogy, and student engagement in ELT contexts. Educational leaders should support AI-enhanced teaching methods professional growth and language education innovation and collaboration. Policymakers, financiers, and educators must work together to improve ELT AI integration.

Keywords AI, challenges, opportunity, ethical consideration, English Language Education

Author (s) Endah Yulia Rahayu, Oktavia Tri Sanggala Dewi, Rosarina Poppy Handayani

Title SEVENTH GRADERS' ENGLISH-SPEAKING ABILITY BASED ON GENDER

Abstract

Keywords The purpose of this research is to determine seventh grade students' English-speaking ability based on gender and what factors influenced their English-speaking ability. The research method is qualitative research and its type is case study. The data

Author (s) English-speaking ability, gender, seventh graders

Title THE EFFECTIVENESS OF ARTIFICIAL SCAFFOLDING IN TEACHING WRITING FOR THIRD SEMESTER OF UNISKA

Abstract The using of AI in teaching English has been developed rapidly nowadays. The role of AI improved starting the using of ChatGPT in the process of creating articles, detected plagiarism and so on. This study, would like to know the effectiveness of ChatGPT in creating idea in writing which was conducted in FKIP UNISKA Kediri, particularly in critical writing. The research highlights the complexity of teaching writing as an art and the dynamic role of artificial scaffolding in aiding students through language intricacies. The study also emphasizes the ethical considerations of integrating technology and the need for human teachers to provide personalized feedback. The article advocates for further research and development in artificial scaffolding tools and a balanced approach between technology and human touch in education.

Keywords scaffolding method, writing ability, academic writing

Author (s) Erwin Hari Kurniawan, Syafi'ul Anam

Title INTEGRATING LOCAL CULTURE IN ACCOUNTING ENGLISH EDUCATION: A NEED ANALYSIS

Abstract This study aimed to reveal accounting students' English language needs focusing on local culture at universities and to determine the suitability of learning English accounting in the Accounting Study Program. The method used in this research is need analysis with a

qualitative descriptive approach. This study used the English syllabus as the primary sample also questionnaire and students, alumni, and lecturer interviews as the secondary samples. The participants of this study were students who have enrolled in English class at accounting study program, alumni, language lecturers. The data is analyzed using the concept of need analysis. The result showed that there is a significant need for the integration of local culture in learning accounting English. The finding also showed that they need to learn English accounting as for communication. For the students' need, English for supporting their job gained the highest percentage among the other choices. However, students also wanted the integration of local culture in their learning material. They wanted a learning module which consist of local culture such as song or folklore. The results of the needs analysis in this study will then be used as material/reference for the development of syllabus and teaching and teaching materials for English for Accounting.

Keywords English accounting, local culture, English for academic purposes, need analysis

Author (s) Faida Azhimia, Sari Yanti

Title INTERACTIONAL COMPETENCE: HOW EFL LEARNERS DEVELOP REPAIR SEQUENCES IN INTERACTIONS

Abstract This conceptual paper explores the development of repair sequences in interactions among English as a Foreign Language (EFL) learners, a critical component of interactional competence. Repair sequences, which involve mechanisms to address communication breakdowns, are essential for maintaining conversational flow and mutual understanding. The paper aims to provide a theoretical framework for understanding how EFL learners recognize and correct errors, manage misunderstandings, and navigate conversational disruptions. Drawing on existing literature in second language acquisition and pragmatics, the paper discusses the importance of repair mechanisms in effective communication and the challenges learners face in developing these skills. It also examines various teaching and assessment methods, such as conversation analysis and elicited conversation tasks, that can be used to enhance learners' repair abilities. By outlining key concepts and proposing a research agenda, this paper seeks to contribute to the understanding of interactional competence and inform future empirical studies on the development of repair sequences in EFL contexts.

Keywords elicited conversation, interactional competence, intersubjectivity, pragmatic failure, repair sequences

Author (s) Fajar Susanto, Slamet Setiawan, Widyastuti

Title SEVENTH GRADERS' ENGLISH SPEAKING ABILITY BASED ON GENDER

Abstract The purpose of this research is to determine seventh grade students' English speaking ability based on their gender and what factors influenced their English speaking ability. The research method is qualitative research. This type of research is case study research. The results of this research indicate that female students' English speaking ability is better than male students. The average total score of female students was 16.4, while that of male students was 14.75. Female students did better in terms of vocabulary, grammar, pronunciation, and fluency. Males are good at intonation. The four factors that influence students' speaking ability are psychological factors, differences in brain structure, cultural factors, and environmental factors. The most influential factors are psychological factors and student environmental factors. The next influential factor is the differences in student brain structure. The least influential factor is students' cultural factors.

Keywords English speaking ability, gender, seventh graders

Author (s) Farah Zulfiah, Ruri Fadhilah Kurniati, Masyitah Noviyanti

Title INTERCULTURAL LEARNING ACROSS STUDY PROGRAMS FOR THE CONTINUITY OF ENGLISH LANGUAGE LEARNING

Abstract Intercultural learning is one of the competencies when someone learns a language. It can be said that studying a language must also study the existing culture. The culture is the English language learning culture which is implemented in various study programs/cross study programs. This research aims to find out the extent to which intercultural learning takes place in two study programs, namely (1) English language study program, (2) non-English language study program, nautical engineering study program. This research uses qualitative methods by conducting interviews with several teachers in both English and non-English language study programs. The research involved policy makers and student representation from two different study programs. The data was then analysed descriptively by the researcher. Based on the research, several results were obtained, namely: (1) intercultural learning (intercultural communication) has been studied when learning English, (2) intercultural competence needs to be learned by all English language learners, (3) there are fundamental differences in the process learning English, tips with materials and methods used in both study programs (language and non-language)

Keywords learning, intercultural, cross study program, ELT, Nautical

Author (s) Fauzia, Dwi Santoso, Benny Hartanto

Title THE ANALYSIS OF CODE-SWITCHING AND CODE-MIXING AS COMMUNICATION STRATEGIES IN CLASSROOM DISCUSSIONS AT SMA YP UNILA

Abstract This qualitative study investigated the use of code-switching and code-mixing as communication strategies in classroom discussions at SMA YP UNILA. The research focused on the types of code-switching and code-mixing employed by teacher and students as well as the motivations behind their use of these strategies. Data were collected through observation of classroom discussions in XII IPS I and also interviews with the teacher and 20 selected students. The data was analyzed using Miles and Huberman's framework, with a focus on data triangulation. The findings showed that code-switching and code-mixing were common in classroom discussions, totaling 76 instances. Code-switching accounted for 48% of instances, including 16% inter-sentential, 25% intra-sentential, and 7% extra-sentential. Code-mixing accounted for 52% of instances, including 31% insertion, 17% alternation, and 4% congruent lexicalization. Students cited the reasons for doing code-switching and code-mixing as communication strategies such as lexical limitations, communicative needs, emotional expressive purpose and social community background. The teacher used these strategies to clarify misunderstandings, check students' comprehension, encourage students' participations, and build relationships between teacher and students. The reasons found were driven by highlighting the cognitive and affective factors. The findings have implications for language teaching practices, emphasizing educators to create inclusive environments that address the diverse linguistic and emotional needs of students.

Keywords code switching, code mixing, communication strategy, classroom discussion, senior high school students.

Author (s) Feni Munifatullah, Fajar Riyantika, Febby Sarah Cilcila

Title ALLOWING STUDENTS' CHOICES TO PROMOTE STUDENTS' READING MOTIVATION: TEACHER COGNITION AND PRACTICE

Abstract Drawing on Borg's conceptualisation of teacher cognition and Vygotsky's Sociocultural Perspective, this study aims to enhance our understanding of the complex dynamics of teachers' cognitive processes in integrating student choice into reading instruction, particularly to promote reading motivation. This study also seeks to advance

our understanding of how the interactions of the teachers' cognitions with the contextual factors affect their instructional practices. Employing a multiple case study design, this study explores the cognition of 6 teachers from 5 different schools in Bengkulu City through interviews, observations, and document analysis. Thematic analysis of the data indicated that the teachers held different views regarding giving students the opportunity to choose reading materials and activities for their reading lessons. Most teachers demonstrated positive views about this, while the other teachers preferred approaches that gave the teacher more control. Furthermore, this study also found that some contextual elements in the teachers' activity system influenced the enactment of the teachers' cognitions about allowing students' choices to promote students' reading motivation. Ultimately, the valuable insights shed by this study can pave the way to developing better motivational reading instruction.

Keywords teacher cognition; student choices; reading motivation; teacher perspective

Author (s) Fernandita Gusweni Jayanti

Title TEACHERS' LANGUAGE ASSESSMENT LITERACY: INDONESIAN EFL SECONDARY TEACHERS' KNOWLEDGE AND CLASSROOM PRACTICE

Abstract An assessment is a crucial activity in the teaching and learning process, in fact when developing questions, some teachers ignore the validity and reliability of assessment, whereas the ability to devise valid and reliable assessment methods to examine the students' learning progress is the important thing to measure how effective the teaching is. The major objective of this study was to describe the secondary school EFL teachers' understanding and classroom practice on language assessment literacy. This study was conducted using an exploratory case study. 3 ELT teachers from different secondary schools participated in this study. The data obtained from the questionnaire, and interviews adapted from the Teachers Assessment Literacy Questionnaire (TALQ) document analysis and observation. Furthermore, the data obtained from the questionnaire and interview were analyzed using an interactive model. The finding showed that ELT teachers understood the concept of assessment but there were mismatches between teachers' knowledge and their classroom practice on language assessment literacy. And ends with recommendations for the school principals and educational authorities can be concerned about improving the teacher professional competencies in the area of assessment.

Keywords

Author (s) Fury Yulia Damayanti

Title EXPLORING THE COMPLEXITIES OF SEXUAL ABUSE: FORMS, IMPACTS, AND RESISTANCE IN SPEAK NOVEL WRITTEN BY LAURIE HALSE ANDERSON

Abstract Literary work can be an effective media for reflecting on life. Laurie Halse Anderson's Speak portrays the accident of sexual abuse which has bad results for the victim, it causes a reaction in the form of defense mechanism. This research aims to explain about the incident of sexual abuse by depicting its forms, its impacts, and the victim's resistance through the main character from the novel. The researcher found two kinds of sexual abuse, they are taken in the form of rape and harassment. In addition, the researcher also found two types of impact that are divided into physical and psychological. Furthermore, the researcher found eight forms of resistance which are taken in the form of defense mechanisms; they are repression, displacement, sublimation, regression, projection, reaction-formation, rationalization, and isolation. This Defense Mechanism is effective to overcome the impact of sexual abuse and sexual harassment.

Keywords Novel, Sexual Abuse, Resistance, Defense Mechanism

Author (s) Gigih Prayoga Adi Nugraha, Rahmad Hidayat

Title A SYSTEMATIC REVIEW OF EFL STUDENTS' SELF-EFFICACY IN THE LEARNING CONTEXT

Abstract This study reviews the empirical literature on self-efficacy, a central concept in self-efficacy theory. The study conducted a detailed review of self-efficacy between 2013 and 2023. This review evaluates 25 internet papers on student self-efficacy in the context of learning, focusing on how it affects student learning. We classified them according to (1) publication year, (2) method used, (3) topic, and (4) author. Mostly quantitative and qualitative methodologies were used. The research revealed a positive correlation between student self-efficacy, engagement, pedagogy, classroom instruction, student experiences, and teaching strategy in the learning context. The review concludes that several variables increase students' judgments of their abilities in the classroom, and this perception are a strong prediction of how well they perform in a range of language-related tasks. Thus, the study underlines the importance of Student self-efficacy in learning and how to improve it in the future.

Keywords EFL Students, Self-Efficacy, Learning Context

Author (s) Gunawan, Muhammad Jafar, Dian Riani Said, Muh.Faizal, Samian Wulandari

Title AN INVESTIGATION OF SELF-EFFICACY AND ACADEMIC MOTIVATION (A CASE OF EASTERN INDONESIA PRESERVICE TEACHERS)

Abstract The transition to offline teaching and learning presents a challenge to educational communities worldwide. This study examines students' self-efficacy and academic motivation in eastern Indonesia preservice teachers. A cross-sectional survey design was employed to measure students' self-efficacy and academic motivation scales. The participants were 62 preservice teachers from the English Education Major, including 31 females and 31 males. The instrument used was a questionnaire with a Likert scale and further one-way ANOVA utilized for data analysis. The data showed in the dimension of level of duty and strength, females were higher than males. However, in the dimension of individual generality was found that males were higher than females. Male higher than females also were found in academic motivation. This research also revealed no significant differences in self-efficacy and academic motivation between female and male students.

Keywords Asynchronous Learning, Self-efficacy, Academic Motivation, Preservice Teachers, Gender Study.

Author (s) Hasanudin Hasanudin, Dwi Gita N. Anggraeni, Tri Westi Iriandini, Heriyanti Tahang

Title ACROSS THE HORIZON: NEW DEVELOPMENTS IN LEADERSHIP FOR EDUCATIONAL MANAGEMENT

Abstract This article explores emerging paradigms and transformative strategies in leadership for educational management, navigating the ever-evolving landscape of education. In a rapidly changing world, educational leaders must adapt to diverse challenges, requiring innovative approaches to foster an effective learning environment. The article delves into combining traditional leadership models with contemporary theories, emphasizing the importance of visionary leadership, emotional intelligence, and adaptability. Based on case studies and research findings, it illuminates the significance of collaborative and inclusive leadership styles in fostering a culture of continuous improvement. Furthermore, the article discusses the role of technology in educational leadership, analyzing how digital tools can enhance decision-making processes and administrative efficiency. As the educational horizon expands, this article aims to provide insights and inspiration for leaders to navigate uncharted territories, fostering educational

excellence and student success. As a result, this study has shed light on how educational leadership is changing and emphasized the importance of creative and flexible problem-solving techniques. The amalgamation of modern theories and conventional models emphasizes the significance of inclusiveness, emotional intelligence, and visionary leadership. Investigating technology's function in educational administration reveals how digital technologies might improve administrative effectiveness and decision-making. As we peer into the future of education, it is evident that success successful leadership must be characterized by a commitment to continuous improvement and a collaborative, student-centric mindset. The case studies and research findings presented serve as beacons of inspiration for educational leaders seeking to navigate uncharted territories. By embracing these new developments, leaders can cultivate environments that foster educational excellence, preparing students for success in a rapidly changing world. Effective education leadership is crucial for innovation, equity, and holistic learning development. Leaders should embrace change and shape the future with a focus on educators and students' growth. Ultimately, across the educational horizon, effective leadership remains the compass guiding institutions toward innovation, equity, and the holistic development of learners. This article encourages leaders to not only embrace change but to become architects of it, shaping the future of education with a relentless focus on the growth and well-being of both educators and students.

Keywords Collaborative, Educational Management, Leadership, Emotional Intelligence, strategies

Author (s) Hearlie Agritia, Adiati Arum Pandanwangi, Nunung Nurjati

Title INVESTIGATING THE STUDENTS' PERCEPTION AND SATISFACTION TAUGHT BY NON-ENGLISH TEACHER BACKRGROUND (A CASE STUDY AT SMAN 9 RAJA AMPAT)

Abstract This case study aimed to explore the students' perception and satisfaction when taught by non-English teacher backgrounds at SMAN 9 Raja Ampat, with a total population of 114 students, of which 71 participated in the research. The research utilized interviews and satisfaction questionnaires as instruments to gather data. The findings revealed that students faced challenges in understanding the material and teacher explanations, leading to a lack of successful achievement of teaching objectives. Students expressed concerns about the accuracy of the material taught by non-English teachers, highlighting worries about the truthfulness of the content. While the teacher demonstrated strong pedagogical competence in managing the class effectively, the lack of professional competence in English due to a Bahasa Indonesia educational background posed communication barriers. Regarding student satisfaction, the results showed a range of responses, with no students feeling very unsatisfied, one student feeling unsatisfied, and 12 students feeling neutral about the teaching and learning process. However, a significant majority of students, 63.90%, reported feeling satisfied with the non- English teacher background. Students' satisfaction was influenced by the teacher's pedagogical competence rather than their English proficiency, with 18.31% of students feeling very satisfied towards the teacher despite language challenges. This study suggests the importance of balancing pedagogical and language competencies for effective teaching and student satisfaction in multicultural educational settings..

Keywords Non-English Teacher Background, Perception, Satisfaction

Author (s) Henok Reinbrand Mambrisau, Nurteteng

Title INTERCULTURAL COMMUNICATION OF NORWAY STUDENTS IN INDONESIAN LANGUAGE LEARNING

Abstract This research is an analysis of verbal communication patterns and a comprehensive study often used by the students from Norway in learning the Indonesian

language at the Universitas PGRI Adi Buana Surabaya. This research is beneficial in supporting BIPA (Indonesian Language for Foreign Speakers) learning, particularly in developing students' oral and written communication skills with native speaker of Indonesian during the online class using Zoom Meeting. This study aims to find out how students from Norway form cultural pattern in their communication using the Indonesian language. It also seeks to find out patterns of communication that result in intercultural miscommunication in Indonesian. The research method is by interviewing and filling out a list of questions to get qualitative results that illustrate the things raised in the formulation of the problem. Consequently, an analysis was performed using thematic data analysis. The results of the study revealed that (1) European international students, in particular Norway students, show individual personality, in the intercultural communication; (2) European international students, especially Norway, have shown effective intercultural communication during online class without showing stereotypes and prejudices; (3) the researchers found that an intercultural approach is the right approach in learning the Indonesian language by including concepts of intercultural communication; (4) Norway students are able to classify some differences and similarities between Indonesian and Norwegian language.

Keywords BIPA learning, Intercultural Communication, Individual Personality, Intercultural approach

Author (s) Hertiki, Watsana Srirak

Title INCORPORATING ISLAMIC VALUES AND LOCAL CULTURE INTO ENGLISH BOOKS OF SENIOR AND JUNIOR HIGH SCHOOL LEVELS

Abstract This study offers a thorough framework for incorporating Islamic values and local cultural aspects into English language instruction materials intended for junior and senior high school students. Acknowledging the significance of cultural relevance and religious sensitivity in education, this framework seeks to improve students' language skills while promoting a more profound comprehension and admiration of Islamic principles and cultural heritage. The framework starts by outlining the fundamental Islamic beliefs and precepts that coincide with the learning goals of English language training. It investigates how to subtly incorporate these values into the topics and content of English textbooks by drawing on local cultural backgrounds. Students are encouraged to critically connect with both the English language and their cultural identity through carefully chosen texts, conversations, and activities. The framework also places a strong emphasis on including literary works, subjects with a strong cultural component, and language usage patterns that connect to the experiences of the students. English teachers can foster a more inclusive and stimulating learning environment where students feel empowered to navigate global discourse while remaining rooted in their history by incorporating Islamic values and local cultural quirks into the English curriculum. In the end, this framework is meant to act as a roadmap for curriculum designers, teachers, and policymakers who are trying to produce English language resources that accurately depict the rich cultural diversity of societies where Muslims predominate. The goal is to encourage students in senior and junior high school to be fluent in the language while also feeling proud of their culture.

Keywords Islamic Values, Local Culture, English Books, Senior and Junior High School Level

Author (s) Hidayah Nor, Afifah Linda Sari

Title LANGUAGE BARRIER EXPERIENCED BY ASEAN STUDENTS DURING INTERNATIONAL TEACHING

Abstract Teaching practicum is one the important trainings for a future teacher. It provides students with real-world school environment and perhaps it can be one of their best moments before they graduate from their university. International teaching practicum is an

international program sponsored by SEAMEO which give ASEAN students an opportunity to experience a teaching internship internationally located in a region representative in ASEAN nations. This research aims to investigate the language barrier experienced by the representative ASEAN students during their teaching practicum. This involved fifteen ASEAN students consisting of eight Indonesian students, three Thai Students, and four Philippine students who have completed a 30-day teaching practicum abroad either in EFL or ESL setting with various school levels (primary, secondary, and high schools). The data were collected through the distribution of questionnaire via google form. The findings show that during the teaching practicum those students have both internal language barrier in terms of limited vocabulary, accent variations, and dialect differences and external language barrier in terms of miscommunication with students, school staffs and people around the schools. Therefore, the students need the clarification and resolutions to solve the external barrier. In short, the students need language support programs and opportunities to practice their English to enhance their confidence and proficiency in communication.

Keywords

Author (s) Ildi Kurniawan, M.Pd

Title DEVELOPING A STANDARDIZED SCORING RUBRIC FOR DIGITAL PROCEDURAL TEXTS

Abstract Procedural texts are vital in educational and professional settings for providing clear, step-by-step instructions. However, their complexity and variability make assessment challenging. This study addresses the need for a standardized scoring rubric to ensure consistent and accurate evaluations of procedural texts. The primary objective is to identify key criteria for scoring procedural texts and develop a comprehensive rubric based on these criteria . An extensive literature review identified key criteria such as clarity, sequential structure, instructional detail, language features, visual aids, coherence, and audience appropriateness. Existing rubrics were analyzed for their strengths and weaknesses, and insights were synthesized to create a balanced evaluation tool. The developed rubric offers clear guidelines for evaluating procedural texts, ensuring reliable and consistent assessments. This tool supports educators in delivering effective instruction and feedback and aids professionals in producing high-quality procedural documents. Results indicate that the rubric enhances clarity and consistency, promoting fairness and improving learning outcomes. However, reliance on existing literature and lack of empirical testing limit practical applicability. Future work should involve practical implementation and user feedback to refine the rubric, ensuring its relevance and effectiveness across diverse contexts.

Keywords Procedure Text, Assessment, Digital, Scoring, Rubric

Author (s) Imam Santosa, Ifan Iskandar, Samsi Setiadi

Title DEVELOPING AN INTERACTIVE ENGLISH MATERIALS FOR YOUNG LARNERS: FUN LEARNING-BASED ACTIVITY

Abstract This study aims to develop English materials for young learners to be used in English language teaching that integrate game-based learning and songs. This study prioritizes the ability of such materials to be useful, fun, and interactive that can help with the acquisition and retention of language. In addition, the method used is Research and Development (R&D) which include need analysis, material development, expert validation, revision, filed testing and final product. Meanwhile, the data collection are need analysis which is taken from questionnaire and interview. Then the final product in this research is an English book which contribute more in the field of English for Young Learner.

Keywords English for young learner, need analysis, fun learning

Author (s) Ina Daril Hanna, Arisandi Setiyawan, Rini Listyowati

Title REDUCING STRESS AMONG ENGLISH TEACHERS IN MADRASAHS THROUGH COACHING

Abstract Stress is one of the main triggers for many diseases that attack teachers. Therefore, improving stress balance is an important preventive measure. Madrasah teachers were found to be experiencing stress in their teaching and really needed help to solve the teaching problems they faced. In this paper, we report a case study where teachers (15 Madrasah Aliyah's English teachers) were found to be experiencing symptoms of stress in their English language teaching and did not find a way out. In this study, researchers came to offer coaching strategy for teachers to help teachers be able to become coaches for themselves by using coaching guide questions and direct practice of problem solving to boost their self-efficacy in handling their daily problem. Our results show that teachers actively explored their arousal data during the study. Further qualitative evaluation conducted on 15 teachers showed that 11 out of 15 teachers were able to identify the source of their stress in teaching and were then able to provide solutions to the problems they encountered even by explaining in very detailed ways. Meanwhile 4 other users thought that there was nothing they could do to solve their stress in teaching which shows that self-coaching has some potential but further coaching support is needed.

Keywords stress among English teachers, coaching Strategy

Author (s) Kalsum, Salsa Aulini, Agussalim

Title DIFFERENTIATED LEARNING INSTRUCTION IN THE CULTURAL STUDIES CLASSROOM: EFL STUDENTS' EXPERIENCES

Abstract Learning experience particularly performed by students. Learning outcomes influenced by students' learning experience. This study aims to explore EFL students' experiences through differentiated learning instruction, which focuses on readiness, interest, and learning environment aspects in the Cultural Studies classroom. This research applied the qualitative method with a narrative inquiry approach. To collect the data, the researcher used a semi-structured interview to consider the narration of English Language Education 6th semester in English Language Education Department at Universitas PGRI Adi Buana Surabaya. The results of the study showed that some EFL students experiences by using differentiated learning instruction improved their readiness in having self-esteem for their knowledge and English language skills, improved their interest in the form of students' attitude and teacher's roles, and learning environment by showing their comfortable situation in expressing opinions in discussion. Furthermore, the study found that there were several impacts by using differentiated learning instruction for EFL students. This study recommended for the students to help each other in the learning process. In addition, the researcher also suggested the teacher to overcome student's problems or what the student's needs by using differentiated learning instruction.

Keywords Learning Instruction, Differentiated Learning Instruction, EFL Students' Experience

Author (s) Kris Inayah Hasnia Aziz 1 , Ferra Dian Andanty

Title THE TRANSLATION METHODS USED IN GERARD MANLEY HOPKINS' POETRY TEXT ENTITLED "SPRING"

Abstract This research is a study about translation method used in Gerard Manley Hopkins' Poetry "Spring". The objective of this research is to find the translation method that used

by the students in translating poetry and to identify the most dominant translation method that used by the students in translating the poetry. The subject of this search is the sixth semester students of English Department in University of HKBP Nommensen Pematangsiantar. The data was a translation test. The research uses descriptive qualitative method as a research design. Finally, the result of this research shows there are 6 types of translation method that used by the students in translating the poetry, they are word-for-word translation (1,85 %), literal translation (22,27%), faithful translation (22,66%), free translation (32,03%), communicative translation (10,93%), semantic translation (10,16%), since the other method are rarely to use for translating poetry especially "Spring" poetry. And the most dominant translation method that used by the students is free translation (32,03%). Based on the result of this research, the researcher only find 6 translation method from 8 types that should be based on Peter Newmark's translation method theory. The students were difficult to translating the poetry and some just showing what are in their mind. The researcher suggest that the lecturer keep their attention in teaching the students about translation and improving students vocabulary so that they can use the good English to Indonesia as well in translating poetry by using translation method.

Keywords poetry, translation, translation method

Author (s) Leonita Maria Efipantias Manihuruk

Title A CASE STUDY OF PEDAGOGICAL PRACTICE USED TO ENHANCE CRITICAL THINKING AND ORAL COMMUNICATION SKILLS

Abstract Case-based learning (CBL) is a method of raising issues and providing solutions under the supervision of the lecturer. It allows students to put their knowledge to use in real-world situations. There are many benefits of case-based learning for students who are learning a language: giving the students a chance to read, speak, listen, and write; introducing and practicing vocabulary and grammatical structure in the case; improving learners engagement, motivation, and attitudes towards language study; strengthening learners' critical thinking skills and oral communication skills. This study was conducted on 25 students from the Accounting Department of State Polytechnic, Malang, who were taking an ESP course. Using an action research method, the aim was to enhance the students' abilities, particularly their oral communication and critical thinking skills. The results of the study showed that the average score of students in the first project was 48.75, and increased in the second project, which was 53.760, and in the last project also increased to 56.25, which was meant that students' oral communication skills improved well.

Keywords a case study, enhance, critical thinking, oral communication skills

Author (s) Lia Agustina

Title NAVIGATING COMMUNICATION: EFL STUDENTS' JOURNEY OF SPEAKING TO LEARN IN ENGLISH MAJORS

Abstract The aim of this research is to identify and analyze the personal, behavioral, and environmental barriers that hinder effective communication among EFL students majoring in English at three different universities. Using a qualitative research methodology, we engaged 45 English major students through detailed questionnaires designed to uncover the diverse challenges they face in their communication practices. The findings reveal significant personal barriers such as anxiety and a lack of confidence, often intensified by academic pressure and high self-expectations. Behavioral obstacles include limited opportunities for spontaneous speech practice and a tendency to rely on rote memorization. Environmental factors encompass inadequate classroom dynamics, insufficient instructor feedback, and a lack of supportive peer interactions. This study underscores the necessity for tailored pedagogical strategies that address these multifaceted barriers, fostering a more supportive and effective learning environment. By understanding and mitigating these

challenges, educators can better assist EFL students in their journey of speaking to learn and learning to speak, thereby enhancing their overall communicative competence and academic success.

Keywords Communication Barriers, EFL Students, Anxiety, Pedagogical Strategies, Speaking Practice

Author (s) Lilies Youlia Friatin, Bambang Ruby Sugiarto, Gugum Gumelar Rahmatillah

Title DIFFERENTIATED INSTRUCTION; A CASE STUDY IN A PUBLIC SENIOR HIGH SCHOOL IN TAKALAR

Abstract The aim of this study is to investigate whether learning with differentiated instruction leads to better learning outcomes. In the academic year 2023–2024, the study was conducted for English class in grade X at UPT SMA Negeri 3 Takalar, South Sulawesi. This is a pioneer school that uses a variety of teaching strategies and already implement “Freedom to Learn” Curriculum for more than 3 years. This study uses a case study methodology as part of its qualitative research strategy. Documentation, field notes from direct participant observation, and interview extracts made up the study's data sources. Tenth grade teachers and tenth grade students were interviewed. The data was analyzed using the Simultaneous Inductive analysis technique, which included three separate steps: data reduction, data reading, and data interpretation. The results of this study indicate that differentiated instruction, when combined with a teacher's deep understanding of differentiated learning, can successfully produce the desired positive learning outcomes. Every student's unique learning needs are met by the learning that is done, taking into account their interests, profiles, and level of readiness. In every session, students have shown an increase in their interest, active involvement, and enhanced invention, demonstrating the good results of using varied learning. The procedure and learning objectives provide clear success indications. Also, students seem to be having fun while learning, and they are improving both their hard and soft abilities. Students can also reflect on themselves through the learning process.

Keywords Differentiated Instruction, Students' Needs, and Students' Engagement.

Author (s) M. Jufrianto

Title IMPLEMENTING PEER TUTORING METHOD TO ENHANCE ENGLISH MORPHOSYNTAX AT UNISKA KEDIRI

Abstract Students' understanding about Morphosyntax is often low due to its complex processes. Morphosyntax is part of linguistics. Those are morphology and syntax. The morphological level encompasses several linguistic elements such as inflection, derivation, preposition, article, possessive determiner, quantifier determiner, and pronoun. On the syntactical level, many elements such as passive voice, tense, infinitive, noun phrase, adverbial clause, adjectival clause, auxiliary, and subject-verb agreement are considered. This study did not only attempt to design teaching method or to know the effectiveness but also it aimed to observe the benefit for tutors on morphosyntax class. The teaching method used in the research is peer tutoring method. Peer tutoring method is one of cooperative learning method where students take turns being both the tutor and the tutee in pairs or groups. This study employed a mixed method with concurrent embedded model, specifically utilizing a pretest-posttest nonequivalent groups approach to know the effectiveness of peer tutoring method and observation to know the advantages to the tutors. The participants consisted of the students enrolled in the one of universities in Kediri during the academic year 2023/2024. Both the experimental and control groups underwent a pretest and posttest. Subsequently, the experimental group received peer tutoring as the treatment, while the control group received an alternative intervention, lecturing. After the data of pretest and posttest were in the normal distribution and homogeneous, the testing

of hypothesis using t-test especially independent samples t-test was conducted. The result of this t-test showed that the Sig. (2-tailed) 0.000 was lower than 0.05. it means that peer tutoring is more efficacious than lecturing in enhancing English proficiency in Morphosyntax. Moreover, based on the observation, it shows that peer tutoring method offers numerous advantages for tutors; such as improves knowledge, public speaking, empathy, and social skills, boosts students' confidence, enhances tutors' proficiency and responsibility towards others.

Keywords Peer Tutoring; Linguistics; English Morphosyntax

Author (s) M. Syaichul Muchyidin, Syafi'ul Anam

Title THE CHANGES STRUCTURE AMONG DANI, LANI, DAN YALI LANGUAGE USING SIMPLE PRESENT TENSE

Abstract Papua is one of the Island in Indonesia with many languages exist in this world. There are about 300 languages exist. Three of them are Dani, Lani dan Yali. The objective of this research was to recognize the changes structure of Dani, Lani dan Yali language using Simple Present Tense. In addition, the researchers took the data from the tribal chiefs and the stakeholders. However, in collecting the data, the researchers did the observation, interview, and documentation. In analyzing the data, the researchers did the condensation, data display, dan the verifying. All in all, the result showed that there are some change structures appeared namely I wake up in the morning (An hiwako eluk hagati, An kuben ban nenuk agge, An huber inatluk) He prays to God (Ap ati sapan hagati, Ap ti tamban eke, Nimi ai somban eheik) We take a bath (Nit kume warigi, Nit nggu'ma wakwi, Nir kume warihi) He takes a bath (Ap ati kume watike, Ap ti yum yike, Nimi ai sum wandeheg) I eat my breakfast (An huwen hepiri niki, An mbi kuwen mbi nengge, An o'hubet siburu ninggi), She goes to the school (He ati suwesika ke laga, At kulaga ti liru paga nagge, Hwele ai suwesika fam lauk), He comes back from school (Ap ti suwesika ke nen waga, At wulaga ti liru paga nen wagge, Nimi ai suwesika famen waharuk) I do my homework (An uma yawu hagati, An ome yabu eke, An olma en yabuk duruk'kahi), He sing a song with his friends (Ap ti etai ayalaklak inyam etai watuka, At wulaga ti orewi inom ndawi wakwi, Nimi ai orinim suni watuk) I sleep in the Honai (An pilamo nen nogo igi, An kunume nogo yigi, An O'yuwa nohorug kwahi)

Keywords Changes structure, Dani,Lani,Yali, Simple Present Tense

Author (s) Manase Halitopo

Title THE NEEDS OF ENGLISH IN CONTEXT OF CULINARY FOR THE LOCAL FOODS SELLERS: ESP CONTEXT

Abstract This study aims to analyze the needs of English language learning in the culinary industry in Manggarai, NTT, Indonesia. Qualitative research was the method of the reseach. Reseach subjects were the culinary enterpreuners. They were individually approached.The reseacher selected seven culinary entrepreneurs as samples in the study, on the grounds that the target place in this study is frequented visited by foreign tourists because it is close to travel agent and accommodation businesses in Ruteng town. The data was collected by conducting interviews with food business owners. The results of the interviews showed that the majority of respondents recognised the importance of English in the context of food sales, with the perception that English language skills can contribute positively to the growth and sustainability of their business. Besides that, learning English is perceived to have significant benefits as shown by the results of the 7 respondents who have been interviewed which show the results that English is needed in the sustainability of the culinary industry business because it can provide several identified benefits including increased guest retention, increased sales results, access to global markets, establishing communication with foreign tourists, and improving customer service.

Keywords Needs; English; Culinary

Author (s) Maria Olga Jelimun, Ely Helydiana Selamat

Title IN-SERVICE TEACHERS' PERCEPTION ON THE USE OF ENGLISH CHILDREN'S SONG TO ENHANCE VOCABULARY FOR EARLY CHILDHOOD

Abstract This research purposes at exploring In-Service Teacher's Perception on the use of English Children's Song to Enhance Vocabualry for Early Childhood. This study uses qualitative method with descriptive approach. The data in this study are observation, interview and documentation. The source data came from two teachers in different school, SDN K and SDN S already be interviewed. The data were analysed by using thematic. This study conveys three things result from two teachers' perception. The first, the characteristic of the song in English learning process for children. Perception of two teachers almost have same perception of characteristic of the song. To teach songs to children, songs must be adapted to the age of the child, songs that are happy, the words or sentences are not too long, and songs that contain children's lives. The second, English song can enhance vocabulary for children. Through the songs, children are easier to memorize and understand vocabulary, and it helps students to pronounce correctly. The third, English song can memorize vocabulary easily. Translating Indonesian children's songs into English can be a valuable instrument for improving vocabulary in a fun and engaging way.

Keywords In-service teacher's perception, childron song, vocabulary, early childhood

Author (s) Marlinda Bate'e, Hertiki

Title REPRESENTATIONS OF THE PSYCHOLOGICAL ENVIRONMENT OF A DEAF-DISABLE PERSON IN THE SILENT CHILD MOVIE (2017)

Abstract A movie is one of the media that can reflect the reality of our lives. The Silent Child (2017) is one of the movies that portrays the reality of a deaf person. It portrays how important communication, family roles, and the social environment are for the deaf person. This research aims to represent Libby's condition as reflected in the movie. This researcher uses a qualitative- descriptive approach. The researcher found that a deaf person needs a relationship in communication as well as support, care, and affection for a deaf person. So that they can find their true selves without doubting or fearing their limitations. For the findings and discussion, show that the communication, family roles, and the social environment are very important to give support for deaf person. Therefore, the three steps can be used as a reference in communicating and providing support for deaf people. This movie can be an important reference to see how a deaf person lives their day.

Keywords Deaf, The Silent Child, Movie, Communication

Author (s) Maulana Harenaldhi, Rahmad Hidayat

Title THE FACES OF TIKTOK ENGLISH LEARNING INFLUENCERS OF EFL STUDENTS IN LEARNING

Abstract English is a universal language that is spoken around the world. It was taught at every educational level in Indonesia and was crucial for students majoring in English. However, many students struggle with English due to their lack of proficiency and practice. This could diminish their motivation and interest in learning English. Social media platforms, such as TikTok, could be used as tools for language acquisition. Tik Tok was a popular social media app that allowed users to create and share short videos. It had a variety of educational content, including videos on learning English. This study aims to identify Tik Tok English learning influencers who could be used as learning media for students, to investigate how influencer accounts could improve students' English language proficiency, and to see the perspective of EFL students. The research method used in this study was qualitative

descriptive. The research method was used to determine the exploration and understanding of the meaning of individuals or groups regarding human social problems. These research subjects were EFL students in the English major of Universitas PGRI Adi Buana Surabaya. The data in this research were from interviews, Documentation, and observation as supporting data. The result of the study showed that the faces of TikTok English learning influencers in EFL students in learning English had a positive perspective. They believed that influencers accounts could be used as learning media for students. Based on the results of the study it could be concluded that TikTok was the appropriate that influencer accounts could improve students' English language proficiency.

Keywords English learning influencers, TikTok, EFL students

Author (s) Maulida Amanda Putri, Hertiki

Title DOES READING-ALoud IMPROVE ENGLISH SKILL AND LITERACY FOR NON-EFL LEARNERS: STUDENTS' VOICES

Abstract This study will discuss non-EFL learners' attitudes toward the reading-aloud strategy that applies to their English class. Many researchers state that reading-aloud strategy can improve students' English skills, especially in reading, speaking, and literacy. The researchers want to prove that this strategy is helpful not only for the basic level of EFL and non-EFL learners but also for adult non-EFL learners. The researchers also want to hear the students' voices about the benefits and barriers they faced when using this strategy as a learning style. The sample of this study will be taken from two non-EFL learners' classes with a total of 48 objects of research. A questionnaire and observations will be used in this research to collect the data.

Keywords Literacy, English skill, Non-EFL learner, Reading-aloud, Reading skill

Author (s) Meutia Rachmatia, Dewi Sri Kuning, Asep Hardiyanto, Dewi Sartipa, Izzah Azizah Al Hadi

Title THE PERSPECTIVE OF EFL STUDENTS ON EXTRA LEARNING VIA MOBILE WHATSAPP FOR ACADEMIC WRITING OF DESCRIPTIVE TEXT AT STUDENTS' VOCATIONAL HIGH SCHOOL SURABAYA

Abstract Learning English can be challenging for students in public vocational high schools in Surabaya, Indonesia. This is due to limited exposure to English, inadequate teaching methods, and lack of practice and feedback. However, students can overcome these challenges by engaging in learning activities using the media of technology. One way to do this is to use technology, specifically WhatsApp. WhatsApp is a widely used messaging app that offers various features that can support learning outside the classroom. It facilitates group discussions, resource sharing, and one-on-one communication, providing a platform for students to practice their English and receive personalized feedback on their writing. A study was conducted to investigate the perspective of EFL students in Surabaya's vocational high schools on using WhatsApp in academic writing. The study found that students had a positive perspective toward using WhatsApp in academic writing. They found it convenient, affordable, and effective in improving their writing skills. Students appreciated the ability to communicate with their teachers and peers in real-time or at their own convenience and received feedback on their writing assignments. The study also found that WhatsApp could benefit teachers and researchers by enhancing class communication, assigning tasks, providing feedback, and conducting further investigations. This study demonstrated the potential of WhatsApp as an effective tool they faced in mastering English academic writing skills in public vocational high school students. It suggested recommendations for both teachers and researchers to further explore the use of WhatsApp for different types of academic writing.

Keywords students' perspective, EFL students, extra learning, WhatsApp, academic writing, descriptive text

Author (s) Mu'anifah Hanim, S.Pd., Dra. Wahyu Bandjarjani, M.Pd.

Title EXPLORING STUDENTS' WRITING SKILLS THROUGH LOCAL CULTURE-BASED DESCRIPTIVE ESSAYS

Abstract This research focuses on exploring students' writing skills, particularly in presenting their ideas related to writing a descriptive essay. Some English students believe that writing is a difficult activity. It is reflected when they struggle to write descriptive essays. One of their problems is that they cannot find suitable topics for writing a descriptive essay. Based on the student's problem, the researcher decided to include local culture as a writing topic. The inclusion of local culture in the teaching of English as a foreign language will help students learn English effectively. Local culture in English language teaching helps students learn writing skills better because they are asked to write something that they clearly understand. In this case, they must connect their writing topic to Indonesian local culture and present their outline in front of the class. In this study, the researcher employs a pedagogical approach to writing a descriptive essay: choose a subject, select dominant details, organize details, use descriptive words, and reach a logical conclusion. This study focuses on English department students in their second semester. In the second semester, eight students were taught to use local cultural strategies when writing descriptive essays. The results show that incorporating local culture into descriptive essays can help students to write descriptive essays. It demonstrates the importance of relating language to local culture.

Keywords writing skill, local culture, descriptive essay

Author (s) Muawwinatul Laili, Evi Mahsunah

Title POLITENESS AND IMPOLITENESS EXPRESSIONS OF JUNIOR AND SENIOR STUDENTS IN ENGLISH MEETING CLUB INTERACTIONS

Abstract This article examined the effectiveness and alignment of Yassis' (1996,2011, 2017,2021) civility theory framework model, adapted from Brown & Levinson (1978, 1987) and Scollon & Scollon (1983, 1995), with the focus of the study, namely hierarchy in non-kinship (+P,+D,-K) seniors and juniors interaction. This research applied qualitative research. The subject of this research was eight Junior students and three Senior students at Universitas Megarezky. The findings of this research showed that the participants expressed politeness and impoliteness verbally in the English English Meeting interaction. Those expressions were categorized into three strategies politeness and impoliteness. First, politeness and impoliteness were employed by the junior students and senior students. Second, positive politeness and impoliteness employed by the Junior students and Senior students. Third, negative politeness and impoliteness were employed by the Junior students. The results showed that the phenomenon of politeness between senior students and junior students not only in the culture of the ethnic languages of South Sulawesi where the research was carried out, but also we must see the family background, ethnic background, environmental background, and the cultural background of junior students.

Keywords Politeness, Impoliteness, Junior-Senior Interaction.

Author (s) Muhamad Yahrif, Muliaty Ibrahim

Title LEVELED ENGLISH TEXTBOOKS FOR BEGINNING READERS: A CRITICAL MATCH BETWEEN LANGUAGE CONSTRUCTIONS AND VISUAL IMAGES

Abstract Leveled textbooks, especially English textbooks, present a scaffolding for students to language learning. These textbooks help beginning readers in shaping the early literacy skills of young learners. They are designed to provide a scaffolded approach to reading, offering a progression of difficulty levels to accommodate the diverse needs of students. However, the effectiveness of the textbooks does not rely only on complexity of the content but also the suitability between two factors; language construction and visual image. Looking at its importance, this study explored the significance of this critical match between language construction and visual image in leveled English textbooks and its implications for beginning readers' literacy development. CMDA (Critical Multimodal Discourse Analysis) was used in this study. The textbooks analyzed were 'My Next Words' published in 2021. This study was intended to provide a closer look of the conceptual implications of leveled textbooks to support students literacy development.

Keywords Leveled Textbook, Scaffolding, Multimodality, CMDA

Author (s) Muhammad Saifuddin, Pratiwi Retnaningdyah, Ahmad Munir

Title EFL TEACHERS' ENGAGEMENT IN COLLABORATIVE ACTION RESEARCH: A SELF-DETERMINATION THEORY PERSPECTIVE ON TEACHER MOTIVATION

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

Keywords Collaborative action research; EFL teacher; self-determination theory; teacher motivation

Author (s) Mukrim

Title TEACHING WITH HEART: EFL TEACHER'S STRATEGIES FOR SPECIAL NEEDS LEARNERS

Abstract This research aims to explore the teaching strategies used by English as a Foreign Language (EFL) teachers in teaching students with special needs in special schools. The main focus is on teachers who do not have a special education background but have to manage classes with various types of disabilities. The main problem faced is the lack of adequate specialized knowledge and training for EFL teachers to accommodate diverse learning needs. This research is based on the theory of Differentiated Instruction (Tomlinson, 2001) and Universal Design for Learning (UDL) Meyer et al., 2014) which emphasizes the importance of adapting teaching methods to meet students' individual needs. A qualitative approach was used in this research to gain an in-depth understanding of the experiences and strategies implemented by teachers. Data was collected through in-

depth interviews with EFL teachers who teach in special schools, as well as classroom observations and analysis of learning documents. The primary data sources were teachers who had experience teaching students with special needs without formal training in special education. Data collection techniques include semi-structured interviews to obtain information about teaching strategies and challenges faced, as well as classroom observations to see direct implementation of strategies. Data analysis was carried out through a thematic analysis approach, which allows identification of main patterns and themes in the teaching strategies used. The research results show that EFL teachers develop various adaptive strategies such as the use of visual aids, project-based learning, and task modification to meet students' individual needs. In addition, collaboration with accompanying teachers and the use of technology were also found to be effective strategies. This research provides insight into the importance of specialized training for EFL teachers in special education and the need for ongoing support to improve the quality of learning for students with special needs.

Keywords EFL, teaching strategies, special needs, Differentiated Instruction, Universal Design for Learning

Author (s) Mustaqimah

Title PERCEPTION STIMULUS OF STUDENTS USING SMARTPHONE WHEN LEARNING ENGLISH

Abstract This research aims at identifying and analyzing the impacts of using smartphone when learning English. The impacts included portability, collaboration and motivation. The researchers employed a qualitative approach to figure out the impacts of smartphone when learning English. The social situation in this research involved the fourth semester students of language education department from Faculty of Humanities UNSOED. 30 students using smartphone were considered as the research samples. The research instruments included questionnaires and interviews. Based on the students' perception, the research results showed that smartphone impacted their English learning activities, such as portability, collaboration, and motivation. In addition, by using smartphone, the smartphone could improve their ability when learning English. The results of this research were supported by the Barker's theory on the impacts of using smartphone in English learning. However, there were also negative impacts of using smartphone, such as in portability the students used their smartphone for cheating, tended to do things instantly, and eventually got addicted.

Keywords Impacts, Smartphone, English Learning

Author (s) Mustasyfa Thabib Kariadi, M. Riyanton, Nur Alfi Ekowati, Slamet Riyadi

Title MOBILE ASSISTED LANGUAGE LEARNING (MALL): IMPLEMENTATION OF MAR (MOBILE AUGMENTED REALITY) IN TEACHING ELL IN PRIMARY SCHOOL CONTEXT

Abstract Students' creativity and independence should be allowed to grow, based on their interests and talents, in an engaging, enjoyable, demanding, and inspiring language learning process. The four skills of English—listening, reading, writing, and speaking—must be acquired, thus engaging learning materials are also essential, especially when teaching the language. When choosing media, there are a few factors to consider: pupils, ease of use, affordability, efficacy, quality, and learning objectives. Learning media with augmented reality is one of the relatively fresh developments in this field. Applications that integrate the real and virtual worlds in two or three dimensions and project them simultaneously into a real space are known as augmented reality applications. There are applications for augmented reality in instructional materials, medical, entertainment, and mechanical. Vuforia and Unity 3D can be used to create augmented reality. This research aims to provide augmented reality-based learning resources for English language textbooks. they are

creating media for textbooks with a barcode scanner application on textbooks. This program aims to improve students' comprehension of English texts by presenting 4D visuals or animations with music and movement. The ADDIE model is the product development model utilized, and the research method employed is the research and development method (Research & Development).

Keywords MALL, Mobile Augmented Reality, ELL, Primary school

Author (s) Naajihah Mafruudloh, Ahmad Munir

Title UNDERSTANDING SOCIOLINGUISTIC DYNAMICS: THE USE OF ENGLISH SLANG AMONG GENERATION Z ON X

Abstract This study explores the sociolinguistic dynamics of English slang usage among Generation Z on the social media platform X (formerly Twitter) through a qualitative analysis of a corpus of tweets. The research investigates the characteristics, functions, and implications of slang within this demographic's digital communication. Key features of Gen Z slang identified include innovation, cultural references, and brevity, driven by the platform's viral nature. The qualitative analysis reveals that slang serves various sociolinguistic functions such as identity expression, humor, and community building, and acts as a marker of in-group language. This research highlights the impact of social media on language evolution, intergenerational communication gaps, and the global dissemination of slang. The findings provide insights into contemporary language change and digital communication trends among Generation Z, contributing to both linguistic and cultural studies.

Keywords

Author (s) Nastiti Ulil Azmi

Title APPLYING THE ART OF USER EXPERIENCE DESIGN TO FOREIGN LANGUAGE EDUCATION

Abstract User Experience (UX) design is more than just the art of creating good user experience in Human-Computer or Human - Everyday things interactions. The nature of UX design is the principles that focus on User Interface (UI) design, Interaction design and Information design (Layout design and Information organization). The paper promotes UX principles based on User-centric Design such as: Usability; Experience; Accessibility; Context; User control... Creatively applying UX design principles to the process of languages teaching and learning can create a wonderful learning environment and foreign language experience, as well as effects that exceed expectations also. The paper uses interdisciplinary approaching: Visual art, UX design, Education, Psychology... using qualitative and comparative analysis methods. As a result, the paper is going to propose a model of foreign language teaching and learning from the perspective of the art of interaction and user experience design.

Keywords UX design, foreign language education, model of teaching and learning

Author (s) Nguyen Duc Son

Title LITERACY AND TECHNOLOGY IN ELT

Abstract The use of technology in teaching English as a Foreign Language (ELT) has become an increasingly important topic in modern education. Digital literacy and technology provide new approaches to teaching and learning English, allowing students to engage more actively and engagingly with the subject matter. This article investigates how technology can improve literacy in the context of ELT, by considering the range of technology tools and platforms available. This review covers mobile applications, learning software, and e-learning platforms used in English teaching. Digital literacy here refers to the ability of

students to access, evaluate, and use information from a variety of digital sources. Case studies from various educational settings show that the integration of technology in ELT teaching can improve student motivation, expand their access to learning resources, and improve their overall language skills. However, challenges such as access to technology and teacher training remain to be considered. Considering such benefits and challenges, this article concludes that an effective integration between digital literacy and technology can result in a deeper and more meaningful learning experience for ELT students. Innovative developments in learning technologies continue to be needed to support more inclusive and powerful English education in today's digital age.

Keywords digital literacy, technology, ELT, English education, learning innovation

Author (s) Nowo triwayatno, Muhammad asikin, Nafilatul muzayyanah, Nukmatius Syaria

Title CONCEPTUAL INSIGHT ON SWALES' CARS MODEL AS AN ACCELERATION OF EFL MASTER'S STUDENTS THESIS WRITING

Abstract This review explores the efficacy of applying John Swales' CARS (Creating a Research Space) model to guide master's thesis composition. Originally tailored for research article introductions, the CARS model furnishes a structured approach for situating studies within existing literature and pinpointing research gaps. By scrutinizing its applicability to thesis crafting, this review underscores its potential in expediting this academic endeavor. It delves into how rhetorical analysis and genre theory, central to the CARS model, can assist in various thesis stages, encompassing conceptualization, formulating research questions, and constructing arguments. The CARS model bolsters clarity and persuasiveness by offering students a systematic method to navigate scholarly discourse. Furthermore, it underscores the significance of mentorship and pedagogical support in incorporating the CARS model into thesis composition, with supervisors guiding students in employing rhetorical strategies and genre conventions to refine academic writing skills. In sum, this review advocates for integrating the CARS model into thesis writing pedagogy to augment scholarly productivity and enhance research quality among graduate students.

Keywords CARS Swales' Model, rhetorical structure, scientific writing

Author (s) Nunung Nurjati, Nukmatius Syahria

Title STUDENTS' PERSPECTIVES IN THE USE OF POWTOON AS A MULTIMODAL LEARNING STRATEGY IN WRITING NARRATIVE TEXT

Abstract When teaching writing, teachers need to focus on developing students' writing skills and motivation to write. Of course, this is a challenge to experience. To identify challenges, teachers need to demonstrate strategies for teaching writing in some way. The use of technology as a medium in the school room can be a recommended way to create a good learning environment especially when the teaching and learning experience involves multimodal technology. In this case, to build student motivation in writing, researchers tried to facilitate learning through an online platform, using a web application called Powtoon. An online platform that has a positive influence on the learning process to increase student motivation in writing texts. The method is qualitative by using observation and interview with a case study approach. This research data came from interviews with 3 students from grades 11-12 at SMA Antartika Sidoarjo. Then the data is analyzed using thematics. It was found that students had a positive perception that using Powtoon was easy and helped them in writing creatively. They thought that the features provided by Powtoon were very supportive and helpful for writing. However, another problem they face is when operating Powtoon. The website requires an excellent internet connection.

Keywords Teaching Writing for EFL, Multimodality, Powtoon

Author (s) Nur Avita Ayu Diyawan, Hertiki

Title RUDE EXPRESSIONS ON RAGIL MAHARDIKA'S INSTAGRAM FOLLOWERS THAT POTENTIALLY VIOLATE ITE LAW

Abstract Rude expressions on social media has developed into a multifaceted and intricate phenomena. Social media is home to a wide variety of hate speech instances. These include derogatory remarks about someone's race, physical attributes, or simply depressing statements like "die" or "disappear." The research aimed to find out the use of rude expressions on Ragil Mahardika's Instagram account that has the potential to violate the law. This study used qualitative case study. This research use screen capture data collection technique. To analyze the data, researcher used content analysis. Researcher used data validity by using method triangulation to support research. Researcher found two types of rude expressions that dominating on Ragil Mahardika's Instagram, there are dehumanization, demonization expressions and incitement expressions. Researcher concluded that the rude expressions found on Ragil Mahardika's account potentially violate the ITE Law because Ragil Mahardika's followers used rude expressions on him in cyberspace, where these comments can be used as evidence of dehumanize, incitement and can be punished under the ITE Law.

Keywords Speech Act, Rude Expressions, ITE Law

Author (s) Nur Octaviana Putri, Fajar Susanto

Title NEUROLINGUISTIC PROGRAM IN EFL SPEAKING CLASS: A PRIMARY REPRESENTATION SYSTEM (PRS) PREDICATE ANALYSIS

Abstract Bandler and Grinder developed the neurolinguistic program around the 1970s. Historically, the neurolinguistic program was used for psychology, but as they developed, this approach was adapted in pedagogy context especially in English language instruction. One of the core concepts of NLP is a representational system, which is closely associated with students' sensory channels when representing their experience. Grinder and Bandler introduced five sensory channels: visual, auditory, kinesthetics, olfactory and gustatory. The most often utilized representational system is called the primary representation system. There are four ways of analysing the primary representational system, (1) predicate analysis, (2) eye scanning patterns, (3) sattir body position, and (4) self-report questionnaires. This research provides a qualitative descriptive report of predicate analysis of students' primary representational system (PRS) by identifying sensory categories with relative predicate frequencies. Thirty participants of EFL students at an Islamic higher institution who enrolled in speaking class were interviewed.

Keywords Neurolinguistic Program, EFL Speaking, Primary Representational System (PRS), Predicate Analysis

Author (s) Nurlaila Wattiheluw, Supriadin, Windhariyati Dyah Kusumawanti

Title IMPROVING STUDENTS' ENGLISH LANGUAGE LEARNING THROUGH WEBSITE-BASED CURRICULUM MERDEKA TEACHING MODULES

Abstract The Indonesian government has introduced the Independent Curriculum (Kurikulum Merdeka) to enhance education quality. This curriculum emphasises student-centred learning and the use of technology to support teaching and learning processes. The English language is an essential subject in the curriculum, and teachers are encouraged to incorporate innovative methods and resources to improve student outcomes. This study investigated the effectiveness of Website-based Curriculum Merdeka teaching modules for teaching English to 4th-grade students at SD Muhammadiyah 3 Parepare. The study employed a pre-experimental design, with 30 students from 4th-grade classes at SD Muhammadiyah 3 Parepare. The module consisted of six lessons, each focusing on a specific

theme: family, food, and transportation. The lessons included interactive activities, games, and quizzes to engage students and promote active learning. The findings of this study highlight the effectiveness of the Website-based Curriculum Merdeka teaching modules for teaching English to 4th-grade students. The module's interactive activities and games helped to engage students and promote active learning, which improved their English language skills. The study also emphasises the importance of incorporating technology into learning to enhance student engagement and motivation. The study's findings have implications for developing more effective English language teaching methods and integrating technology into educational settings.

Keywords Innovative Methods, Kurikulum Merdeka, Technology in Education, Web-Based Teaching Module

Author (s) Patahuddin, Andi Tenri Ampa, Erwin Akib

Title INTERNATIONAL TEACHING PRACTICUM: A SPEAKING SELF-EFFICACY ENHANCING EXPERIENCE

Abstract There have been studies on the prominent role of speaking self-efficacy on foreign language learning especially speaking skills. Another myriad of studies on the role of experience in foreign countries helps improve speaking self-efficacy has found the positive impact on speaking self-efficacy. However, studies on the topic haven't been explored much in Indonesia. This research aims to explore the impact of International Teaching Practicum (ITP) carried out by a private university in Indonesia on students' speaking self-efficacy change. A close survey was used to gather students' perspectives on their speaking self-efficacy before and after the ITP while an open-ended survey was used to collect the data of students' sources of speaking self-efficacy change during the ITP. Descriptive analysis, t-test, and ANOVA were used to analyse the quantitative data while thematic analysis was used to analyse the qualitative data on sources of speaking self-efficacy. Results showed that there was a significant increase on students' speaking self-efficacy after the ITP. This increase was not significantly difference between gender, countries, and batch groups. Implications on English teaching was discussed especially on the tips to increase speaking self-efficacy.

Keywords speaking self-efficacy, international teaching practicum, speaking skills

Author (s) PUJI RAHAYU

Title HATE SPEECHES ON TIKTOK POTENTIALLY VIOLATING THE ITE LAW

Abstract This study aims to provide a view of hate speech on social media that has the potential to violate the law. This study uses a qualitative case study method, because the subject under study is a unique case and a phenomenon. The data is from social media Tiktok comment section, to collect the data this research use observastion and documentation method. It has found several comments that have the potential to violate the law that can be used as evidence. that comments on social media have consequences if the comments have meaning and purpose to verbally attack other individuals.

Keywords hate speech, social media, ITE law

Author (s) Rama Putra Dirgantara, Fajar Susanto

Title COLLEGE STUDENTS' PERCEPTION IN THE USE OF LEARNINGAPPS.ORG IN STUDYING ENGLISH

Abstract This study examines college students' views on using LearningApps.org for learning English. Five students from the English Education Study Program took part in the research. Using a qualitative approach, data were gathered through semi-structured interviews to thoroughly understand the students' experiences and opinions. The findings

show that students had a positive view of LearningApps.org, highlighting its interactive and user-friendly features as major benefits. Participants found the platform easy to use and helpful for improving their understanding of English grammar and vocabulary. The interactive activities and instant feedback from LearningApps.org were particularly valued, leading to increased engagement and motivation in their learning. Additionally, the platform's flexibility and wide range of exercises were seen as advantageous for meeting different learning styles and needs. Overall, the results suggest that LearningApps.org is an effective tool for language learning, aligning well with students' preferences and enhancing their learning experience. This study offers useful insights for educators and curriculum developers on the potential of incorporating digital tools like LearningApps.org into language teaching to boost educational outcomes.

Keywords LearningApps.org, English learning, Student Perceptions

Author (s) Ramadani Fitra, Haura Raudhatul

Title THE NEED ANALYSIS OF INTEGRATING ENGLISH LANGUAGE SKILLS IN
 INDONESIAN PRIMARY SCHOOL TEXTBOOKS

Abstract English language proficiency has become increasingly important in today's globalized world. Primary school education plays a crucial role in shaping students' language skills and preparing them for future academic and professional endeavors. However, the current curriculum and teaching practices in many primary schools often fail to effectively integrate English language skills, leading to suboptimal learning outcomes. This research aims to conduct a thorough need analysis of integrating English language skills in Primary School Textbooks. The four primary school textbooks in the "My Next Words" series are now being used in Indonesia to teach English as a foreign language (EFL) and are thought to be essential tools for assisting students in gaining communicative competence. Methodologically, qualitative approach was employed to collect data from Primary school Teacher and students. The findings revealed a strong consensus among stakeholders regarding the need for integrating English language skills in primary school textbooks. The study identified specific areas of language competence, such as listening, speaking, reading, and writing, that should be addressed in these textbooks to enhance students' overall proficiency.

Keywords Need Analysis, Integrate, Language Skills, Textbooks, Primary School

Author (s) Ratnayanti, Endah Yulia Rahayu

Title IMPLEMENTATION OF CULTURALLY RESPONSIVE TEACHING APPROACH IN THE
 CONTEXT OF INDONESIAN EDUCATION: CHALLENGES AND PROSPECTS

Abstract This research aims to find out how to apply a culturally responsive teaching approach in the Indonesian educational context: challenges and prospects. This research used a qualitative descriptive method and to analyze it used thematic analysis. In this research, the data was collected through in-depth interviews with 3 teachers who have or are currently implementing this approach in various schools in Indonesia. Then, from the results of this research, the researcher found 5 different aspects, namely: Understanding the Concept of a Culturally Responsive Learning Approach, Strategy for Implementing a Culturally Responsive Approach, Curriculum and Learning Material Adjustments, Challenges in Implementation and Solutions, and Evaluation of the Effectiveness of Implementing a Culturally Responsive Learning Approach. This research explores the challenges and prospects of implementing culturally responsive teaching in Indonesian education, identifying key aspects including understanding concepts, implementing strategies, adapting curricula, and challenges, and evaluating effectiveness. The concept of culturally responsive teaching recognizes and respects the diversity of students' cultural backgrounds, aiming to create an inclusive learning environment. By recognizing each student's unique

experiences and perspectives, educators can adapt their teaching approaches to meet the needs of diverse learners. This involves integrating culturally relevant content, using inclusive language, and increasing equity in classroom practices. Culturally responsive teaching empowers students to engage meaningfully with the curriculum and fosters a feeling of inclusion in the educational setting. Through this approach, educators can bridge cultural gaps, increase mutual understanding, and improve academic outcomes for all students. Embracing culturally responsive teaching in educational practice not merely enhances the educational journey but also fosters a more just and harmonious society. Culturally responsive teaching emphasizes inclusivity and equity by acknowledging and appreciating the diverse cultural heritage of students, fostering meaningful engagement, and encouraging mutual understanding in the classroom. Through this approach, educators create an environment where each student feels respected, supported, and empowered to succeed.

Keywords Culturally Responsive Teaching, Indonesian Education, Challenges, Prospects, Cultural Background.

Author (s) Reskyani

Title THE APPLICATION OF ARTIFICIAL INTELLIGENCE IN SUPPORTING LEARNING IN THE DIGITAL ERA

Abstract Learning unfolds within the dynamic interaction among students, educators, and learning materials within the educational setting. This process entails educators offering guidance to facilitate students' knowledge acquisition, understanding, skills, habits, and attitudes. The term "digital era" denotes the proliferation of digital internet networks and information technology, fostering enhanced knowledge dissemination across society. As education embraces rapid technological advancements, sophisticated tools like Artificial Intelligence (AI) have emerged to bolster the learning journey. AI, with its capacity to emulate human intelligence or inanimate objects, plays a pivotal yet often overlooked role in education. This research endeavors to scrutinize various AI applications that underpin learning in the digital epoch, employing qualitative methods, notably literature review. Through a comprehensive examination of existing scholarship, the study seeks to elucidate the profound impact of AI on education. The findings from literature reviews underscore AI's substantive contribution to educational advancement. Noteworthy applications include Natural Language Understanding (NLU), Voice Assistant, Personalized Learning, Virtual Mentor, and Smart Content, all designed to elevate the learning experience. In essence, the synergy between AI technology and education represents a transformative force, reshaping conventional learning paradigms. By harnessing the capabilities of AI-driven tools, educational institutions can cultivate more dynamic, adaptive, and personalized learning environments. This research endeavors to shed light on the multifaceted ways in which AI augments learning in the digital era, ultimately paving the way for enhanced educational outcomes and student success.

Keywords AI; Learning; Digital Era

Author (s) Restu Januarty Hamid, Asdar

Title NARRATIVE EXPERIENCE OF NON-TEACHING INTERNSHIP PROGRAM FOR EFL PRE-SERVICE TEACHERS.

Abstract Because of the MBKM program, internship possibilities are available to all students, including those pursuing English language education. This option has led to numerous pre-service EFL teachers pursuing non-teaching internships. This study is limited to narrative experiences with non-teaching internships, with an emphasis on the obstacles that pre-service teachers confront during these internships. The researcher conducted qualitative research with a narrative inquiry methodology. The researchers collected data

through interviews with English Language pre-service teachers who participated in a non-teaching internship program. The researcher employed narrative analysis to discuss students' experiences in the non-teaching internship program. The findings suggest that the rigorous non-teaching program gives fresh experiences for pre-service teachers. Pre-service teachers experienced various obstacles in an unsupportive setting, lack of teaching practice, lack of job experience in real-world situations, and a lack of communication. As a result, future researchers should focus on the long-term effects and management measures for participating in a non-teaching internship program.

Keywords EFL pre-service teachers, non-teaching internship, challenges.

Author (s) Retno Ayu Ningsih, Ferra Dian Andanty

Title THE PRAGMATICS OF POLITENESS IN THE CONTEXT OF TEACHER-STUDENT INTERACTION IN GRADE FOUR AND FIVE AT ELEMENTARY SCHOOL IN SDN GELAM 1 SIDOARJO

Abstract The aim of this research is to investigate the pragmatics of politeness in the context of teacher – student interaction in grade four and five at elementary school in Sidoarjo. This research uses a qualitative descriptive approach and focuses on the types of pragmatics that emerge during the learning process. Research findings show several types of bad speech that can cause conflict between teachers and students. The research findings increase our understanding of the importance of politeness in basic education. The results can be used as a basis for developing better methods and pedagogy to create a learning environment that supports and promotes students' growth. The research results show that interaction between teachers and students in elementary school have a positive effect in maintaining good relationships in the educational environment. Polite and courteous speech helps to create a peaceful learning environment, improve the quality of communication and strengthens the relationship between educators and students. In addition, the use of language that follows social standards and social policies shows politeness practices. It was found that learning approaches that encourage politeness improve student development positively, both academically and socially

Keywords Pragmatics of Politeness, Teacher-Student Interaction, Types of Pragmatics in Learning process

Author (s) Rheny Puspita Ratih, Nurhayati, Prapti Wardani, Endah Yulia Rahayu

Title STUDENTS' VIEWS TOWARDS WORLD ENGLISHES IN ENGLISH LANGUAGE TEACHING (ELT)

Abstract English, as an international language, has a variety of regional accents due to cultural and social factors. This study explores students' perspectives on World Englishes in English Language Teaching (ELT). A qualitative technique was used in this study. Data collection methods included observation, an open-ended questionnaire, and a semi-structured interview. The NVivo 12 application was used to organize the data. Furthermore, the transcribed data were evaluated using the theme analysis technique. This study involved 32 second-year students majoring in English at one of Indonesia's public universities. The study found that most students had similar perceptions of World Englishes. Students stated that World Englishes refers to the diversity or variation of English spoken in each place. They also noted that studying World Englishes has some benefits. However, they encountered difficulties while learning the concept of World Englishes. As a result, they made a few suggestions for learning World Englishes to acquire a better understanding.

Keywords World Englishes, English Language Teaching (ELT), Students' perception

Author (s) Ririn Suminar, Muhammad Handi Gunawan

Title LEVERAGING ARTIFICIAL INTELLIGENCE TO AUGMENT CRITICAL THINKING AND READING COMPREHENSION IN BUSINESS ENGLISH COURSES

Abstract The ever-evolving landscape of global business necessitates a workforce equipped with not only proficiency in Business English, but also the critical thinking and reading comprehension skills to navigate complex information and communicate effectively. While traditional pedagogical approaches undoubtedly lay the foundation for these skills, they may struggle to address the diverse learning styles and needs of contemporary students. This research explores the potential of Artificial Intelligence (AI) as a transformative tool to augment current instructional practices in Business English courses. This study investigated the efficacy of AI-powered learning tools in fostering critical engagement with business texts by encouraging students to analyze underlying assumptions, identify biases, and evaluate the arguments presented. Furthermore, the research examined how AI can promote active learning strategies, such as personalized feedback loops and interactive exercises, to deepen comprehension and retention. Ultimately, this study aims to contribute to the growing body of knowledge on the intersection of AI and language learning, by evaluating its effectiveness in enhancing students' ability to critically analyze business information and communicate with clarity and persuasion in a professional setting.

Keywords Artificial Intelligence (AI), business English, critical thinking, reading comprehension, active learning

Author (s) Rita Darmayanti

Title TIKTOK'S EFFECTS TOWARDS INDEPENDENT SPEAKING LEARNING

Abstract In the current digital era, the TikTok app has become one of the most popular social media among young people. It is not only used for entertainment. However, TikTok can also be an effective tool for learning media. This study aims to evaluate the effect of TikTok on students' independent speaking abilities. The type of research used in this research was quantitative. The instruments used are observation and interviews. This research with students who use TikTok in learning to speak independently. The students of the English education department were used in this research. The results of this study indicated that regular use of TikTok can improve students' independent speaking skills. This can be seen from the improvement in sound quality, the ability to speak fluently, and the use of a more varied and creative language. However, this research also highlights the importance of parental and teacher supervision in the use of TikTok as a learning tool. Proper supervision is needed in selecting age-appropriate content and avoiding inappropriate content. In conclusion, this research showed that TikTok can be an effective tool for self-speaking learning. However, keep in mind that the use of TikTok must be used wisely and supervised by parents and teachers

Keywords TikTok, Independent Learning, Speaking Skill

Author (s) Ro'ifah

Title THE REFLECTION OF LIFE MOTIVATION IN COLDPLAY'S SONGS

Abstract This study aims to analyze the importance of life motivation contained in songs performed by coldplay. The lyrics of the song performed by the band describe words full of motivation. In this study, researcher used a descriptive qualitative approach. This is a method of research that is focused on understanding a phenomenon by examining its characteristics and qualities. There is an interesting thing found by the writer that motivation, a person can be more enthusiastic about living his life and solving problems. That why, motivation is very important for someone to live life. The conclusion that researcher can find is that the songs performed by Coldplay have very meaningful and

powerful messages in motivating life. We can see this from the lyrics of the songs they make. Therefore, this implies that songs can not only be enjoyed as entertainment but can also be a good conveyor of messages to the audience. Furthermore, in these lyrics, listeners and all fans can get meaningful words as encouragement in living life.

Keywords Reflection, Motivation, Songs

Author (s) Satrio Jiwo Prawiro, Rahmad Hidayat

Title PERCEPTIONS OF EFL LECTURERS ON THE USE OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION EFL CLASSROOMS

Abstract This research aimed to find out lecturers' perceptions and the challenges faced by lecturers in using artificial intelligence in the EFL classroom. Researcher saw that there was a gap faced by EFL lecturers because before AI existed, lecturers did not understand and master how to use AI and now EFL lecturers must master AI more and be able to use AI wisely. The reason lecturers face this problem is because lecturers do not understand the existence of AI in the campus environment and cannot take advantage of AI. This study used a qualitative method. This research used two data collection techniques, namely observation as supporting data and interviews with 3 lecturers as the main data. To analyze the data, researcher used thematic analysis. Researcher used content validity to support research. The results of this research showed that the majority of lecturers agreed that the use of AI in EFL classes were very helpful in teaching and learning. Researcher concluded that based on lecturers' perceptions, it showed that lecturers had positive perceptions of the use of AI in EFL classes. Lecturers viewed AI as very helpful in the teaching and learning process as well as in work and the use of artificial intelligence was used as needed and only to help, not made us dependent. Researcher hoped that lecturers and students could use AI according to the role of AI. Researcher also hoped that this research could become a reference for readers.

Keywords Artificial Intelligence, Lecturer's Perception, Higher Education

Author (s) Sesilia Yuliani, Endang Mastuti Rahayu M.Pd

Title ENGLISH LECTURER' NARRATIVE EXPERIENCES ON ADAPTING THE CURRICULUM TRANSFORMATION; KKNITO MERDEKA CURRICULUM

Abstract This study aims to determine the adaption of curriculum development according to a senior lecturer at English Language Education Department in Universitas PGRI Adi Buana Surabaya. This study conducted the qualitative research by using in-depth semi structure interviews. One respondent is mainly as source of data to see about how the respondent viewed the adaptation of MBKM curriculum and its related to KKNi curriculum. Applying narrative analysis to analyse the data, it can be found that the adaptations of curriculum changes slightly different from the KKNi in which the students can freely develop their skills and changes in each course taken. Besides, the obstacles also faced in conducting changing into curriculum of MBKM.

Keywords merdeka curriculum, English lecturer, KKNi curriculum

Author (s) Shafa Safira, Ferra Dian Andanty

Title A CORPUS-BASED STUDY ON EAP LEXICAL TEACHING OF STEM GRADUATE STUDENTS IN CHINA

Abstract Based on corpus and EAP teaching theories, this study aims to explore a teaching model for academic English vocabulary suitable for science and engineering graduate students in ordinary Chinese universities. This model provides graduate students with peer scaffolding, tool-based scaffolding, emotional scaffolding, and monitoring scaffolding, creating an interactive English nurturing ecological environment. Relying on online writing

platforms and corpus data support, and combined with embedded flipped classroom teaching and diverse formative assessment methods, it ensures the effectiveness of academic English lexical teaching and vocabulary acquisition. The study shows that this teaching model can effectively promote graduate students' academic English vocabulary and improve their academic English application skills.

Keywords corpus, EAP, high-frequency vocabulary, English teaching

Author (s) Shi Feng, Dr Tirzah Zubeidah, Norazean Shaari

Title EXPLORING TEACHERS' PERCEPTIONS OF CHATGPT AS AN INNOVATIVE TOOL FOR ENHANCING ENGLISH LANGUAGE TEACHING

Abstract The objective of the study is to assess teachers' attitudes towards ChatGPT as an emerging tool for enhancing English language instruction. The study employed a qualitative approach using semi-structured interviews involving five English instructors in Lampung's higher learning institutions. Participants were selected based on their involvement with ChatGPT or similar AI technologies in the classroom. Following data collection through interviews, thematic analysis was used. What is revealed by these findings is that teachers hold favorable attitudes towards incorporating ChatGPT into their classrooms, seeing that it can improve various skills like reading, writing, speaking, listening among others. Some advantages were identified by the educators using ChatGPT. Some benefits mentioned by participants included instant feedback, improved vocabulary and interactive practice opportunities. Nevertheless, they also pointed out some obstacles such as technical problems like additional training required overdependence on AI tools by students. The study shows that ChatGPT is seen as a useful tool for learning a language, but it is important to overcome these challenges and ensure that teachers can use the features in the most effective way possible. Some of the positive view points and gains made show there are great improvements in the language acquisition process by using ChatGPT as well as other related AI based instruments. Such findings can be used by educators, policy makers and developers to maximize AI's potential for enhancing English as a second language.

Keywords ChatGPT, Teachers' Perceptions, English Language Teaching

Author (s) Sinta Novia, Sigit Suharjono, Elis Susanti, Rulik Setiani

Title THE NEED ANALYSIS OF ESP FOR VISUAL COMMUNICATION DESIGN STUDENTS AT VOCATIONAL HIGH SCHOOL

Abstract Currently, students at vocational high school still learn general English, which stimulates the research to conduct the analysis to reveal their needs for ESP as the answer to the current issues. English for Specific Purposes (ESP) is an approach that focuses on teaching English to students within specific areas of interest or professions. This research was qualitative descriptive research, which was taken from the questionnaire (primary data) and the interview (secondary data) of all eleventh-grade students majoring in visual communication design at SMKN 1 Banjarmasin, with a visual communication design teacher and an English teacher as the research subjects. The results revealed the needs of visual communication design students for ESP. The students really need relevant English material. They also give several reasons why they need English material that is relevant to their major. They stated that many visual communications design learning material sources use English, as well as to prepare them to enter the world of work and become individuals who have good communication skills. Not only that, they also said that sometimes they encountered problems related to English when studying visual communication design because many learning applications use English. The visual communication design teacher confirmed this. The teacher said there are lots of learning applications that use English; in fact, very few applications use Bahasa. The students and the visual communication design teacher also gave their opinions regarding what visual communication design material is

interesting or important to study as supplementary material for learning English. Therefore, it is suggested that other researchers to develop this research because research on needs analysis, especially for visual communication design, has not been touched upon much.

Keywords Need Analysis, English for Specific Purposes, Visual Communication Design

Author (s) Siti Nurul Shofa, Noor Eka Chandra

Title PORTRAYING LECTURER'S AND STUDENTS' PERCEPTION ON TRANSLANGUAGING PRACTICES IN AN EFL CLASSROOM IN THE ISLAMIC BASED UNIVERSITY

Abstract This study aimed at investigating translanguaging practices viewed from lecturer's and students' perceptions in an English as a Foreign Language (EFL) classroom within Islamic based University. Employing a qualitative approach, the study obtained the data through interviews with a lecturer and students from one of the Islamic Universities in Banten. The findings revealed that the lecturer declared utilizing translanguaging in learning English brought advantages and drawbacks. The advantage was that it could be used to increase students' comprehension and classroom participation. The students could understand the material more easily and quickly since they could reflect to the language they are familiar with, and make students more engaged in the classroom. Meanwhile, the drawback appeared on reducing the English exposure, the students were exposed not only by English but also by other languages. On the other hand, the students perceived that translanguaging gave positive impact on their learning. They could better understand the material, be more active, and encourage them to learn English. Therefore, it can be concluded that both lecturer and students saw translanguaging as a language learning strategy which can help them in the teaching and learning process in EFL classroom.

Keywords Translanguaging, Perception, EFL

Author (s) Siti Sa'diah, Nurhalyza Nabila Putri, Sriyanti

Title STRATEGIES FOR TEACHING WRITING: THE GENRE BASED APPROACH PRESENTATION

Abstract The strategies used to teach writing are very important to give the students competencies in writing. So that students have enough writing ability, the lecturer should employ the appropriate strategy that creates the students' involvement in learning as well as the classroom atmosphere. The research objectives are 1] to find out strategies used by lecturers in teaching writing at English Education UMK and UNIMUS, 2] to describe the students' involvement in learning writing, and 3] to describe the classroom atmosphere in the teaching-learning process of writing class. The research design is phenomenological qualitative research of lecturers at EED UMK and EED UNIMUS. The research report shows that the lecturers at UMK use genre-based teaching using presentation to learn the model texts and do join construction. At the same time, independent construction is done through individual assignments. The lecturers in UNIMUS also use genre-based learning. In the modelling phase, students analyze the social factors and language features and complete a portfolio for independent construction

Keywords Teaching strategy, Writing ability, Classroom atmosphere, Students' involvement

Author (s) Slamet Utomo, Diah Kurniati, Sri Surachmi, Titis Sulistyowati, Testiana Deni Wijayatiningsih

Title HIP-HOP-BASED EDUCATION AS EXTRACURRICULAR ACTIVITY: A CASE STUDY OF LEARNING ENGLISH FOR YOUNG LEARNER USING RAP IN INDONESIA

Abstract As one of the learning media, music has been used in hip-hop extracurricular classes at an elementary school in Indonesia. This study aimed to analyze the characteristics

of learning English by using music on how teacher exposure English and culture to the students. This study used a qualitative method with purposeful sampling technique with extreme case sampling strategy. The data obtained from observation, teacher interview, and video stimulated recall. The results of teaching English with rap music in the hip hop extracurricular classes included speed rap, rhyming word, verb rap, and battle rap lyric. These teaching activities emphasized only on the form and word meaning. Hip-hop culture was taught through language and style. Teacher taught the student to know hook while he was concerning about student's English level. Besides, rap styles were taught on how the student dance and wear costume while they were performing in the stage. Since the school has Islamic identity, the teacher integrated the rap styles with Islamic culture. Thus, the teacher preferred to teach his own rap creation rather than adopted rap content from internet or other sources. According to him, what he did was useful to avoid dirty, harsh and uncommon words.

Keywords hip-hop based education, learning English, rap, young learner

Author (s) Sri Lestari

Title LEXICAL DENSITY IN READING TEXTS IN ENGLISH TEXTBOOK

Abstract Textbook is considered as the most important component which supports in the teaching learning process. Textbooks provide ready-made content and become the quickest and cheapest options to assist teachers manage the learning process. This study aims to examine lexical density in reading texts in English textbooks "Think Globally Act Locally" for junior high school students using critical discourse analysis. The method used is qualitative using content analysis research design. The researcher found out that lexical density of the reading texts was high (9,04). In addition, the text themselves show the Indonesian social and cultural characteristics. The findings contribute to a deeper understanding of the linguistic complexity and cognitive demands of the reading materials used in the English curriculum, and they have implications for the selection and design of appropriate reading materials to support English language learning and literacy development among students.

Keywords Discourse Analysis, Lexical Density, Reading Text, Textbook

Author (s) Suminih, Selnistia Hidayani, Purnama Rika Perdana

Title EXPLORING ENGLISH MEDIUM INSTRUCTION AND TRANSLANGUAGING PRACTICES IN INDONESIAN ENGLISH CLASSROOM

Abstract The practice of translanguaging in English Medium Instruction (EMI) classrooms is an inevitable aspect of teaching and learning. Translanguaging involves strategically using multiple languages, including the target language (English) and students' native languages, to facilitate communication, understanding, and meaning-making. This study investigates why lecturers and students employ translanguaging in EMI classes, shedding light on the constraints and rational reasons contributing to its widespread use. The study involved twenty-five EMI students and five EMI lecturers who participated in classroom observations, questionnaires, and interviews in Parepare, South Sulawesi, Indonesia. The qualitative case study design allowed for a detailed examination of the complexities involved in translanguaging in EMI settings. The findings of this study highlight the significant role of translanguaging in overcoming language barriers, promoting multilingualism, enhancing learning outcomes, and improving student engagement. The study reveals that rational constraints, such as student motivation, environment, and cultural and linguistic factors, contribute to translanguaging in EMI classes. These constraints are significant and interconnected, influencing how lecturers and students navigate the complexities of language use in the classroom. Furthermore, the study shows that the rational reasons for using translanguaging in EMI classes are multifaceted. Overcoming language barriers is a primary concern, as it enables students to access knowledge and participate in discussions

without language- related obstacles. In conclusion, the study underscores the importance of translanguaging in EMI classrooms and highlights the need for further research on the constraints of EMI implementation. Understanding the complexities involved in translanguaging can inform the development and ultimately enhance the quality of education and promote linguistic diversity.

Keywords English Medium Instruction, Linguistic Diversity, Multilingual, Language Barriers, Teaching English Language

Author (s) Syawal, Muhaimin Abdullah, Patahuddin

Title INTEGRATING TECHNOLOGY IN TEACHING ENGLISH TO YOUNG LEARNERS: TEACHERS' CHALLENGES AND CONSIDERATIONS

Abstract This qualitative study examines the challenges and considerations faced by teachers integrating technology in teaching English to young learners (TEYL). With the increasing prevalence of digital tools in education, understanding their impact on early language instruction is crucial. Through in-depth interviews with experienced early childhood English educators, the research gathers insights into the benefits and drawbacks of technology in TEYL. Teachers identified several advantages of technology, including increased student engagement, interactive learning opportunities, and personalized instruction. However, they also highlighted significant challenges, such as inadequate training, insufficient technological infrastructure, and concerns over screen time and its effects on young learners. The study emphasizes the importance of choosing age-appropriate digital tools and integrating them thoughtfully into the curriculum to enhance the learning process. The findings suggest a need for comprehensive professional development programs to equip teachers with the necessary skills for effective technology integration. Additionally, the research calls for collaboration among educators, policymakers, and technology developers to address the challenges and optimize the benefits of digital tools in early language education. This study contributes to the ongoing discussion on technology's role in education, offering practical recommendations for improving its use in teaching English to young learners.

Keywords Technology Integration, Young Learners, TEYL (Teaching English for Young Learners, Educational Challenges, Teachers' Perspectives

Author (s) Tri Pujiani, Ida Dian Sukmawati, Agrissto Bintang Aji Pradana

Title EMPOWERING STUDENT LEARNING EXPERIENCES: IMPLEMENTING FORMATIVE ASSESSMENT THROUGH PROJECT-BASED LEARNING

Abstract This research aims at exploring the implementation of formative assessment in empowering student learning experiences within project-based learning (PBL) environments. Formative assessment is an instructional strategy aims at monitoring student learning and provide ongoing feedback that can be used by teachers to improve their teaching and by students to enhance their learning. This case study was carried out in the Classroom Action Research course, where 10 students of English Education Department were involved in project-based learning activities by carrying out a series of activities which were also used as an important part of implementing formative assessment. The data were gathered from survey, classroom observation and document analysis. The findings reveal that incorporating formative assessment into PBL environments greatly benefited students. Continuous feedback enhanced their comprehension and application of the material, resulting in better performance and higher engagement. Students feel that the projects they work on are able to help in real understanding, for example, when they do projects in the form of preliminary study activities at school, they become more aware of the concept of classroom action research. Here, this combination of formative assessment and PBL created an energetic learning

atmosphere, highlighting the value of formative assessment in encouraging active and reflective learning. To further enhance the effectiveness of formative assessment in PBL environments, consider integrating peer evaluation sessions where students provide constructive feedback to each other, fostering collaboration and deeper understanding of the material.

Keywords Formative assessment, project-based learning, case study

Author (s) Vega Hesmatantya

Title OVERCOMING CHALLENGES IN TEACHING ENGLISH USING TECHNOLOGY

Abstract Many English teachers have experienced several challenges when integrating technology into their teaching and frequently need an adequate approach to address these issues. This study aims to explore the problems teachers face in using technology in teaching English to adult learners and also how they resolve the problems. The participants were junior and senior high school teachers. A qualitative approach was used in this research to analyze the data which were taken from their reflections submitted at the end of their Pendidikan Profesi Guru (PPG) program. Thematic analysis of the data revealed that most of the challenges that teachers faced were from the students, the teachers and the schools. From the students's side, there was a lack of motivation, vocabulary, etc. Teachers still used a teacher-centered approach and also monotonous teaching methods. Meanwhile, some of these teachers' schools did not provide enough support for IT development, policies for technology integration in the classrooms. To overcome those challenges, the teachers used tools such as YouTube videos and PowerPoint, incorporated applications such as Wordwall, Kahoot, and Quizizz. Hopefully these findings will improve our awareness that to integrate technology effectively in language classrooms, teachers require adequate training and support from their schools. Additionally, this insight will help other teachers overcome similar challenges in their own teaching practices.

Keywords challenges, teachers, technology integration

Author (s) Victoria Usadya Palupi, Rindang Widiningrum, Anton Wahyana

Title TEACHERS' AND STUDENTS' VOICES AND PRACTICES ON USING DRAMA TO INTEGRATE LITERATURE IN EFL CLASSROOM

Abstract This study explores the views of teachers regarding the integration of literature in form of drama in English as a Foreign Language Classroom. It also investigated students' perspectives on participating in drama activities as a means to improve their language proficiency and communication skills. Employing qualitative research using case study research design, the researcher collect the data using observation and interviews to students and teacher in one of the school in Malang, East Java. The findings indicate that integrating literature by using drama in EFL classroom offers a more engaging and efficient way to teach English and fostering enthusiasm among students. By presenting insights from both teachers and students, this paper provides a comprehensive view of the benefits, challenges, and effective strategies associated with integrating drama into the EFL classroom.

Keywords Drama, EFL Classroom, Literature

Author (s) Wahyu Indah Mala Rohmana

Title NAVIGATING ETHICAL CHALLENGES IN ONLINE EDUCATIONAL PRACTICES

Abstract In the current era, online learning has become a crucial component of educational systems worldwide, driven by the need for flexibility and accessibility in education. However, online educational practices encounter numerous challenges such as

ethical and integrity issues. Therefore, this qualitative study aims to identify the extent of AI misuse and reference copying among students, understand the reasons behind these practices, and propose solutions to mitigate these issues and enhance the integrity of online learning. Through questionnaires, Focus Group Discussions (FGDs), and semi-structured interviews, it involved 15 students and 12 tutors from the Master's Program in English Language Education at Universitas Terbuka for the academic year 2023/2024. Thematic analysis was employed to analyze data. Several results are presented to represent the reasons behind these practices such as lack of understanding of academic integrity, time management issues, and perceived complexity of course material. Meanwhile, some solutions are proposed to mitigate these issues and enhance the integrity of online learning such as providing guidelines on the appropriate use of AI tools through enhanced education on academic integrity, time management workshops, and simplified and clearer instructional materials. The findings of this study will contribute to the body of knowledge on the ethical use of AI in education and the maintenance of academic integrity in online learning environments.

Keywords AI misuse, Academic integrity, Online learning, Ethical challenges, Educational practices

Author (s) Widya Rizky Pratiwi, Juhana, Lukyitta Gusti Acfira

Title PSYCHOLOGICAL DYNAMICS FOR EFL STUDENTS IN ELT CLASSROOM: CASE STUDY

Abstract This study examines the experiences of English language education students who encountered psychological challenges while learning in ELT classrooms. The purpose of this study was to determine the difficulties that EFL students encountered while learning in ELT lessons. It is envisaged that this would eventually become an understanding and evaluation tool for parties involved in overcoming English language learning issues in order to maximize their potential. This study employed a qualitative case study design to investigate students' experiences dealing with psychological detachment in EFL learning in ELT classrooms. This study's subjects were four English language education students from Universitas PGRI Adi Buana Surabaya, each of whom participated in individual interviews. The data was collected through in-depth interviews using unstructured interviews. Written focus group discussions were transcribed and evaluated using thematic analysis. According to the data, this study identifies two external factors that influence EFL students in ELT classes: 1) Student workload experiences. 2) Fatigue with the demands placed on EFL students. Internal causes include: a) Anxiety in EFL students. b) Anxiety-related symptoms among EFL students. c) The experience of pupils who are weary during English classes. From the results above, It can be concluded that EFL students' experiences studying English in class are influenced by both internal and external influences, as well as psychological problems in negative psychological settings.

Keywords English Learning problem, fatigue, workload, anxiety

Author (s) Wulan Indah Sukma Praiswati, Ferra Dian Andanty

Title NARRATIVE PERCEPTION OF USING DUOLINGO AS A LANGUAGE LEARNING TOOL

Abstract The objective of this research was to examine the experiences and emotions of university students while utilizing the mobile application Duolingo. A total of 46 students from departments other than English were included in the study. The study's design was qualitative and narrative in nature. The outcomes indicated that the students generally had a favorable opinion of the mobile application and considered it an engaging experience..

Keywords duolingo, engaging experience, mobile application, narrative

Author (s) Yenny Hartanto

Title SELF-ASSESSING ENGLISH LANGUAGE TEACHER PERFORMANCE THROUGH MIXED COMPETENCY-BASED MODEL FOR TEACHER PROFESSIONAL DEVELOPMENT

Abstract The study addresses the problem of effectively assessing English language teachers' performance, which is crucial for their professional development. The aim is to develop and validate a mixed competency-based assessment model that provides a comprehensive evaluation of language teacher performance. Drawing on theories of competency-based education and self-assessment, the research integrates multiple teacher teaching competencies to assess the language teacher performance for continuous professional growth. The methodology involves a mixed-methods approach. Quantitative data are gathered through structured self-assessment questionnaires from the students' feedbacks. There are 78 student participations and two language teacher participants in this research. Qualitative data are collected via in-depth interviews to gain deeper insights into teachers' perceptions and experiences. The study also employs the scoring formula to validate the effectiveness of the assessment model. Results indicate that the mixed competency-based model provides a nuanced and holistic evaluation of language teacher performance. Teacher participants reported increased self-awareness, motivation, and rich insights for professional development. Additionally, the model's comprehensive nature allows for tailored professional development plans that address individual strengths and areas for improvement. This model, therefore, holds promise for enhancing teacher effectiveness and student learning outcomes in English language education.

Keywords self-assessing, mixed competency-based assessment model, English language teacher performance

Author (s) Yerly A Datu, Singgih Widodo Limantoro, Mario Christian Noer Tjahyanto

Title EXPLORING THE PHENOMENA OF LESSON PLANNING AMONG ENGLISH TEACHER (A CASE STUDY IN PRIVATE SCHOOL AT SORONG REGENCY)

Abstract The research conducted a case study to explore the phenomena of lesson planning among English teachers in private schools in Sorong Regency, focusing on teacher perceptions and the role of lesson planning in English teaching. Four English teachers were sampled for the study. The findings revealed a nuanced understanding of lesson planning among teachers, with a strong emphasis on its function as an instructor's roadmap for effective teaching and as a tool to address student learning needs. While most teachers acknowledged the importance of lesson planning, challenges such as administrative constraints and a lack of alignment with school requirements hindered its consistent implementation in the classroom. Despite some teachers not utilizing lesson plans regularly, those who did highlighted its benefits in creating a structured and organized learning environment, facilitating systematic teaching approaches, and enhancing student engagement and participation. The study identified issues faced by teachers, including difficulties in aligning lesson topics with textbooks and syllabi, as well as a lack of expertise among new teachers in constructing effective plans.

Keywords Lesson Planning, English Teacher, Private Schools

Author (s) Yohan Imanuel Osok, Nurteteng

Title EXPLORING OMISSION ERRORS IN STUDENT TRANSLATIONS

Abstract This study examined omission as one common type of translation errors, which involve the deletion of necessary items in sentences. Omission errors are particularly prevalent in early stages of second language learning, where essential elements are often missing from sentences. The research focused on identifying the most frequent error types and the sources that contribute to these errors. The participants of the study were

second-semester students from Universitas Katolik Musi Charitas who were selected by purposive sampling method. A qualitative descriptive methodology was employed. Data were collected through Indonesian- English translation tests and analyzed through thoroughly interpretation of each errors source and classification. The results indicated that the errors in students' Indonesian-English translation primarily stem from the omission of content morphemes and grammatical errors which significantly affect students' ability to produce accurate and coherent translations.

Keywords Omission Errors, Content Morphemes, Grammatical Errors

Author (s) Yohanes Heri Pranoto, Tiara Putri Adelea

Title TEACHING ENGLISH THROUGH STORY-BASED METHODS FOR YOUNG LEARNERS

Abstract The dynamics of teaching elderly learners differ significantly from those involved in teaching young learners. Educators encounter distinct challenges when teaching English to young learners due to their unique and highly active nature. This demographic is particularly susceptible to boredom and distraction, necessitating strategies to maintain their focus throughout the learning process. This issue is especially pronounced in language-based lessons, such as English, where maintaining students' attention can be difficult. To address this, educators must employ creative teaching methods to engage and retain students' interest. Young learners often struggle to grasp English, making it essential for educators to understand both the fundamental rules of the language and the unique characteristics of their students. Developing a robust vocabulary is crucial for comprehension during the learning process, enabling students to understand language rules within the context of sentence structure. Hence, vocabulary is a critical component of second language acquisition, requiring consistent mastery and development throughout the learning process. In facilitating vocabulary comprehension and mastery, teachers must exhibit creativity in designing contemporary learning materials that cater to the distinct nature of young learners. The storytelling method has proven to be the most effective approach for teaching and mastering English among young learners. Storytelling allows children to vividly imagine characters and scenarios, enhancing their engagement and comprehension. This research utilizes an article review method, where the researcher collected articles focusing on the use of storytelling in teaching English to young learners. The objective of this study is to propose a series of four lessons tailored to a specific teaching context, aimed at developing learners' abilities and enhancing existing learning conditions and activities.

Keywords Teaching-English, Story-based, Young Learners, Story-telling

Author (s) Yurike Risa Loreana, Laras Ayuningtyas Manggiasih, Sri Wahyuni, Nico Irawan



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